

**4TH GRADE, MODULE 3A,
PERFORMANCE TASK**

Opinion Writing: An Editorial on Simple Machines

Students will write an editorial about which simple machine they think benefits people’s lives the most. They will use the following prompt to guide their writing: “A local engineering magazine wants to educate its readers on the importance of simple machines in the age of high tech gadgets. So they’ve decided to hold a ‘Campaign for Simple Machines. Because of your expertise on this topic, you have been asked to write an editorial describing what simple machines are and stating your opinion on which one helps people the most in their daily lives. Editorials will be featured in this month’s magazine.” Students will support their opinions with evidence from their research. The editorial will be submitted to a fictitious engineering magazine. Students will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished editorial. **This performance task centers on RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.1, L.4.2, and L.4.3.**

**4TH GRADE, MODULE 3A,
MID-UNIT 2
ASSESSMENT**

Answering Questions about Screws

This assessment centers on standards NYSP12 ELA CCLS RI.4.2, RI.4.3, W.4.8, and W.4.9. In this assessment students read a new text about the screw and answer a series of multiple choice and short answer questions that assess their ability to identify main points of the scientific text using explicit details from the text.

**4TH GRADE, MODULE 3A,
END OF UNIT 2
ASSESSMENT**

(Part I) Reading and Answering Question about Wedges

(Part II) Reading and Answering Questions about Experiments

This two-part assessment centers on standards NYSP12 ELA CCLS RI.4.3, RI.4.4, W.4.2, W.4.8, and W.4.9. During Part I, students will read about a new simple machine, wedges, from pages 12 and 13 in *Simple Machines: Forces in Action*. They will take notes using a graphic organizer and then answer text dependent multiple choice and short answer questions. In Part II, students will read an experiment, answer text-dependent questions, then conduct the experiment and write explaining what they observed and conclude about wedges impact on work from the experiment.

**4TH GRADE, MODULE 3A,
END OF UNIT 3
ASSESSMENT**

(Part I) Planning and Drafting an Editorial

(Part II) Revising to Create a Polished Editorial

This two-part assessment centers on standards NYSP12 ELA CCLS W.4.1 and W.4.4. In this on-demand assessment students will select another simple machine (different from their performance task) to write an editorial about why this new simple machine could be the most helpful in daily life. In Part I, students will select their new simple machine and plan for their writing by rereading the text *Simple Machines: Forces in Action* by Buffy Silverman and revisiting notes in their Simple Machines Science Journals to develop reasons for their opinion and gather evidence to support these reasons. Then they will complete a draft of their editorial. In Part II, students will revise to create a polished editorial based on the Simple Machine Editorial Rubric created in this module.