

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:
- Access to video (if possible): “Soda Ban Explained”
<http://www.nytimes.com/2012/09/10/opinion/soda-ban-explained.html>
- Article: “Sugar Overload”, adapted from Scholastic News Interactive
- Copies of student reading response page for all students
- Loose leaf paper for writing editorial article

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 (whether or not Michael Bloomberg was right to ban super-size sodas) 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)

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: _____

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:

- _____

- _____

- _____

Post-Assessment

Administer following 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 student reading response sheet – (see end of pre-assessment section)*
- *Have loose leaf paper available for article writing.*
- *Make copies for students of “Sugar Overload”:*
- *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 the soda ban in New York City. Recently, Mayor Bloomberg decided that super-size, or extra-large, sodas have too much sugar in them and cannot be sold in New York City. You will watch a video and read an article that teaches you about sugar and soda.

After reading the article, you will answer a question that will push you to think about the most important ideas and information that the article was teaching. You’ll write down some key details from the article. Some of these you may want to use in your own writing.

Then, you’ll have a chance to write your own editorial article supporting the soda ban. An editorial is a piece of writing that is based on an opinion the author wants to share with readers.

You will decide, based on your reading, whether or not you agree with Mayor Bloomberg’s decision to ban extra-large sodas in New York City.

When you write, you’ll want to use what you know about opinion 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: “Soda Ban Explained”

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 “ban” to give everyone access to what that word means.

“We’re going to watch a short video called “Soda Ban Explained.” We are interested in gathering information to help us write an editorial about whether or not we agree with Mayor Bloomberg’s decision to ban large sodas.”

Show EXCERPT from the video.

****NOTE: Only show from 1:00 in until 2:10 minutes in** DO NOT SHOW ENTIRE 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 sugar and soda. 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. With this information, do you think that the mayor was right or wrong to ban super-size sodas in New York City? Imagine that your local newspaper is publishing editorial or opinion articles about the soda ban. Write an editorial article arguing whether the mayor was right or wrong, using evidence from your reading and watching to support your opinion. Remember that as opinion writers, you’ll want to be sure to:

(Refer to chart – above)

Name: _____ Class: _____

Task 1:

The article “Sugar Overload” gives us some information about why Mayor Bloomberg banned extra-large (supersize) sodas in New York City. The article also explains why some people don’t agree with the mayor’s decision.

Use the graphic organizer below to write **details from the article** that help explain the mayor’s decision and why some people don’t agree with it.

Why did Mayor Bloomberg want to ban extra-large sodas?

- One reason from the article:

- Another reason from the article:

Why do some people disagree with banning extra-large sodas?

- One reason from the article:

- Another reason from the article:

Name: _____ Class: _____

Imagine that your local newspaper is publishing opinion writing about the soda ban. You will use this time to plan and write an editorial that will either agree or disagree with banning extra-large sodas in New York City.

Think about the evidence you saw in the video and read in the article. Based on that evidence, decide whether you want to write to support the soda ban, or to disagree with the soda ban. Either way you will need to use **evidence from the article** to back up your opinion.

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:

- _____

- _____

- _____
