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CCR Performance Tasks

**ELA Grade 4: Writing About Informational
Text**

Everybody Can Bike

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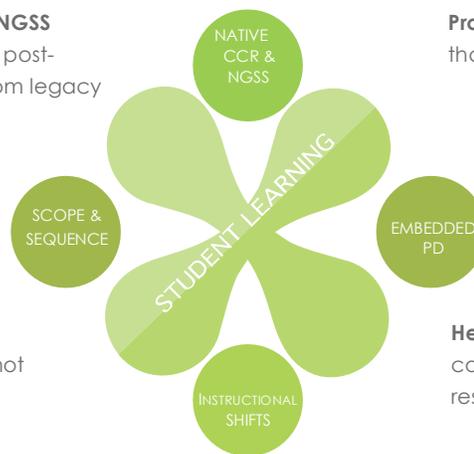
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CCR Performance Tasks

ELA Grade 4: Writing About Informational Text

Everybody Can Bike

Student Test Booklet

Name:

PART 1

Directions: Read the article “Get on the Road,” then follow your teacher’s directions.

Get on the Road

Biking is a fun way to exercise. It’s also fast and easy transportation. When you ride a bike, there’s no more waiting at bus stops. Just get on your bike and go.

You want to ride a bike. What’s stopping you? Let’s look at what gets in the way. Once we find the roadblocks, we can get rid of them—and get you on the road.

Roadblock #1: No Parking!

Bikes are smaller than cars—but they still need to be stored safely. Maybe there is nowhere on your street to lock your bike. If you don’t have a garage or a back yard, you might not have room to keep your bike safe.

Here’s what you can do:

1. Hang it up. You can buy special hooks to put on the wall. These hooks are strong enough to hold your bike. You can hang your bike up and get it out of the way. There are also hooks you can put in the ceiling. All you need is a ladder—and a tall friend or family member to help.
2. Borrow or rent, don’t buy. If you don’t have space for a bike, don’t get one. Rent or borrow a bike when you need one. Cities all over the world have bike share programs.

There are bike share programs in many cities in the United States, such as Washington, D.C., Denver, and Chicago. New York City and Los Angeles are starting programs like this, too. Check to see if there is a bike share program in your city or town.

Roadblock #2: High Cost

If you wanted, you could spend thousands of dollars on a bike. Some bikes cost more than houses. A bicycle called the “Butterfly” was sold for \$500,000. But most bike riders don’t want or need such a fancy ride.

It’s true that even everyday bikes can cost a lot of money. But price doesn’t have to stop you from biking. There are many low-cost or even free ways to ride bikes.

1. Again, you can borrow or rent instead of buying a bike. In Washington, D.C., the fee for the bike share program is \$75 a year. During that year, you can ride a bike every day. That means that you can use the bikes all year for about 20 cents a day.
2. Swap, trade, or barter. Bartering is back. Bartering is especially easy with the Internet. There are many online swap and barter sites. People list things they want to trade, and tell what they want to receive in return.

3. Get it for free. There are even websites where people list things they want to give away. There are always free bikes listed.

With a parent, look at these kinds of sites. Do a keyword search for “barter website” and “swap website.” You might find your new bike waiting for you.

Roadblock #3: No Know-How

Maybe you have room for a bike, and you might even have money to buy one, but you don’t know where to start. No problem!

1. Do your research. You can go to the library and look at bike books and magazines.
2. Go online. Look for websites that compare different kinds of bikes. This will help you figure out what kind of bike you want.
3. Ask a friend. If you have friends who ride bikes, ask them about their bikes.

What if you don’t know how to ride a bike? That’s okay, too. Some city park programs give classes on how to ride a bike. Or you can ask a parent, brother, sister, or friend to show you how. Don’t be afraid to ask. No one was born knowing how to ride a bike. Everybody had to learn to ride. But the great thing is that once you know how to ride a bike, you never forget.

Online Bartering Tips:

1. Always be sure that a parent sees what you are looking at online.
2. Ask your parent for help in looking for barter websites. Your parent can make sure that a site is for real.
3. Ask a lot of questions.
4. Make sure you understand what bartering is.
5. Make sure you understand what the other person expects to receive in exchange.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

What are three problems that keep people from riding bikes?

What are three solutions to problems that keep people from riding bikes?

What is the most likely reason the author wrote the passage?

Option B

Directions: Use information from the passage to complete the chart below. Write three problems that keep people from riding bikes. Then write a solution for each problem.

Problems	Solutions
1.	1.
2.	2.
3.	3.

Option C

Directions: Work in small groups of 3-4 people to research the benefits of bike riding and report what you learn to the class.

Choose one of these questions to answer with your research:

1. How does bike riding help people to be healthy?
2. How does bike riding help the environment?
3. How does bike riding help people save money?
4. How does bike riding help people save time?

Use the space below to take notes for your report to the class.

Notes

PART 2

Directions: Read the article “Finding the Best Bike for You” and then follow your teacher’s directions.

Finding the Best Bike for You

Are you ready for a new bike?

There is something special about riding a bicycle. Some people say being on a bike makes them feel free. Others just want to travel from place to place. Whatever your reason for wanting to ride, there are important things to know when choosing a bike. Having more information will not only help you make good decisions—it might even help you become a bike-choosing champion!

1. Get help close to home.

A local bike shop is a good place to start. Bike shops have helpful people who work only with bikes. They know how to make sure your bike is safe and fun to ride. Even if you get a bike from someone who has used it before, a bike shop can still help by checking to see if anything needs to be fixed.

If you don’t have a bike shop nearby, ask around to find the local bike experts where you live. Some places have workshops or “bicycle kitchens” where people can come in and learn about bikes. You might even learn how to build a bike from scratch.

2. Get fussy about the right size.

Getting the right size is important. A bike that is too big or small might be unsafe to ride, or it might just be uncomfortable. It might even make the difference between having a blast and hating your ride. If you can, sit on a lot of different bikes. Take your time. If the bike feels *really* comfortable, it will probably be safe for you.

3. Choose it to use it.

Some bikes are made for riding on hard surfaces, like roads and pavement. Others are made to go over dirt, rocks, and trails. Choose a bike that’s designed for the kind of riding you want to do.

One easy way to tell is by looking at the wheels. Bikes with big, knobby tires are usually made for riding off-road. Wheels that are thinner and have slick tires work better for riding on streets. In areas with lots of rain or snow, bikes may even come with fenders to keep you from getting too wet or muddy.

4. Get a grip (or pedal backward) to stop.

Some bikes come with hand brakes. They are attached to pads on the wheels. When you squeeze a lever on the handlebar, the pads squeeze the wheels and make them stop. Hand brakes can be hard to use if your hands are small. Other bikes come with coaster brakes that stop the bike when you pedal backward. Coaster brakes are easy to use and are a good choice for a kid's first bike.

5. Show off your style.

Most bikes have paint, stickers, or letters on the frame. A bright yellow bike might make you feel like a slow, happy ride around the block. A red bike with stripes might seem like a super-speedy race bike. Every bike has a style. Whichever style you choose, find a bike that seems like it was made just for you. The more you like your bike, the more fun you'll have, and the more likely you are to ride it!

6. Be patient.

Choosing the right bike takes time. Even if you don't get a bike right away, there is a good chance you'll be riding before long. And if you're wondering if your choice really matters, ask a teacher or a relative about it—most adults can still remember their first bicycle, no matter how old they are.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

What is a reason for reading “Get on the Road”?

What is a reason for reading “Finding the Best Bike for You”?

According to the author of “Get on the Road,” why do people ride bikes?

According to the author of “Finding the Best Bike for You,” why do people ride bikes?

Option B

Directions: Complete the chart below.

If a reader says this:	The author of “Get on the Road” would say this:
“I want to ride a bike, but I live in a small apartment. I don’t have room for a bike.”	
“I’m tired of taking the bus. It costs too much money. Besides, I don’t like waiting at the bus stop.”	
If a reader says this:	The author of “Finding the Best Bike for You” would say this:
“I like to ride over rocks and on mountain trails. What should I look for in a bike?”	
“I want to build a bike. Who can help me?”	

Option C

Directions: Work in small groups of 3-4 people to research information about bike riding and report what you learned to the class.

Choose one of these questions to answer with your research:

1. What are the road rules for bike riders?
2. What should bike riders do to stay safe?
3. Are there bike share programs in my city or state? How do they work?
4. Does my city or state have special programs for bike riders, such as “Bike to School Day”?
5. Where are bike paths and trails in my area? How can I get a map of the bike paths and trails? What are the rules for riding on the bike paths and trails?

Use the space below to take notes for your report to the class.

Notes

PART 3

Directions: Read the article “The Great Bike Hunt,” then follow your teacher’s directions.

The Great Bike Hunt

My first bike was a hand-me-down from my brother. Years of riding showed in the scratches and dents on the frame. In two years, I added a few scratches and dents of my own. The bike was still good to ride—for someone shorter than me. My brother said it was time I had a bigger bike.

When he saw the hopeful look on my face, he shook his head. “Not mine,” he said. “I still need it.”

“But you’re driving now.” My brother had just gotten his driver’s license. What did he need his bike for?

His bike was even cooler than his last one, with just as many dents and scratches. He’d put on stickers. The bike had big tires that rolled right through rocks and gravel.

“I still need my bike,” he said. He told me not to worry. We’d find a good bike the same way he found his: for free.

When he said that, I thought I’d be riding my new bike that afternoon. What I learned was that getting stuff for free sometimes takes time and work. If you’re buying a new bike, you just go to the store, pay for your bike, and there you go. But there’s no store full of free bikes.

The first place we looked was on the Internet. My brother knows some websites where people post free stuff they want to give away.

Here is the first listing I saw:

FREE BIKE. You must pick up. Email tom@bikester.com
--

We clicked on the listing to see a picture of a big, clunky mountain bike with rust all over. Where it wasn’t rusted, it was bright green.

“It looks like the Jolly Green Giant,” I said. “The Jolly Green *Rusted* Giant.”

My brother told me to be patient. He said it had taken him almost a month to find his bike.

We read all the FREE BIKE listings on that site, but we didn't find anything. I felt like Goldilocks. One bike was too big. Another was too small. One had skinny racing tires. Another had funny handlebars.

For the next month, we kept searching. We sent emails, but the bikes had already been given away. We even went to look at some bikes. One seemed wobbly. The other was too small.

Our newspaper has a section in the ads where people list things they want to give away. We checked the paper every day. Looking for a bike started to be fun. It was like going on a treasure hunt or being a detective.

Then one day, my brother and I saw a listing that looked good. We sent an email and it turned out that we knew the owner. He was a friend of our dad's from work.

When we drove up to his house, the bike was on the sidewalk. Everything about it looked just right. It was red. The tires were big enough to go over rocks, but not so big they looked like balloons. It was not too old, but not shiny new. I got on the bike. It was the right size.

"Go ahead," said the owner. "Try it."

I rode up the street. I felt like I'd ridden the bike a million times before. When I came back, the owner and my brother loaded the bike in the back of our car.

"Thank you," I said.

"I'm glad you're going to use it," said my dad's friend. "It was just taking up space in the garage."

As soon as we got home, we went on the Internet and posted this:

FREE BIKE. Some scratches and dents, but still in good condition.

Then we got our bikes and went for a ride.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

What is the narrator’s problem in “The Great Bike Hunt”?

What advice from “Get on the Road” did the narrator of “The Great Bike Hunt” follow?

What advice from “Finding the Best Bike for You” did the narrator of “The Great Bike Hunt” follow?

How is “The Great Bike Hunt” different from the other passages?

Option B

Directions: Use information from all three passages to complete the chart. Look at the questions in the first column. Put an X in the box under a passage if the question is answered by the passage.

Questions About Bikes	“Get on the Road”	“Finding theBest Bike for You”	“The Great Bike Hunt”
What are some reasons to ride a bike?			
How can you learn more about bikes?			
What are free or low-cost ways to get or use a bike?			
Why would a person rent a bike instead of buying one?			
What should you do before you start looking for a bike?			
What are some features to think about before you buy a bike?			
What should you do if you want to learn to ride a bike?			
What does it feel like to get a bike after you have been looking for a long time?			

PLANNING EXERCISE

Directions: For the extended response, you will write an essay explaining what people should know before they buy a bike.

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about:

- Information people should know before they buy a bike
- Reasons that this information is important
- Facts and details from all of the passages to support your writing
- How to organize your writing

Use the space below and on the next page to make notes that prepare you to write your essay.

Notes

Notes

A large, empty rectangular box with a black border, intended for students to write their notes.

EXTENDED WRITING PROMPT

Directions: Review the passages and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

Think about what you have learned about bicycles and all the different ways people might find bikes. What information do you think is most important for people to know before they buy a bike?

Write an essay explaining what people need to know before they buy a bike. Be sure to use facts and details from all three passages in your essay.

Be sure that your response:

- clearly explains what people need to know before they buy a bike;
- uses facts and details from all of the passages;
- includes several paragraphs;
- has a clear beginning, middle, and end.

Your response will be scored using this rubric.

4 Point Response

Student will:

- Write an informational essay that answers all parts of the question;
- Explain what people need to know before they buy a bike;
- Use facts and details from at least two of the passages to support your explanation;
- Write several paragraphs;
- Write a response that is well organized, with a clear beginning, middle, and end.

3 Point Response

Student will:

- Write an informational essay;
- Explain what people need to know before they buy a bike;
- Give at least one reason to support your opinion;
- Use at least one fact or detail from the passages to support your explanation;
- Write several paragraphs;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write some part of an informational essay;
- Explain what people need to know before they buy a bike;
- Give at least one fact or detail to support your explanation;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about information people need before they buy a bike;
- Give some explanation.

0 Point Response

- Student will not write a response, or will not answer the question.

A large rectangular box containing 20 horizontal lines for writing.

A large rectangular box containing 20 horizontal lines for writing.

CCR Performance Tasks

ELA Grade 4: Writing About Informational Text

Everybody Can Bike

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Get on the Road	Informational Text	622	640 L	2	2	2	2
Finding the Best Bike for You	Informational Text	543	870 L	2	2	2	2
The Great Bike Hunt	Informational Text	610	510 L	2	1	1	2

Passage Placement Rationale

Title	Placement Rationale
Get on the Road	<ul style="list-style-type: none"> Because the text is heavily formatted the Lexile measure does not reflect the complexity of the text.
Finding the Best Bike for You	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 4.
The Great Bike Hunt	<ul style="list-style-type: none"> While the Lexile and qualitative measures indicate that the text may not be challenging for a fourth grader, students are required to integrate the information in this narrative with the other two texts which are of a higher order complexity. It is appropriate as stimulus material for the writing task.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Everybody Can Bike” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE41 Grade 4 Writing about Informational Text

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Parts 1 and 2

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Parts 1 and 2

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to write explanatory text about information people need in order to get a bike.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 4 Writing About Informational Text: Everybody Can Bike

The passages and activities in this text focus on the acquisition of knowledge in order to write an explanatory essay about ways to obtain a bicycle. The passages provide information about bicycles, comparison shopping (features), and creative ways to find bicycles to use. Students will have the opportunity to discuss the information they have read and to investigate topics that may be new to them.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write explanatory text using information from firsthand and secondhand sources after comparing and contrasting those sources.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage “Get on the Road.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students complete graphic organizers.

Option C

Students perform research tasks.

Part 2**CORE TASK**

Read the passage “Finding the Best Bike for You.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passages.

Option B

Students complete graphic organizers.

Option C

Students perform research tasks.

Part 3**CORE TASK**

Read the passage “The Great Bike Hunt.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passages.

Option B

Students complete graphic organizers.

Option C: Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the passage “Get on the Road” and addresses the following general objective.

OBJECTIVE: Student will prepare for writing about informational text by showing understanding of the main idea and supporting details of a passage about obstacles to bike riding and specific ways to overcome those obstacles.

CORE TASK

Read the passage “Get on the Road.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students answer questions about the passage in a class discussion.

Option B

Students complete graphic organizers based on the passage.

Option C

Students perform additional research on the passage topic.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Option A Option B
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.	Option A Option B
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Option A Option B
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Option C
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Option C

PROCEDURE for Part 1**OPTIONAL PREPARATION ACTIVITY**

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Students may be asked either to write a few sentences about what they know about bikes and bike riding, or to write a few questions about what they want to know about bikes and bike riding.

Students may use either of the following to begin their writing:

What I know about bikes is that:

Some questions I have about bikes or riding bikes are:

CORE TASK

Provide students with a general overview of the tasks. Your overview should include the following points:

- A group of 2,400 bike riders was asked why they ride. Most of the riders said they ride bikes for health and fitness. Studies show that riding bikes helps people stay well and strong.
- Many people ride bicycles for fun. In the United States, riding a bike is the second most popular activity to do outside. (Walking is the most popular.) More than 70% of American children ride a bike.
- Many people ride bikes for transportation and to save money. A person who lives 5 miles from work saves about \$10 a day by biking instead of driving a car or using other transportation.
- Another common reason people ride bikes is to help the environment. Bikes don't use gas and don't create pollution.
- Whether people ride a bike for fun, for exercise, for transportation, or to help the environment, there are different things to think about before getting a bike.

Instruct students to read the passage.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What are three problems that keep people from riding bikes?

Possible Response: *Not having enough space, not having money to buy a bike, and not knowing how to buy or ride a bike.*

2. What are three solutions to the problems that keep people from riding bikes?

Possible Response: *They can use hooks to hang their bikes; they can rent bikes, use a bike share program, or trade or swap for a bike; and they can do research to learn what they need to know.*

3. What is the most likely reason the author wrote the passage?

Possible Response: *To help people ride bikes, or to show people that they can ride bikes even if they think they can't.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 1: Option B

Ask students to complete the graphic organizer. This activity can replace OPTION A.

Problems	Solutions
1. <i>Not enough space</i>	1. <i>Hang bikes on hooks, or rent bikes or use bike share programs instead of owning a bike</i>
2. <i>Not enough money to buy a new bike</i>	2. <i>Rent bikes or use bike share programs instead of owning a bike, trade or barter, or find a free bike on a giveaway website</i>
3. <i>Don't know how to ride a bike</i>	3. <i>Ask a friend or family member to teach you</i>

PROCEDURE for Part 1: Option C

Ask students to conduct research related to the topic of the passage. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research the benefits of bike riding.

Suggest that students find answers to some of these questions about bike riding:

- How does bike riding help people to be healthy?
- How does bike riding help the environment?
- How does bike riding help people save money?
- How does bike riding help people save time?

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report of relevant facts gathered from research about the benefits of bike riding with no unrelated information;
- Present the information in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report of mostly relevant facts gathered from research about the benefits of bike riding;
- Present the report in an appropriate manner. The presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report of facts gathered from research about the benefits of bike riding;
- Present the report, but the report lacks focus and cohesion.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

OPTIONAL EXTENSION ACTIVITY for Part 1: Option C

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Ask students to draw illustrations or make a chart or another type of graphic for their presentations (e.g., students who present information on how bike riding helps the environment could create images contrasting the effects of driving cars with those of riding bikes, or students who present information on how bike riding saves money could present a chart contrasting the costs of different modes of transportation).

OPTIONAL EXTENSION ACTIVITY for Part 1

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.

Ask students to use information from the passage to answer the following questions.

1. What are some reasons to start a bike share program?

Possible response: *To cut down on traffic, to cut down on pollution, to help people stay healthy, and to help people save time and money.*

2. What are some reasons against starting a bike share program?

Possible response: *It costs money to buy and fix bikes, and a bike share station takes up space.*

3. If your community does not have a bike share program, do you think it would be good for your community to start one? Why or why not?

Possible response: *Yes, because there would be less traffic and less pollution OR Yes, because people who can't have bikes because they don't have space or enough money could still ride bikes OR No, because the community would have to pay a lot of money to buy the bikes.*

PART 2 Overview

Part 2 focuses on the passage “Finding the Best Bike for You” and addresses the following general objective.

OBJECTIVE: Student will prepare for writing about informational text by comparing and contrasting information presented in two passages.

CORE TASK

Read the passage “Finding the Best Bike for You.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students review and draw conclusions about the passages in a class discussion.

Option B

Students complete graphic organizers based on the passages.

Option C

Students perform additional research on the passage topic.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Option A Option B
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Option A Option B
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Option A
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Option C
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Option C

PROCEDURE for Part 2**OPTIONAL PREPARATION ACTIVITY**

Review the passage “Get on the Road” with students by asking these questions:

- What does the author say are three problems that keep people from riding bikes?
- What solutions does the author suggest?
- Why does the author say it is important to do research?

CORE TASK

Instruct students to read the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is a reason for reading “Get on the Road”?

Possible Response: *Find solutions to problems that keep you from riding a bike and learn information that helps you start riding a bike.*

2. What is a reason for reading “Finding the Best Bike for You”?

Possible Response: *To learn what to look for in a bike, or to learn how to choose a bike.*

3. According to the author of “Get on the Road,” why do people ride bikes?

Possible Response: *To exercise, for transportation and to save time and money.*

4. According to the author of “Finding the Best Bike for You,” why do people ride bikes?

Possible Response: *To feel free, to travel from place to place, and to have fun.*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt; • Participate in the discussion by asking relevant questions and contributing meaningful responses.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Have notes for most questions addressed in the discussion; • Participate in the discussion by asking relevant questions and/or contributing meaningful responses.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Have notes for some questions addressed in the discussion; • Participate in the discussion by asking questions and/or contributing responses.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Have few, if any, notes for the questions addressed in the discussion; • Fail to participate in the discussion in a meaningful way.
<p>0 Point Response Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.</p>

PROCEDURE for Part 2: Option B

Ask students to complete the graphic organizer. This activity can replace OPTION A.

If a reader says this:	The author of “Get on the Road” would say this:
“I want to ride a bike, but I live in a small apartment. I don’t have room for a bike.”	<i>Don’t buy a bike. Rent or borrow instead. Use a bike share program if there is one in your city.</i>
“I’m tired of taking the bus. It costs too much money. Besides, I don’t like waiting at the bus stop.”	<i>Save time and money by biking instead of taking the bus.</i>
If a reader says this:	The author of “Finding the Best Bike for You” would say this:
“I like to ride over rocks and on mountain trails. What should I look for in a bike?”	<i>Look for a bike with big, knobby tires. These roll easily over rocks and rough ground.</i>
“I want to build a bike. Who can help me?”	<i>People at your local bike shop can help you. Some cities also run workshops to help you build a bike.</i>

PROCEDURE for Part 2: Option C

Ask students to conduct research related to the topic of the passage. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research information about bike riding and report this information to the class. Instruct students to take notes on their research.

Suggest that students find answers to some of these questions:

- What are the road rules for bike riders?
- What should bike riders do to stay safe?
- Are there bike share programs in my city or state? How do they work?
- Does my city or state have special programs for bike riders, such as “Bike to School Day”?
- Where are bike paths and trails in my area? How can I get a map of the bike paths and trails? What are the rules for riding on the bike paths and trails?

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students’ presentations.

4 Point Response

Student will:

- Provide a thorough report of relevant facts gathered from research about bike riding with no unrelated information;
- Present the information in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report of mostly relevant facts gathered from research about bike riding;
- Present the report in an appropriate manner. The presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report of facts gathered from research about bike riding;
- Present the report, but the report lacks focus and cohesion.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

OPTIONAL EXTENSION ACTIVITY for Part 2: Option C

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Ask students to draw illustrations or make a chart or another type of graphic for their presentations (e.g., students who present information on bike paths and trails could draw a map, students who present information on road rules could present a list of road rules with images of street signs, and students who present information about riding safely could make a poster with drawings of specific examples).

OPTIONAL EXTENSION ACTIVITY for Part 2

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Tell students to use information from the passages to answer the following questions:

1. What do people need to think about before they decide whether to rent, borrow, or buy a bike?

Possible response: *If they have enough room for a bike, if they have a place to lock up their bike, if they plan to ride a lot or a little, if they can afford a bike, and if they have time to look for a free one.*

2. What features are important to think about when a person is looking for a bike?

Possible response: *The size of the bike, how the bike looks, what the bike is made for (riding on rough ground or city streets, dry weather or wet), the brake system, and the cost of the bike.*

PART 3 Overview

Part 3 focuses on the passage “The Great Bike Hunt.” and addresses the following general objective.

OBJECTIVE: Student will use information gained from comparing and contrasting firsthand and secondhand accounts in order to demonstrate the ability to write text explaining what people need to know before getting a bike.

CORE TASK

Read the passage “The Great Bike Hunt.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students review and draw conclusions about all of the passages in a class discussion.

Option B

Students complete graphic organizers based on all of the passages.

Option C

Students plan their extended responses.

Writing Prompt

Students write extended responses in response to texts.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Option A Option B
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Option A Option B
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Option A Option B Writing Prompt
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Option A
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W.4.8	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Prompt

PROCEDURE for Part 3**OPTIONAL PREPARATION ACTIVITY for Part 3**

Initiate a class discussion to review what students have read. Ask students questions such as:

1. What is one thing you learned from “Get on the Road”?
2. What is one thing you learned from “Finding the Best Bike for You”?
3. What do the authors of both passages probably want readers to do?

Tell students that now they are going to read an account of a student looking for a bicycle.

CORE TASK

Instruct students to read the passage.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passages. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What is the narrator’s problem in “The Great Bike Hunt”?

Possible Response: *He needs a new bike, but he doesn’t have money to buy one.*

2. What advice from “Get on the Road” did the narrator of “The Great Bike Hunt” follow?

Possible Response: *He did a lot of research and found a free bike that was on a website.*

3. What advice from “Finding the Best Bike for You” did the narrator of “The Great Bike Hunt” follow?

Possible Response: *He did a lot of research, asked for help from his brother, kept trying different bikes until he found the right one, and waited until he found a bike that looked the way he wanted it to look.*

4. How is “The Great Bike Hunt” different from the other passages?

Possible Response: *The narrator talks about himself and his own experiences, but the authors of the other passages give information and tell the reader what to do.*

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students’ responses.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Option B

Ask students to complete their graphic organizers. This activity can replace OPTION A.

Questions About Bikes	“Get on the Road”	“Finding the Best Bike for You”	“The Great Bike Hunt”
What are some reasons to ride a bike?	X	X	
How can you learn more about bikes?	X	X	
What are free or low-cost ways to get or use a bike?	X		X
Why would a person rent a bike instead of buying one?	X		
What should you do before you start looking for a bike?	X	X	X
What are some features to think about before you buy a bike?		X	X
What should you do if you want to learn to ride a bike?	X		
What does it feel like to get a bike after you have been looking for a long time?			X

PROCEDURE for Part 3: Planning Exercise

Tell students they now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write an informative essay that answers all parts of the question;
- Explain what people need to know before they buy a bike;
- Use facts and details from at least two of the passages to support the explanation;
- Write several paragraphs;
- Write a response that is well organized, with a clear beginning, middle, and end.

3 Point Response

Student will:

- Write an informative essay;
- Explain what people need to know before they buy a bike;
- Use at least one fact or detail from the passages to support the explanation;
- Write several paragraphs;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write some part of an informative essay;
- Explain what people need to know before they buy a bike;
- Give at least one fact or detail to support the explanation;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about information people need before they buy a bike;
- Give some explanation.

0 Point Response

- Student does not write a response, or does not answer the question.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.