

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text: **Say 'No' to Plastic Straws**

Recommended Reading Age: **12 years**

Text Type: **Exposition**

**Orientation:** This text is an exposition. The narrator uses evidence and emotive language to form a persuasive argument for reducing the use of plastic straws.

### Reading Behaviours Observed During Oral Reading

#### 1. Knowledge and skills

*Tick relevant boxes*

- Accurately decoded text-specific vocabulary

Yes  No

#### 2. Strategies

Processed text effectively by:

- Adjusting pace to text type or text features
- Predicting
- Attending to meaning
- Searching for print details
- Cross-checking to confirm
- Self-correcting

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

#### 3. Fluency

*Tick relevant boxes*

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting no understanding

### Reading Behaviours Observed Prior to Silent Reading

*Tick relevant boxes*

- Listened attentively to orientation
- Scanned complete text
- Attended to information in pictures or diagrams

Yes  No

Yes  No

Yes  No

## Retelling Indicators to Check for Understanding

- Retold main events/facts without assistance from teacher prompts or book support
- Summarized main events/facts succinctly and confidently
- Retold main events/facts using text-specific vocabulary

Tick relevant boxes

Yes  No

Yes  No

Yes  No

## Comprehension Questions to Check for Understanding

### Literal

Tick relevant boxes

#### 1. How did the Great Pacific Garbage Patch acquire its name?

*(This enormous area of sea located in the north Pacific Ocean contains a huge concentration of drifting plastic.)*

### Inferential

#### 1. Why do some sea creatures mistake plastic bags for jellyfish?

*(A floating plastic bag filled with seawater looks similar to the shape and movements of a jellyfish with long tentacles.)*

#### 2. What organisations, other than the ones listed by the author, should be approached to stop using plastic straws?

*(fast-food suppliers, indoor and outdoor markets, sports and music event organisers)*

### Applied Knowledge

#### 1. Why do most plastic straws end up in the sea?

*(They are littered or blown out of garbage containers, then flushed through overflowing gutters and drains; they are dropped from ships and other forms of seafaring vessels.)*

#### 2. Other than paper, what materials could drinking straws be made from in the future that would not harm land and oceans?

*(bamboo, wheat, straw and rye grasses)*

#### 3. Unless the use of plastic is reduced both in the oceans and on land, what will happen to planet Earth in the future?

*More and more plastic will enter the food chain, causing animals, and possibly humans, to die.*

### Vocabulary

#### 1. Replace the verb 'predicted' in this sentence: **It is predicted that by the year 2050, the plastic in the sea will outweigh the fish!**

*(expected / envisaged / forecast)*

#### 2. Replace the adjective 'durable' in this sentence: **Plastic is made to be strong and durable.**

*(indestructible / permanent / resilient)*

## Oral Analysis and Critique of the Text (for non-fiction) *(dictated by student)*

### 1. Analysis (how the text is constructed)

#### **How did the author use language to convey his message?**

*(Answers will vary but may include: persuasive language and facts, e.g. starving to death/100 000 sea creatures die; pronouns addressed the reader, e.g. you, we; subjective language, e.g. I strongly believe.)*

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#### **Identify some of the characteristics and text structures related to this text type – Exposition.**

*(Answers will vary but may include: author's position is clearly stated; each paragraph presents an argument supported with facts and emotive language to persuade.)*

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#### **What are some of the ways the author has presented the information?**

*(Answers will vary but may include: opening paragraph asks reader to reflect on their actions; points of view are presented and supported by evidence; the conclusion calls for action.)*

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#### **Why do you think the author has presented the information in this way?**

*(Answers will vary but may include: to persuade the reader to stop using plastic straws, but also to feel empowered to act to reduce plastic usage.)*

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### 2. Critique (reflect and evaluate the text)

#### **In your opinion, how accurate is the information in the text?** *(authenticity of text)*

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#### **Give your opinion about this text.** *(student's personal response)*

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## Summary

### Reading Behaviours Observed (oral reading)

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

## Retelling Indicators

Level of Understanding		
Excellent 3	Satisfactory 2	Unsatisfactory 0–1

## Comprehension

Questions Answered Correctly			
Literal	1st		
Inferential	1st	2nd	
Applied Knowledge	1st	2nd	3rd
Vocabulary	1st	2nd	

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

## Recommendations for Future Development

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

Refer to the Teacher's Resource Book for recommendations for future development.