

Reading to Learn: Grasping Main Ideas and Text Structures

Grade 3: Nonfiction, Unit 2

Postassessment Sample Responses

Following are sample responses for each question, at a range of levels. These samples will help students notice if they have done similar work in their responses, and thus will be a helpful part of their self-assessment. These can also serve as mentor texts to help your students to identify specific ways they can lift their work to the next level. For postassessments in Units 1 and 2, we provide sample responses for one level above grade level, in addition to the levels provided in preassessments.

Question	Approaching Level 2	Level 2	Level 3	Level 4
<p>1. Summarize the article, "Thrills and Chills."</p> <p><i>Main Idea(s) and Supporting Details/Summary</i></p>	<p>NOTE to teacher:</p> <p><i>Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "approaching level 2."</i></p>	<p>This teaches about roller coasters. Roller coasters have loops and they can go as high as the Statue of Liberty!</p> <p><i>Responses at this level tend to name just the topic of the text and give information learned about that topic. Sometimes students may just list facts that might be unimportant.</i></p>	<p>This teaches about that there are different kinds of roller coasters. There are wooden roller coasters and steel roller coasters. Wooden roller coasters have a giant support structure. Steel roller coasters have more loops.</p> <p><i>Responses at this level name the main idea of the text and also provide details to support the main idea. There is evidence that the student has chosen important supporting details that go with the main idea.</i></p>	<p>This article teaches that wooden and steel roller coasters are different. The wooden ones are made of wood and have a giant support structure. They are very expensive to keep working. The steel ones are made of steel. They don't have to be held up by so much.</p> <p>Steel roller coasters also have more loops and are more popular. They also do not cost as much to keep working.</p> <p><i>Responses at this level name the main idea of the text and also provide details to support the main idea. If the text being summarized is structured in a clear way, the summary often reflects the structure. The response shows that the student has used the structure of the text to select important supporting details.</i></p>

Question	Approaching Level 2	Level 2	Level 3	Level 4
<p>2. Both “Thrills and Chills” and “New Inventions that Make Steel Roller Coasters Even Scariest!” include information about an important subtopic—new inventions for roller coasters. Explain briefly what these texts teach about how inventors make roller coasters have even more thrills and chills.</p> <p><i>Cross-Text(s) Synthesis</i></p>	<p>NOTE to teacher:</p> <p><i>Compare your students’ work to level 2. If it does not meet level 2 work, then consider it to be “approaching level 2.”</i></p>	<p>Some roller coasters can go higher than the Statue of Liberty! Some wooden roller coasters can go upside down now. Some roller coasters have swings.</p> <p><i>Responses at this level tend to include facts from both texts in seemingly random order. The student may write a few facts learned from the first text (or part) and then add on some facts learned from the second text.</i></p>	<p>New inventions have made steel roller coasters scarier!</p> <p>Some steel roller coasters can go higher than the Statue of Liberty! Some steel roller coasters have swings.</p> <p>Some wooden roller coasters can go upside down now.</p> <p><i>Responses at this level tend to show that the student has recognized a subtopic and has grouped a few facts from each text (or parts of text) that support that subtopic. There may still be some facts that seem randomly placed. The paragraphs in this entry aren’t necessary, but they highlight the groupings.</i></p>	<p>Inventors have made both wooden and steel coasters scarier. For wooden roller coasters, they are working to make more loops. Some wooden roller coasters can go upside down now.</p> <p>They are also making steel coasters scarier. Now steel coasters can have tracks shaped like straws and this lets them bend in all different directions and have bigger drops and more loops. They can also go higher. Some steel roller coasters can go higher than the Statue of Liberty! The new tracks also make it so some steel roller coasters have swings instead of cars!</p> <p><i>Responses at this level tend to show that the student is collecting and merging information from different texts (or parts of texts) in a way that makes a new organization for the information. The student tends to sort information from different texts (or parts) into categories or subtopics.</i></p>
<p>3. Summarize the story, “Super Fan/Rider: Gary Coleman.”</p> <p><i>Retelling/Summary/Synthesis (Narrative)</i></p>	<p>NOTE to teacher:</p> <p><i>Compare your students’ work to level 2. If it does not meet level 2 work, then consider it to be “approaching level 2.”</i></p>	<p>Gary went to the park to ride the Diamondback lots of times. When he was 73, he rode it for the 12,000th time.</p> <p><i>Responses in this level tend to include the main character(s) and major events in order of the text.</i></p>	<p>Gary is a 73-year-old man who LOVES roller coasters! He’s ridden one 12,000 times! In this story, even though the sign says Danger he isn’t scared—he’s happy. It is his 12,000th ride.</p> <p><i>Responses in this level tend to include story elements—characters and their traits, important events in sequence, setting, and problems and solutions.</i></p>	<p>The story teaches about a 73-year-old man who hasn’t outgrown the fun of roller coasters. In the story, Gary Coleman is in line to ride the Diamondback. The sign says Danger but Gary Coleman isn’t scared. He is happy because this is his 12,000th ride. He is famous not just for being an old man who is a kid at heart but also for being crazy enough to ride a roller coaster 12,000 times!</p> <p><i>Responses in this level tend to include key events and a sense of a larger idea/theme that these events show. This response also includes some evidence that the writer has used cause-effect structure to summarize.</i></p>

Question	Approaching Level 2	Level 2	Level 3	Level 4
<p>4. Write briefly about one idea you have grown from these texts.</p> <p><i>Critical Reading: Growing Ideas</i></p>	<p>NOTE to teacher:</p> <p><i>Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "approaching level 2."</i></p>	<p>I wonder how much it costs to build a roller coaster? I bet it is very expensive. But they are worth it because they are FUN.</p> <p><i>Responses in this level tend to show students asking and answering questions and tend to include students' own opinions about what they are reading.</i></p>	<p>I think that roller coaster designers have to know a lot to be able to design safe roller coasters. Like they have to know how to hold up the tracks on wooden roller coasters and on steel roller coasters. I'd be afraid that the steel roller coasters would collapse because they aren't held up by as big a structure as the wooden roller coasters.</p> <p><i>Responses in this level tend to show students have grown an idea, explained it, and used details from the text to support it. The idea is usually one that is not that far away from what the text suggests.</i></p>	<p>I think that roller coaster designers have to make crazier and crazier designs to get people to think a ride is scary. It used to be that people rode wooden roller coaster that had big drops and just those drops were scary. But now, roller coasters need to be even higher than the Statue of Liberty or they need to let people stand up or lie down or go on swings or something else crazy. I think that when they try to make roller coasters scarier they might end up making them unsafe.</p> <p><i>Responses at this level tend to include ideas that are sparked by information from several parts of the text(s). When possible, readers do not just repeat the information, but they do something with it (compare, connect, wonder, reorganize). The idea may be one that is more implicit in the texts or that is very different from the main ideas of the texts but the student has supported his or her thinking with text details.</i></p>