GRADE: Third Grade

NAME OF ASSESSMENT:
Reading Informational Texts and Opinion 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)
- Students will determine the main idea of a text; recount the key details and explain how they support the main idea (RI.3.2)
- 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

Task Details:

- Duration of administration: Two class periods across one or two days
- Time of year when administered: Winter 2011-2012
- Materials needed:
  - Article: “The Dauphin Grille: Good for People and the Planet”
  - Article: “Wendy’s”
  - 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

- In their summary statements, students will ask and answer questions to demonstrate understanding of a text, such as “what is a main idea in this text?” and “how do details in this text support that idea?” and will refer explicitly to the text in their answers, in the form of an outline of the text or writing in paragraph form about the text.

RI.3.2: Students will determine the main idea of a text; recount the key details and explain how they support the main idea.

- Students will summarize the main idea of each of two written texts by organizing some notes in an outline form. They will state a main idea, and show how that idea is supported by key ideas and details.

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 summarize the main idea of a grade level complex text by organizing some notes in an outline form. They will state a main idea, and show how that idea is supported by key ideas and details.

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

- Students will write a persuasive review, supporting a positive point of view regarding a restaurant, using reasons and information derived from a text.
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 90 minutes total.

- The three tasks could be administered in two to three chunks of time, in either one or two days.

Task 1: Independent reading and written summary of “Dauphin Grille: Good for the People and the Planet”

Students will read an article that gives important information about a restaurant called the Dauphin Grille. The teacher will prompt students to ask and answer questions about key details in the text, and to determine a main idea about the restaurant and explain how key details in the article support that main idea. Students will summarize the main ideas and key details in the student booklet (suggested booklet format attached).

Task 2: Independent reading and written summary of grade-level text: “Wendy’s”

Students will read an article that gives important information about Wendy’s restaurants. The teacher will prompt students to ask and answer questions about key details in the text, and to determine a main idea about Wendy’s and explain how key details in the article support that main idea. Students will summarize the main ideas and key details in the student booklet (suggested booklet format attached).

Task 3: Opinion writing: restaurant review of one of the two restaurants

Students will write a review, recommending that readers eat at one of the two restaurants that the articles mention. They will be prompted to include the required components of third-grade opinion writing, and to include key details from the relevant article in their review to support their stated preference of restaurant.
Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Preparation for the Assessment:
- Make copies of booklets – (see student booklet template at the end of this document)
- Have loose leaf paper available for review writing and if students need more writing space for their summary writing.
- Make copies of the two articles for students:
  - “Dauphin Grille: Good for People and the Planet”
  - “Wendy’s”
- 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 review 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 articles about two restaurants. Your job is to figure out – which restaurant do you think people should go to and why? Each article not only gives information about the food you can order at that restaurant – it also tells you about how the restaurant prepares the food – where the food comes from and how it’s cooked. You’ll get a chance to study this information and really develop some ideas about which restaurant you think people should eat at, and why. After you’ve studied this information, you’ll have a chance to write a review, in which you choose one restaurant to recommend, explaining why you think it’s a good restaurant to go to. Imagine that people who live near these restaurants will read your review, and you want them to be persuaded by your opinion writing.

“We’ll have two class periods to work on this. In the first period, you’ll have a chance to read the two articles. For each article, you’ll be asked to write about what that article is teaching you about the restaurant. In other words, you’ll write to summarize a main idea and key details or important information you’re learning about each restaurant.

Then, second period, you’ll have a chance to plan and write your reviews. If you think of your reviews as persuasive reviews, which you’ve written before, you’ll remember
everything you know about that kind of writing, and your writing should be amazingly expert and convincing, and include information from the reading.”

“I think that’s everything you need to know ahead of time. When you write, you’ll want to recommend the restaurant that seems the best based on what you’ve read about them, give reasons that will persuade your readers to visit that restaurant, and use some of the evidence that you read in the articles – you’ll be able to look back at any notes you took and your summary statements, as well as the articles themselves.”

**Task 1: Independent reading and written summary of**

**“Dauphin Grille: Good for the People and the Planet”**

You may have the questions “What is a main idea in this article?” and “What is the important information that supports this idea?” charted. You may also want to say the name of the restaurant (Dauphin Grille – pronounced Doe-fin Grill) so the students have a way to say it to themselves when reading.

“You’re about to read an article about restaurant number one, The Dauphin Grille. The task is to read the article, and to write down a main idea from the article and the details from the article that support that main idea. As you’re reading, you’ll be asking yourself – what is a main idea in this article? What is the important information that supports this idea? In the space provided, write in paragraphs to explain a main idea and the information from the article that supports it. Don’t forget, if you see important information that you think will support your opinion, you’ll want to jot down those details.”

**Task 2: Independent reading and written summary of grade-level text: “Wendy’s”**

“Now you have a chance to research a different restaurant. You’ll read an article about restaurant number two, Wendy’s. The task is to read the article, and then write a summary by naming a main idea and key details from this article that support that idea. This summary will help you later when you’re writing your review.”

(see next page for Task 3)
Task 3: Opinion writing: restaurant review of one of the two restaurants

Suggested teacher prompt:

“Readers, you’ve done some good research now by reading and studying these articles, thinking about what you’ve learned about each of these restaurants. Now you’ll imagine that your local newspaper is running a review of one restaurant each week. You can choose one of the two restaurants you read about, and write a review on loose leaf paper that explains why people should go to that restaurant. Study the articles and your summaries carefully, and pick a restaurant that you think is the best based on what you read. Remember that as opinion writers, you’ll want to be sure to:

(Refer to chart)

• Quickly plan how the review will go: how it will be organized (you may do this in the booklet)
• 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
Third Grade Informational Reading/Opinion Writing Performance Assessment
Student Packet

Task 1:
Write down a main idea and key details from
“Dauphin Grille: Good for the People and the Planet”

Be sure to include a main idea from this article and some key details or important information from the article supporting that idea. Use the back of this page and extra loose leaf paper if you need more space for your writing.

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Task 2:
Write down a main idea and key details from the article “Wendy’s”

Be sure to include a main idea from this article and some key details or important information from the article supporting that idea. Use the back of this page and extra loose leaf paper if you need more space for your writing.
Task 3: (use looseleaf paper for this)

Imagine that your local newspaper is running a review of one restaurant each week. You can choose one of the two restaurants you read about, and write a review that explains why people should go to that restaurant. Study the articles and your notes carefully, and pick a restaurant that you think is the best based on what you read.

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

- Quickly plan how the review will go: how it will be organized (you may write your plan on this page)
- 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 review: