

NOTE: If you would like to teach and assess the Persuasive Reviews 3rd grade unit in writing, please use the 2011-2012 3rd grade performance assessment, which is more closely aligned with that unit. This assessment will align with the Writing to Make a Real World Difference 3rd grade writing unit.

GRADE: Third Grade

NAME OF ASSESSMENT: Reading Informational Texts/Argument Writing Performance Assessment

STANDARDS ASSESSED:

- Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers (RI.3.1)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)
- Students will write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1)

Depth of Knowledge Level of task: Levels 2-4

Materials needed:

Pre-Assessment:

Access to video (if possible): “Protecting Your Head” (click “Play Video”) link:

http://sni.scholastic.com/SN3/09_17_12_SN3/book#/2

Article: “Heads Up” from http://sni.scholastic.com/SN3/09_17_12_SN3/book#/2

Note: Click “level” to get to the lower level of text, then you can print from the icon at the top of the article.

Post-Assessment: TBA (likely another Scholastic video/article)

Student booklet for responses

Explanation of Standards Alignment:

RI.3.1. Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers

- Students will ask and answer questions to demonstrate understanding of a grade-level informational text, referring to text details in their answers.

RI.3.10: By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)

- Students will respond to a grade-level complex text.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students will write an opinion piece in the form of an article, supporting a point of view (that football players need to take safety precautions) with reasons and information.

Pre-Assessment

Administer prior to relevant unit(s) of study.

Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested time frame: approximately 90 minutes total.

- *The two tasks could be administered in 1 or 2 chunks of time, in 1 or 2 days.*

Preparation for the Assessment:

- *Make copies of booklets – (see student booklet template at the end of this document)*
- *Have loose leaf paper available for article writing.*
- *Make copies for students of “Heads Up”:*
- *Chart questions that students might ask as they read:*
 - *What are the main ideas in this article?*
What is the important information that helps me understand these main ideas?
- *Chart expectations for opinion writing:*
 - *Quickly plan how the article will go: how it will be organized?*
 - *Introduce the topic and state an opinion*
 - *Include reasons for the opinion*
 - *Include information or details from the readings as evidence*
 - *Use words that help the reader follow your thinking, such as *for example, because, therefore**
 - *Provide a conclusion*

Introduction:

Take a few minutes to introduce the whole of the assessment to the kids. It might sound something like:

“You’re going to have a chance over two class periods to show off your powers as researchers and persuasive writers. Here’s how it’s going to go – you are going to have the opportunity to study the issue of safety in football. Your job is to figure out how to convince readers that football safety is important. You’re going to watch a video about how important it is to protect your head when playing sports, then read an article about football and some ways to make it safer.

“After reading the article, you will answer some questions that will push you to think about the most important ideas and information that the article was teaching. You’ll write that down in a graphic organizer to help you hold onto those ideas and key details.

Then, you’ll have a chance to write your own editorial article. An editorial is a piece of writing that is based on an opinion the author wants to share with readers. You will decide how to make

it clear to your readers that football should be made safer. Imagine that people involved with football teams, such as coaches and parents, will read your piece.

When you write, you'll want to use what you know about persuasive writing: you'll state an opinion, give reasons to support that opinion, and use some of the evidence you gathered from the article – you'll be able to use your graphic organizer and look back at the article to help you give specific evidence.”

Introduction: Video: “Protecting Your Head”

You may have the questions “What is a main idea in this video?” and “What is the important information that supports this idea?” charted. You may also want to pre-teach the word “concussion” to give everyone access to the way that word sounds and to talk a little about what it means.

“We’re going to watch a short video called “Protecting Your Head.” We are interested in gathering information to help us write an editorial about the importance of safety in football. Let’s see what this video teaches us.”

Show video.

After video, you may choose to have either a turn-and-talk or a whole class discussion to process the information from the video. This will build some background knowledge on the topic before the grade-level reading experience.

Task 1: Independent reading and response to “Heads Up”

“Now you’re going to read an article that teaches us more about the importance of safety in football. As you read, you will want to ask yourself key questions that help to think through informational texts. [point to chart with questions] After reading, you will answer some of these key questions in a box and bullets outline to show that you understood ideas in the text and some of the key details that the author used to support those ideas.”

Task 2: Opinion writing: Editorial Article

“Readers, you’ve done some research now by watching a video and reading and studying this article. Now imagine that your local newspaper is publishing articles on safety. Write an editorial article arguing that football needs to be made safer for players. Remember that as opinion writers, you’ll want to be sure to:

(Refer to chart – above)

Student packet begins after Post-Assessment page.

Post-Assessment

Administer following relevant unit(s) of study.

This section is under construction.

The post-assessment will have the same tasks but use a different text at a similar level of complexity with similar features.

Name: _____ Class: _____

Task 1:

The article “Heads Up” teaches us why football should be made safer and some ways that it could be made safer. What details from this article help us understand **why** football should be made safer? What details from this article help us understand **how** it could be safer?

Use the graphic organizer below to write details from the article to answer these questions. Write at least one text detail for each question.

Why do we need to make football safer for players?

- Text detail: _____

- Text detail: _____

How are some football teams making football safer for players?

- Text detail: _____

- Text detail: _____

Name: _____ Class: _____

Imagine that your local newspaper is publishing articles on safety. Write an editorial article arguing that **football needs to be safer for players**.

Remember that as opinion writers, you'll want to be sure to:

- Quickly plan how the article will go: how it will be organized (you may do this below in a box and bullets outline)
- Introduce the topic and state an opinion
- Include reasons for the opinion
- Include information or details from the readings as evidence
- Use words that help the reader follow your thinking, such as *for example*, *because*, *therefore*)
- Provide a conclusion

Plan for Editorial Article:

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