

NOTE: PLEASE SEE NOTE ABOUT SECOND ROUND OF ASSESSMENTS BEFORE DECIDING ON WHETHER OR NOT THIS ASSESSMENT IS RIGHT FOR YOUR CLASS.

THIS ASSESSMENT ASSUMES YOU ARE ADAPTING A NONFICTION UNIT IN READING TO ALLOW FOR TEACHING STUDENTS TO ANALYZE THE REASONS AUTHOR’S GIVE TO SUPPORT POINTS IN A TEXT.

GRADE: Third Grade

NAME OF ASSESSMENT:

Reading Informational Texts and Explanatory Writing Assessment

STANDARDS ASSESSED:

- Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI.3.4)
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)
- 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)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)

Depth of Knowledge Level of task: Levels 2-3

Task Details:

- **Duration of administration:** Approximately one 60-minute class period
- **Time of year when administered:** Spring (so reading level is appropriate)
- **Materials needed:**
 - “A New Chance for Life” by Glenn Greenberg, *Teachers College Nonfiction Assessment Student Booklet*, New York: Scholastic, Inc. 2009

Explanation of Standards Alignment:

RI.3.4: Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- In their responses to the first task, students will demonstrate an understanding of the domain-specific words “population” and “extinct” and the relationship between them in this text.

RI.3.8: Students will describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- Students will describe the logical connection between the sentence “In the United States, laws were passed that made it a crime to bother, harm, or kill the crocodiles and ferrets.” and the paragraph entitled “Population Problem.”

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.

- Students will analyze an informational text at the high end of the 2-3 text complexity band.

W.3.1: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students will write an explanatory text in which they examine the topic of how a sentence logically connects to a paragraph in “A New Chance for Life,” and write to convey ideas and information on that topic clearly.

Overview of Assessment

Note: Suggested teacher prompts follow – 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 60 minutes total.

Introduction and Independent Reading of “A Chance for Life”

Teacher introduces the assessment to students and gives an introduction to the article “A Chance for Life.”

Task 1: Determine and Write to Explain Key Phrase and Term

Students will write to explain the meaning of the words “population” and “extinct” as they relate to the content of the article.

Task 2: Determine and Explain How a Sentence Logically Coheres with a Previous Section of the Text

Students will determine how a particular sentence in the passage (“In the United States, laws were passed that made it a crime to bother, harm, or kill the crocodiles and ferrets.”) connects to a prior section entitled “Population Problem.” They will write to explain the connection between the sentence and the prior passage.

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

Preparation for the Assessment:

- *Make copies of “A New Chance for Life” – one for each student*
- *Make copies of student answer booklets*
- *Chart expectations for information writing:*
 - Quickly plan how your writing will go
 - Introduce your topic (how this sentence fits with the main idea)
 - Organize your writing into paragraphs that make sense
 - Use facts and definitions from the text to explain your thinking
 - Use words to help the reader understand your connections (because, also, but, and)
 - Write a concluding sentence or statement

Introduction:

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

“We’ve been working on reading to understand what an author is trying to teach us in information books, and also to think about how the author puts the information together. Today we’re going to do a little of that work with an article that teaches us about some animal species that were in danger of dying out, but that people have helped to protect.

In the article, you will read about the “population” of crocodiles, black-footed ferrets and tigers, and about the danger of the animals becoming “extinct.” After reading the article, you will answer a question about these words.

This article is set up in sections (*show the article on a SmartBoard or document camera if possible to point out the sections*). After reading the article, you will write to explain how one part of the article connects to an earlier part.

Remember to use what you know about writing well to explain information. Be sure that you (*point to chart*).”

- Quickly plan how your writing will go
- Introduce your topic (how this sentence fits with the main idea)
- Use details from the text to explain your thinking
- Use words to help the reader understand your connections (because, also, but, and)
- Write a concluding sentence or statement

