GRADE: Fourth Grade

NAME OF ASSESSMENT:
Reading Informational Texts and Opinion Writing Performance Assessment

STANDARDS ASSESSED:

Primary:
- Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
- Students will determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)
- Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

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: December
- Materials needed: Access to streaming video:
  - Video to stream: “Wellness in the Schools”
    http://www.youtube.com/watch?v=9NPx8ciZgl8&feature=player_embedded&noredirect=1
    OR:
    http://vimeo.com/23876482
  - Text: “Chicago School Bans Lunches Brought From Home”
  - Text: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
  - Student booklet for responses
  - Loose leaf paper
Explanation of Standards Alignment:

**RI.4.1:** Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- In their summary statements, students will refer to details and examples in the text when determining the main idea of a text and showing how it is supported by key details.

**RI.4.2:** Students will determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Students will summarize the main idea of each of two written texts. They will state a main idea, and explain how that idea is supported by key ideas and details.

**RI.4.10:** By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)

- Students will summarize the main idea of a grade level complex text. They will state a main idea, and explain how that idea is supported by key ideas and details.

**W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Students will write an opinion piece, taking on a point of view on the topic of school lunch versus lunch from home, supporting their claim with reasons and information derived from the readings and video.
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 introduction and four tasks could be administered in two to four chunks of time, in either one or two days.

Task 1: Video viewing and note-taking/summary writing: “Wellness in the Schools”
Students will watch a video entitled “Wellness in the Schools” and will be prompted to watch and listen for information about the pros and cons of school lunches. After the video is shown a second time, students will be prompted to write a summary to capture a main idea and supporting details that they learned from watching the video.

Task 2: Independent reading and summary writing of “Chicago School Bans Lunches Brought from Home.”
Students will read the article and will be prompted to use their response booklet to write down a main idea and key supporting details from the text and to summarize the text.

Task 3: Independent reading and summary writing of “Lunches Provided by Schools May be Healthier than Lunches Brought from Home.”
Students will read the article and will be prompted to use their response booklet to write down a main idea and key supporting details from the text and to summarize the text.

Task 4: Opinion writing: persuasive essay
Students will be prompted to write a persuasive essay in which they state an opinion, and provide reasons and information for that opinion, on the topic of whether eating school lunch or bringing lunch from home is a better choice. The students will be reminded to meet the expectations for fourth grade opinion writing and to use evidence from the provided reading.
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 essay writing and if students need more writing space for their summary writing.
- Cue the video “Wellness in the Schools” for streaming:
- Make copies of the two articles for students:
  “Chicago School Bans Lunches Brought From Home”
  “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
- Chart expectations for opinion writing:
  - Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized
  - Introduce the topic and state an opinion
  - Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
  - Include information from the readings as evidence
  - Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
  - Provide a conclusion that clearly connects to the opinion or thesis statement

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 these two periods to show off your powers as researchers and writers. Here’s how it’s going to go – you are going to have the opportunity to study a video and two articles about school lunches. Imagine that your school is going to have a debate about the pros and cons of school lunch versus home-made lunches. This debate will be witnessed by parents, students, and school leaders, and may influence decisions about lunch in your school. You are on the debate team. You have to pick a side of this argument to support. To rehearse for the debate, you will write a persuasive essay, in which you will state whether school or home lunch is better, and support that claim with research from the video and articles you’ll see now.

“I think that’s everything you need to know ahead of time. When you write, you’ll want to choose a side of this topic that you can support with evidence, state clearly which side you are supporting, give reasons to support your opinion, and use some of the evidence you gather from these texts – you’ll be able to use your notes as you write, and you’ll be able to look back at the articles for evidence to quote in your essay.”
Task 1: Video viewing and summary writing: “Wellness in the Schools”

Show the video twice.

“You’re about to watch a news video about school lunches. As you watch, think about the important ideas and information in the video. After I show it a second time, you’ll have a chance to write down what you think is an important main idea, and to explain how details in the video support that idea. Be sure to listen the second time for exact quotes and accurate information – you will want to include this in your writing now and in your essay that you write later.”

Task 2 – Reading and note-taking/summary writing: “Chicago School Bans Lunches Brought From Home”

“Now you’ll have a chance to study an article about school lunch and whether it’s better or worse than bringing lunch from home. You’ll then write a summary of this article, including a main idea and explaining which details in the article really support that idea. Remember when you’re writing your summary to look back at the article and make sure you’re including accurate information.”

Task 3 – Reading and note-taking/summary writing: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

“Now you’ll have a chance to study another article about the issue of school versus home lunches. You’ll then write a summary of this article, including a main idea and explaining which details in the article really support that idea. Remember when you’re writing your summary to look back at the article and make sure you’re including accurate information.”

Task 4 – Opinion writing: persuasive essay

“Researchers, you’ve gathered some important information that should help you decide which side to take in this debate and what evidence you may use to support your thinking. Now you’ll want to clearly take a side and state whether students should bring lunch from home or eat lunch at school. Imagine you are debating this issue and you have to clearly support one side of the argument, with convincing evidence you’ve gathered in your research. You’ll want to include information and details from the articles and video to support your opinion. Also, remember what you know to include in a strong piece of opinion writing. Be sure to…”

Point to charted expectations.
Fourth Grade Informational Reading/Opinion Writing Performance Assessment
Student Packet

Task 1: Summary of “Wellness in the Schools”

Determine a main idea about school lunches from this video, and write to explain which key details and examples from the video support 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: Summary of “Chicago School Bans Lunches Brought from Home.”

Determine a main idea from this article, and write to explain which key details and examples from the text support 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 3: Summary of “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”

Determine a main idea from this article, and write to explain which key details and examples from the text support 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 4: (use loose leaf paper for this)

Persuasive Essay:

Should students bring lunch from home or eat lunch provided by the school?

Imagine that your school is holding a debate and the topic is: should students bring lunch from home or eat lunch provided by the school? Decide which side of this debate you will support. Write a persuasive essay that you could use in this debate, and use information from the articles and the video to support the side you think is most convincing.

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

- Quickly plan how your essay will go: how your reasons and evidence will be grouped and organized (you may write your plan on this page)
- Introduce the topic and state an opinion
- Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
- Include information from the readings as evidence
- Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
- Provide a conclusion that clearly connects to the opinion or thesis statement

Plan for essay: