**CCS ELA Reading Assessment – Informational Text**

**GRADE:** 6th

**NAME OF ASSESSMNT:** 2013-2014 Reading Informational Text Performance Assessment

**STANDARDS ASSESSED:**

**Key Ideas and Details:**

* [CCSS.ELA-LITERACY.RI.6.1](http://www.corestandards.org/ELA-Literacy/RI/6/1/) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-LITERACY.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/) - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
* [CCSS.ELA-LITERACY.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/) - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Craft and Structure:**

* [CCSS.ELA-LITERACY.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
* [CCSS.ELA-LITERACY.RI.6.5](http://www.corestandards.org/ELA-Literacy/RI/6/5/) - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
* [CCSS.ELA-LITERACY.RI.6.6](http://www.corestandards.org/ELA-Literacy/RI/6/6/) - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge and Ideas:**

* [CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/) - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
* [CCSS.ELA-LITERACY.RI.6.8](http://www.corestandards.org/ELA-Literacy/RI/6/8/) - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
* [CCSS.ELA-LITERACY.RI.6.9](http://www.corestandards.org/ELA-Literacy/RI/6/9/) - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Range of Reading and Level of Text Complexity:**

* [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/) - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**EXPLANATION OF STANDARD ALIGNMENT:**

* Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RI 6.1 – Task 1, Task 2, Task 3, Task 4)**
* Students will determine a central idea of a text. **(RI 6.2 – Task 1)**
* Students will provide textual evidence, examples and/or quotes to analyze how a topic is discussed in a text. **(RI 6.3 – Task 2, Task 3, Task 4)**
* Students will be able to determine word meaning in context. **(RI 6.4 - Task 2)**
* Students will provide quotes/textual evidence that show how an author supports a certain position. **(RI 6.5 – Task 2, Task 3, Task 4)**
* Students will determine an author’s position on a topic/point of view. **(RI 6.6 – Task 3, Task 4)**
* Students will integrate information presented via multimedia (YouTube video) and articles to develop a coherent understanding of a topic. **(RI 6.7 - Task 1, Task 2, Task 3)**
* Students will write arguments to support claims with clear reasons/textual evidence. **(RI 6.8 – Task 1, Task 2, Task 3, Task 4)**
* Students will compare and contrast arguments found in text and use them to write their own argumentative essay. **(RI 6.9 – Task 4)**
* Students will read and comprehend literary nonfiction. **(RI 6.10 – Task 2, Task 3)**

**DURATION OF ADMINISTRATION:** 2-3 class periods (60 minutes each) – Beginning of Year Assessment

**MATERIALS NEEDED:**

* Access to streaming video “CNN: Most Bottled Water Is Tap” - <https://www.youtube.com/watch?v=saSgpX186MM>
* Text/Link to article: “Goodbye, Bottled Water” - <http://www.scholastic.com/browse/article.jsp?id=3746727>
* Text/Link to article: “International Bottled Water Association Statement” - [http://www.bottledwater.org/ibwa-statement-regarding-massachusetts-attorney-general-upholding-town-concord’s-ban-sale-bottled](http://www.bottledwater.org/ibwa-statement-regarding-massachusetts-attorney-general-upholding-town-concord%27s-ban-sale-bottled)
* Alternate Text/Link to article: “Bottled Versus Tap: Which is Safer?” (this could be used either as a stand-alone pre-assessment text, or substituted for one of the other text/task sets in the post-assessment) - <http://articles.latimes.com/2008/oct/13/health/he-nutrition13>
* Student response sheets

**PREPARATION FOR THE ASSESSMENT:**

* Make one-sided copies of student response sheets
* Have loose leaf paper available for students essay writing
* Cue the video *CNN: Most Bottled Water Is Tap* for streaming: <https://www.youtube.com/watch?v=saSgpX186MM>
* Make copies of the articles for students:
	+ “Goodbye, Bottled Water”
	+ “International Bottled Water Association Statement”
* Chart expectations for argument writing:
	+ Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you’ll acknowledge the opposing position.
	+ Introduce a position and acknowledge the opposing position.
	+ Support the position using accurate, relevant sources.
	+ Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.
	+ Establish and maintain a formal style.
	+ Provide a concluding statement or section that follows from and supports your argument.

**INTRODUCTION:**

Take a few moments to introduce the whole of the assessment to the students.

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research, and compose an argumentative essay. Over the next couple of periods, you’ll encounter a few texts that will provide you with information and claims about the pros and cons of bottled water. It will be up to you to really analyze the information and ideas, so that you can state your own claim and justify it, using researched evidence.”

For each text, you’ll have a chance to respond to prompts that ask you to identify and explain key details in the text that support central ideas. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is hosting a debate about whether or not schools should ban bottled water. You have to decide which side of the debate to argue. You can take the position that bottled water should be banned- in which case you want to really gather convincing evidence from your research. Or you can make a claim to support bottled water in school – in which case you also want convincing evidence.

One thing to tell you ahead of time – part of what makes a convincing argument is the ability to acknowledge the opposing claim and reasons, and refute those. So no matter which side you end up taking, be alert during your research for evidence that could be used for either side of the argument.

This period is part one of the research project. You’ll have a chance to watch a video and read two texts today, and to write to explain key details that help support the difference points of view on the topic. At a later time, you’ll write your position paper, or essay. You’ll have a chance then to look over your notes and any of the texts again.

**Task 1: Response to video *CNN: Most Bottled Water is Tap***

“You’re about to watch a news video about the relationship between bottled water and tap water. As you watch, think about the important ideas and information in the video. After I show the video a second time, write a central idea that this video teaches us, and fill in the outline with specific examples or evidence that the video gives to support that idea.”

**Task 2: Response to “Goodbye, Bottled Water”**

“Now you’ll have a change to study an article about bottled water. After reading this, write two reasons that the article gives for why bottled water is a problem. For each reason, write a quote from the article that explains or supports that reason.”

**Task 3: Response to “Statement from International Bottled Water Association”**

“Now you’ll have a chance to read a response from the International Bottled Water Association regarding a state attorney general’s decision to allow a town to ban bottled water. Read to find the strongest evidence that the Bottled Water Association gives in defense of bottled water. Write to explain why this evidence is convincing.”

**Task 4: Argumentative Essay – Should We Ban Bottled Water in Schools?**

“Researchers, you’ve done some good research now by studying this information and the ideas of authors. Imagine that you are preparing for a debate, and that you have to take a stance on whether schools should or shouldn’t ban bottled water, using evidence from the texts you’ve watched and read. Write an argumentative essay that you could read at the debate. First, you’ll want to look over your reading responses and the texts, and take a clear position on the issue.

You’ll want to clearly support one side of this argument, supporting that claim with convincing evidence you’ve gathered in your research. You’ll want to include relevant information and details from the articles and video to support your claim, citing the source accurately. You’ll also want to acknowledge the other side of the argument.

Remember what’s expected in argument writing: *Read from anchor chart*

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**Sixth Grade Informational Reading/Argumentative Writing Performance Assessment**

**Task 1: Response to *CNN: Most Bottled Water is Tap***

This video informs us about bottled water. What is a central idea in this video about bottled water?

**What is a central idea about bottled water in this video?**

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What examples or specific evidence does the video give to explain or support this central idea?

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* Example or evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Task 2: Response to “Goodbye, Bottled Water”**

This article present and explain many reasons why drinking bottled water is a problem. Complete the outline below with more than one reason that the article gives supporting this idea, and at least one quote from the article to explain or support that reason.

**1.) According to the article, why is bottled water a problem?**

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* **Write a quote from the article that explains or support this reason.**

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**2.) According to the article, what is another reason why bottled water is a problem?**

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* **Write a quote from the article that explains or support this reason.**

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Determine the meaning of the word ***generated*** in the sentence “All of this waste and pollution are ***generated*** by a product that by objective standards is often inferior to the quality of San Francisco’s pristine tap water.”

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Mayor Anderson calls for a ***resolution*** to end the use of bottled water in San Francisco. Determine the meaning of the word ***resolution***in the sentence “Mayor Anderson, along with two other mayors, introduced a resolution at the recent US Conference of Mayors calling for the promotion of tap water over bottled water.”

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**Task 3: Response to “International Bottled Water Associating Statement”**

In this statement, the International Bottled Water Association attacks a town’s decision to ban bottled water and defends bottled water as a necessary product. What is the **strongest** piece of evidence that the International Bottled Water Association gives in support of bottled water? Quote directly to capture the exact words that the author uses.

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What makes this evidence convincing? Write to analyze how this quote supports the International Bottled Water Association’s position that bottled water should not be banned.

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**Task 4: (Use loose leaf paper for this) Argumentative Essay**

Your task it to take a position on whether or not bottled water should be banned in schools. Write an argumentative essay in which you clearly state your position either for or against bottled water in schools, and then support that claim with evidence from the texts you’ve read and watched. Be sure to:

* + Quickly plan how your argument will go; how your reasons and evidence will be grouped and organized and how you’ll acknowledge the opposing position.
	+ Introduce a clear position and acknowledge the opposing position.
	+ Support the position by referring to and accurately citing relevant sources.
	+ Use words, phrases and clauses to provide clear transitions and connections between ideas and evidence.
	+ Establish and maintain a formal style.
	+ Provide a concluding statement or section that follows from and supports your argument.

Plan for argumentative essay:

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

**Response to “Bottled versus Tap”**

This article presents different points of view on the question of whether bottled water is a better choice than tap water. Use the table below to record quotes from the text that show both sides of this argument.

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| --- | --- |
| **Bottled water is not a better****choice than tap water** | **Bottled water is a better****choice than tap water** |
| Quote from the text that shows this side: | Quote from the text that shows this side: |

This article presents both sides of this argument. What is one piece of **evidence** from the article that strongly supports one or the other position on whether bottled water is or is not a better choice than tap water?

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How does this evidence support a position on whether or not bottled water is a better choice than tap water? (Continue on the back of this page for more space.)

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