

**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:** Second Grade

**NAME OF ASSESSMENT:**

Reading Informational Texts and Explanatory Writing Assessment

**STANDARDS ASSESSED:**

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)
- Describe how reasons support specific points the author makes in a text. (RI.2.8)
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.2.2)

**Depth of Knowledge Level of task:** Levels 2-3

**Task Details:**

- **Duration of administration:** Feedback needed from pilot schools.
- **Time of year when administered:** Spring (so that reading level is appropriate)
- **Materials needed:**
  - *Save Water*, by Kay Barnham. New York: Crabtree Publishing, 2008
  - Pages to copy:
    - Table of contents (copied for all students)
    - Pages 4-7 (for read aloud)
    - Pages 8-9 (copied for all students)
    - Pages 30-32 (copied for all students)

## **Explanation of Standards Alignment:**

**RI.2.5:** Students will know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Students will identify and use more than one of the following features to locate information about saving water and to help define the word “population”: the table of contents, caption, text box, glossary and index.

**RI.2.8:** Describe how reasons support specific points the author makes in a text.

- Students will describe how the author of *Save Water* included reasons to support the point that “We need to save water.”

**RI.3.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Students will analyze a text in the 2-3 text complexity band.

**W.2.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Students will write an explanatory text to examine the topic of how the author supports her point in *Save Water*, and to convey ideas and information about 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 Read Aloud of “All about water” and “The water cycle” from *Save Water***

Teacher gives a text introduction and reads aloud the chapters “All about water,” “The water cycle,” and “Why save water?” as an introduction to the book and its topic.

### **Task 1: Using Text Features to Locate Information about Saving Water**

Students will be given the table of contents, the glossary and the index, as well as the chapter entitled “Why save water?” They will be asked to determine all the pages in which they would expect to find information on saving water, using the text features they’ve been given. They may use either the table of contents or the index or both to do this efficiently and accurately.

### **Task 2: Using Text Features to Locate Information about the Term “Population”**

Students will be asked to write about what parts of the text would help them understand the word “population” better, if they did not know that word already (from the text on pages 8-9). They may use either the text box on the same page or the glossary or both to do this efficiently.

### **Task 3: Re-Reading Independently to Determine and Explain Connection Between Reasons and Points**

Students will read the section entitled “Why save water?” to determine how the reasons the author includes on pages 8-9 support the point that “It’s important to save water.” They will write to explain the connection the author’s reasons and point.

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

**Preparation for the Assessment:**

- *Make copies from Saving Water (one packet per student):*
  - Table of Contents page*
  - Pages 8-9*
  - Pages 30-32 (includes glossary pages and index page)*
- *Make copies of student answer booklets*
- *Make extra copies of blank pages for information writing in case students write more than the two provided pages*
- *Chart expectations for information writing:*
  - Quickly plan how your writing will go
  - Introduce the topic.
  - 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

**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 writes the book to help us understand ideas and information about different topics. Today we’re going to do a little of that work with a text that teaches us about why it’s important to save water.

Today we’re going to read the first two chapters of this book, to get a sense of the topic. Then, tomorrow [or later today], I’ll read the third chapter, and give you a chance to re-read it on your own and answer some questions.”

**Read Aloud:**

Teacher introduces the book, showing the class the text features the book offers, and announcing the title and topic. Then teacher reads aloud “All about water,” and “The water cycle,” stopping to think aloud and prompt students in a shared conversation about water and its role and availability on Earth.

Some possible think alouds and/or prompts for student turn-and-talks:

p.4:

This book starts out right away by letting us know that water is really important for us. We can’t survive without it.

Here in this caption, the author helps us to understand this by sharing a fact about our bodies. What does this caption teach us and how does it go with the point that “water is really important for us?”

p.5:

Wow – it seems that there is actually a lot of water on Earth! Partner one – tell your partner what all the blue parts of this picture of Earth represent. Partner two – tell your partner what all the white parts represent. Talk about how all of those parts show us where there is water on Earth.

p.6-7 – similar kinds of thinking aloud and prompting

### **Introduction to Tasks 1 and 2:**

“The chapters we read earlier teach us about how important water is. Imagine now that you’re going to read further in this book, and that you’re going to use the text features to help you with this. The first questions you’ll answer today are about how you use text features to find key information quickly. I’m giving you just the table of contents, one chapter from the book, the glossary and the index.

“The first task is to use everything you know about text features to help you figure out – what pages from this book would contain information about saving water? You don’t have all the pages in your packet, so you’ll have to use the text features only to decide which pages would have that information. Write your answer to this question in your packet. Be sure to list all the pages you would expect to teach you about saving water, and to write down which text features you used to come up with your answer.

*Note: teachers, you may decide to break up these two tasks if it seems that students need a more directed approach to understand what the tasks require.*

“Next, you’ll answer the question: ‘What text features are in this book that could help you understand what the word ‘population’ means, if you didn’t know it already, or if you wanted to know more.?’ Be sure to list all text features that help you with this. You may also explain how the text features are set up to help you understand the word.”

### **Introduction to Task 3:**

*Note: teachers, if most of your students are reading below level L and depending on when in the year you conduct this assessment, this is quite possible, you will want to read this aloud first, giving them the text to then re-read and use to write their analysis.*

“Now you’re going to have a chance to write about what we learned from the chapter ‘Why should we save water?’ You’ve studied information writing and know how to write an information that teaches the reader what you know about a topic. This is a chance to write an information book explaining how Kay Barnham, the author of *Save Water*, gives reasons for why we should save water. You should re-read the two pages

that talk about this, asking yourself the same question the author asks in the heading:  
Why should we save water?

Then, using the paper in your packet, write an information book that explains why the author of this book thinks we should save water. You will want to include only information that you learned in this book.

Remember to also 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 (why the author thinks we should save water)
- Use facts and information only from this book
- Write a concluding sentence or statement







Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Task 3: (information writing)**

In the chapter “Why save water,” the author of the book *Save Water* writes to tell us many reasons why we should save water.

In the pages below, write an information book in which you teach your readers the important reasons this author gives us for saving water.

Be sure to:

- Quickly plan how your writing will go
- Introduce your topic (why the author thinks we should save water)
- Use facts and information only from this book
- Write a concluding sentence or statement

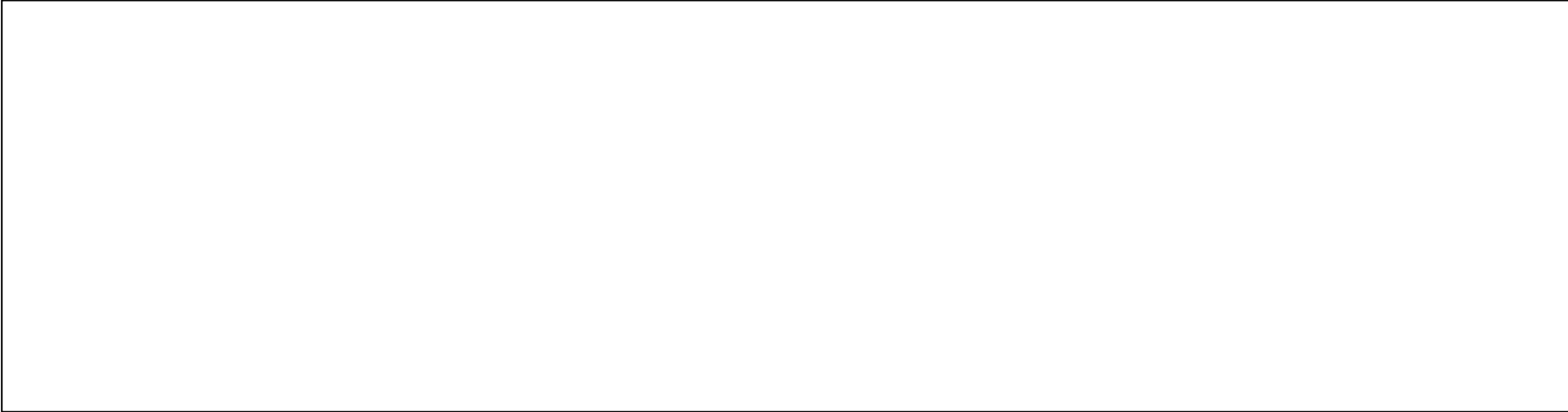
Plan for writing:

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Title:** \_\_\_\_\_

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Name: \_\_\_\_\_ Class: \_\_\_\_\_



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