**CCS Reading Informational Text Assessment**

**GRADE:** 4th

**NAME OF ASSESMENT:** Reading Informational Text Performance Assessment

**STANDARDS ASSESSED:** RL 4.1, 4.2, 4.3, 4.5, 4.8, 4.9

**EXPLANATION OF STANDARD ALIGNMENT:**

* RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (List examples from the article, “The Unbuckled Seatbelt” that supports the main idea.)
* RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Determine the main idea from the article, “The Unbuckled Seatbelt”.)
* RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (Students read and comprehend three different informational articles about seatbelt safety.)
* RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (Students will be able to understand the cause/effect of wearing seatbelts.)
* RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. (Students identify the author’s perspective in the article, “Seatbelt Physics”.)
* RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (Students compare “The Unbuckled Seatbelt” and “Seatbelt Physics” and describe the effects on the body when wearing vs. not wearing a seatbelt.)

**ELA READING FOUNDATIONAL SKILLS**

* RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
* RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
* RF.4.4.a Read grade-level text with purpose and understanding.
* RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**MATERIALS**

* Article “The Unbuckled Seat Belt”
* Article “Questions and Answers About Seat Belts”
* Article “Seat Belt Physics”

**PREPARATION FOR THE ASSESSMENT:**

Smartboard

 Student copies of each article

 Pencils for each student

**INTRODUCTION:**

 **“**Today we are going to be reading three different informational articles about seatbelt safety. Once finished, you will be able to determine the main idea, with supporting details, the author’s perspective and the pros and cons of wearing a seatbelt.”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade Informational Reading Performance Assessment**

**Task 1: “The Unbuckled Seat Belt”**

The author of this article wants us to think a certain way about seat belt safety. Write the main idea about the “The Unbuckled Seat Belt” in the box below and list details from the article that support that idea.

|  |
| --- |
| Main idea from the article:Possible Answer:Accidents can happen even on short car trips and it’s important to wear a seat belt to prevent from getting hurt. |

List examples from the article that support this main idea:

* Article example:

Possible Answer:

Most deaths, from car crashes, happen close to home. Usually they happen when a car is traveling less than 40 miles per hour.

* Article example:

Possible Answer:

About 40,000 people die in a car crash each year. Half of these people would be alive if they were wearing seat belts.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade Informational Reading Performance Assessment**

**Task 2: “Seat Belt Physics”**

The author of this article wants us to think a certain way about seat belt safety, by using a specific perspective and vocabulary that coincides with it.

|  |
| --- |
| What is the author’s perspective in this article?Possible Answer:The author clearly supports the idea of wearing seat belts and provides evidence to back it up. |

Choose two sentences that the author uses, from the article, that supports his perspective and write them below.

* Sentence 1:

Possible Answer:

“The passenger keeps moving until something forces her to stop.”

* Sentence 2:

Possible Answer:

“But what should have forced the passenger to stop in the first place was her seat belt! Seat belts help hold passengers in their seats.”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fourth Grade Informational Reading Performance Assessment**

**Task 3:“The Unbuckled Seat Belt” and “Seat Belt Physics”**

These articles present different points of view about the topic of seatbelt safety. What side of the issue does most of the evidence support? Use the graphic organizer below to find details supporting both sides of the issue and make your judgment:

|  |  |
| --- | --- |
| **What happens to your body in an accident if you are not wearing a seat belt?** | **What happens to your body in an accident if you are wearing a seat belt?** |
| Evidence from the text: Possible Answers:* People can be ejected from the car.
* You could hit the dashboard or windshield.
* Passengers keep moving forward.
* Bleeding nose, gash on forehead or worse.
 | Evidence from the text:Possible Answers:* Passengers stay in their seats.
* Keeps passengers in the car.
* Less bodily injuries.
* Forces the body to stop moving.
 |