

## **ELA Guidebook and PARCC and EOC Examples Teacher Leader Collaboration Event #1**

### **1<sup>st</sup> Grade Guidebook Task**

This is a multiday assessment. Have students write a report about frogs after rereading the anchor text.

Have students respond to the following prompt: Using the book *Frogs* by Gail Gibbons and a vocabulary chart, write a report on frogs that includes information on each of these:

- frog eggs
- tadpoles
- frog enemies
- what frogs eat

The report should include illustrations to support your writing and words from the vocabulary chart.

#### **Where do you see places where students would need to:**

1. Read and comprehend complex texts:
  - a) Use language and vocabulary to comprehend what the text says
  - b) Use topics, themes, and main ideas to comprehend what the text means
2. Express understanding of complex texts:
  - a) Build opinions about the text using evidence (through discussion)
  - b) Assert claims about the text using evidence (through writing)

## 1<sup>st</sup> Grade Guidebook Lesson

- First Reading: Read aloud the excerpt without interruption.
  - Allow time at the end of the reading for students to ask questions about the text and share any new learning about frogs, including terminology and details in the text. ([RI.1.1](#), [RI.1.2](#), [RI.1.4](#), [SL.1.2](#))
  - As students share, display or project the page where the information is located, prompting students to identify how they gained the information. ([RI.1.7](#))
  - Add the new details to the class chart in a different color ink to signify that the information came from a different source. ([W.1.8](#))
- Second Reading: Read aloud the excerpt and display or project the text, so students can interact with the text features included in the book.
  - While reading, draw students' attention to the text features and model how information about frogs can be acquired through the text features and illustrations.
  - Refer to details on the class chart and model how the information gained is presented within the words and/or pictures of the text. ([RI.1.5](#), [RI.1.6](#), [RI.1.7](#))
- Third Reading: Read aloud and stop at various points to engage students with the text to demonstrate their understanding.
  - Ask students: "Frogs belong to a class of animals called amphibians. Why are frogs amphibians? Is this a good name for frogs?" ([RI.1.1](#), [RI.1.4](#), [SL.1.2](#))
  - Ask students: "We are warm-blooded. Our temperature stays around 98.6 degrees Fahrenheit, no matter if it is warm or cold outside. What does it mean that frogs are *cold-blooded*? ([RI.1.1](#), [RI.1.4](#), [SL.1.2](#)) Considering that frogs are *cold-blooded* animals, why might they *hibernate* in the winter?" ([RI.1.1](#), [RI.1.3](#), [RI.1.4](#))
  - Work with students to understand the connection between the various frog body parts and their uses. ([RI.1.1](#), [RI.1.3](#))
    - Create a class Frogs chart with four columns: (1) Part of a Frog (Noun), (2) Trait (Adjective), (3) Use/Purpose (Verb), and (4) Additional Details (Prepositional Phrase).
    - Reread the page that describes the process frogs use to hunt and catch their food. Then have students identify the various parts discussed, what makes them useful, how they are used, and any additional details that explain where or how the body part is used in that way. ([RI.1.1](#), [RI.1.2](#), [RI.1.8](#))
    - Repeat this process for the remaining pages in the text.

Part of Frog (Noun)	Trait (Adjective)	Use/Purpose (Verb)	Additional Details (Prepositional Phrase)
Eyes	Big	See prey	
Tongue	Long, sticky	Darts out and catches prey	
Hind legs	Powerful	Push	Through the water
Hind legs	Strong	Leap	On land
Skin glands	Poisonous	Protect frogs	
Skin color		Hides frogs	From enemies

- Explain to students that each column on the chart represents a part of speech and that the parts work together to create a sentence.
- Discuss with students the role of each column in the sentence and create a sentence from the various rows. Rearrange the order of the words as necessary, add any articles or additional details, verify subject-verb agreement, and use proper punctuation. ([L.1.1b](#), [c](#), [d](#), [f](#), [h](#), [i](#), [j](#); [L.1.2b](#))
- Ask students to demonstrate how frogs catch their food or prey by acting it out. ([RI.1.1](#), [RI.1.2](#), [RI.1.4](#), [SL.1.4](#), [SL.1.5](#))
- Display the illustrations from the excerpt and ask students to retell the key ideas about frogs. ([RI.1.1](#), [RI.1.2](#), [RI.1.7](#))

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## 4<sup>th</sup> Grade ELA

### Grade 4 PARCC

You have read two stories where one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.”

For each character described,

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member
- Be sure to include specific details from each story to support your ideas.

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### Grade 4 Guidebook Task

While reading *The Whipping Boy* by Sid Fleischman, we looked at the changes in power between Jemmy and Prince Brat. We also looked at how the characters changed over the course of the text. What is a theme that is developed? How does the author convey that theme through the changes in Jemmy and Prince Brat and their relationship? Provide several details and examples to support your explanation.

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## 4<sup>th</sup> Grade ELA

### Grade 4 Guidebook Lesson

- Have students read Chapters 9-12 independently. Instruct students as they are reading to select their favorite passage (paragraph(s) or page) in either chapter. During class, ask students to identify the passage they selected. Display or project the text for other students to see. Have each student read his or her passage aloud and explain why it was chosen. Ask if other students selected the same passage and discuss why they selected it. Then repeat this process with other students and passages.
- Ask students to share words they came across that they are unfamiliar with and update their vocabulary notes.
  - After discussing their selected words, check for understanding of the following words: *snickered, hardly, contemplated, considerable, occurred, leery, assumed, indifference, scoffed, declare, fuming, decisive, pretense, harshly, convince, dumb, snatch, confounded, contrary, vile, angling, muddled, fathom, and gleeful.*
  - Display the words for the whole class using a vocabulary display.
  - Have students define the words in context.
  - Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary.
  - Reinforce the meaning of the words by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning.
  - Then reinforce student understanding by having them illustrate the various relationships of the words (synonyms, antonyms, etc.) using semantic maps.
  - As words are added, encourage students to use the words in discussion and writing.
- Have students continue to complete the graphic organizer from Lesson 7 with the following columns: (1) Character, (2) Actions, (3) Impact, (4) Results, and (5) Lesson. Have students add actions for these chapters by completing the first three columns. As students include various details from the text, have them explain in writing why they belong in each column. Continue to leave the last two columns blank.

### EXPRESS UNDERSTANDING:

- Conduct a Socratic seminar that explores the following questions:
  - How does Prince Brat live up to his name?
  - How has the author made Hold-Your-Nose-Billy and Cutwater both funny and menacing at the same time?
  - Consider the actions of each character. How would the events of the novel be different if the characters hadn't acted in the way they did?
  - Which character has the power at the point in the novel? What makes that character powerful?

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## 8<sup>th</sup> Grade ELA

### PARCC Prose-Constructed Response Item

You have read excerpts from two novels focused on survival in the wilderness. These excerpts are from:

- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality. You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

### Where do you see places where students would need to:

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  - b) Use topics, themes, and main ideas to comprehend what the text means
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  - a) Build opinions about the text using evidence (through discussion)
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## 8<sup>th</sup> Grade ELA

### English Language Arts Guidebook Task

Consider *The Call of the Wild* and the author's depiction of Buck's relationship with his many owners throughout the novel. What central idea or theme about humans' treatment of animals does the novel convey? How does Buck's point of view about particular incidents in the novel reveal the owners' traits and develop a theme of the novel?

Compose an essay that examines how the theme is developed and cite textual evidence that strongly supports your analysis. Be sure to follow conventions of standard English.

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  - b) Use topics, themes, and main ideas to comprehend what the text means
2. Express understanding of complex texts:
  - a) Build opinions about the text using evidence (through discussion)
  - b) Assert claims about the text using evidence (through writing)



## 8<sup>th</sup> Grade ELA

### English Language Arts Guidebook Lesson

Have students read “The Toil of Trace and Trail” in pairs and work with their partner to determine the meaning of one or more unknown academic vocabulary words from both texts based on context. As a class, discuss the function of overall meaning that results from the vocabulary in the text: Which words relate to Buck’s *primitive* instincts? How are they related?

As students reread “The Toil of Trace and Trail” in pairs, have them highlight the words and phrases that describe the various characters and their treatment of the dogs. Then review the highlighted words and phrases to make note of the patterns, contrasts, and contradictions between what they expect and what is actually written and the cumulative impact of the words and phrases. They should discuss with their partner why they think the author would describe the characters in that way or why a character would act in that way.

Conduct a whole-class discussion of the following question: How does London’s description of the dogs’ treatment reveal a central idea or message?

### Where do you see places where students would need to:

1. Read and comprehend complex texts:
  - a) Use language and vocabulary to comprehend what the text says
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## High School ELA

### English II EOC- Like Sample:

After you read the passage, write a well-developed multi-paragraph essay that explains how certain experiences can affect the way we view our lives and the world that we live in. Use specific details from the passage to support your response.

### English III EOC-Like Sample:

After reading the sources, write a well-developed multi-paragraph essay that discusses how you think social networking websites have affected the quality of people's social lives. Use specific details from Source 1 and Source 2 to support your response.

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1. Read and comprehend complex texts:
  - a) Use language and vocabulary to comprehend what the text says
  - b) Use topics, themes, and main ideas to comprehend what the text means
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  - a) Build opinions about the text using evidence (through discussion)
  - b) Assert claims about the text using evidence (through writing)

## High School ELA: English III

### CULMINATING WRITING TASK FOR THE *AMERICAN DREAM* UNIT OF THE ELA GUIDEBOOK:

Discuss the American Dream as described by Cullen and relate his ideas to at least two other texts from the unit. What are two central ideas Cullen develops in *The American Dream*? How do the ideas interact and build on each other over the course of the text? How do the various texts in the unit treat the topic of the American Dream as described by Cullen? (**RL.11-12.9, RI.11-12.2, RI.11-12.3, RI.11-12.9**)

Write an essay responding to the prompt above that conveys complex ideas clearly and accurately through the effective selection, organization, and analysis of text. Be sure to demonstrate a strong command of the conventions of standard English grammar and usage when writing. (**W.11-12.2a-f, L.11-12.1, L.11-12.2a-b, L.11-12.3a**)

**Teacher Note:** *Students should write an essay that explains how Cullen develops the central ideas of his text and compares the central ideas across multiple texts of the unit. Students must cite strong and thorough textual evidence, organize reasons and evidence logically, and create cohesion and style by using grade-appropriate words, phrases, and varied syntax. (RL.11-12.1, W.11-12.2a-f, W.11-12.4, W.11-12.9a-b, W.11-12.10, L.11-12.3a, L.11-12.6) The completed writing should demonstrate command of conventions of grammar, usage, punctuation, and spelling. (L.11-12.1, L.11-12.2a-b) Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and to improve student writing ability. (W.11-12.5)*

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  - a) Build opinions about the text using evidence (through discussion)
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## High School ELA: English III

### LESSON 3 FROM THE *AMERICAN DREAM* UNIT OF THE ELA GUIDEBOOK

**TEXT DESCRIPTION:** In each of these chapters, Cullen provides a history of the American Dream as seen by different groups at various periods through history.

**TEXT FOCUS:** This text continues to build on the claims established in the first chapter, allowing students to consider in depth the development of the American Dream prior to examining how various texts treat the topic. (RL.11-12.9)

### MODEL TASKS

**LESSON OVERVIEW:** Students examine the various viewpoints of the American Dream utilizing the jigsaw protocol and develop a multimedia presentation to present their findings to the class.

#### **READ AND UNDERSTAND THE TEXT:**

- Have students read chapters 2-6 independently.
- Break students into roughly equal sections (for four groups total). Assign each group 1 chapter of the chapters included in this lesson (chapters 2-6). Have students reread their assigned chapter to prepare for a jigsaw.
- As they read, prompt students to complete the following:
  - Use Cornell notes<sup>10</sup> (first column should be notes students take as they read, and second column should be their reflection/commentary on what they've read) to summarize their section. (RI.11-12.2) Work with others in their group to clarify and support their notations.
  - Based on their summary and notes, have students determine two or more central ideas of a text. Discuss as a small group how the ideas interact and build on one another. (RI.11-12.3, SL.11-12.1a-b) Add any additional key points, evidence, or reflections to the Cornell notes. (RI.11-12.2)
  - Have students explain the structure of their section based on how each paragraph relates to the central idea(s). Does the structure support the central ideas of the section and make them clearer, more convincing, or more engaging? (RI.11-12.5)
  - Reread the text and highlight or circle words and phrases that reveal the author's attitude toward the subject of the text and where the author's unique style or content contributes to the effectiveness of the text. (RI.11-12.4, RI.11-12.6)
  - Determine an author's point of view or purpose in their section. How does Cullen attempt to convince the audience of his purpose? Note any places in the text in which the rhetoric is particularly effective. (RI.11-12.6)
- Have each group develop a multimedia presentation that showcases Cullen's thoughts on the American Dream as presented in the group's assigned chapter. Present the information and supporting evidence clearly while making use of digital media. (SL.11-12.4, SL.11-12.5, L.11-12.1, L.11-12.2a-b, L.11-12.3a)

**EXPRESS UNDERSTANDING:**

- Have each group formally present the summary, tone, central ideas, and author's purpose of their assigned section, citing evidence from the text to support their analysis of the text. (SL.11-12.1a-b, SL.11-12.4, SL.11-12.5, SL.11-12.6)
- After all four presentations, conduct a whole-class discussion in which students use accountable talk to pose questions, draw connections between sections, and integrate information from the other sections to develop an understanding of the American Dream as Cullen sees it. (RI.11-12.7, SL.11-12.1c-d, SL.11-12.2) **Note:** Students must be held accountable for all of the information, since they will apply this knowledge later in the Unit assessments.
- Have students review their written responses from Lesson 1 and write an initial personal reflection about the American Dream, their knowledge of it, and its significance to them. As they write, have them record various questions they have about the topic based on Cullen's interpretations and the group presentations. (RI.11-12.7, W.11-12.7, W.11-12.9b, W.11-12.10)
- Create a two-column class chart tracing the various definitions of the American Dream across the unit. In the chart have students record words, phrases, and quotations from *The American Dream* and other texts in the proper column, making sure to use correct citations. Have students work in their previous groups to begin building in examples from the texts read up to this point. Use the following guidance for each column:
  - Title Column 1 "Attainable." Within this column students should include notes and citations from texts that illustrate that the American Dream is attainable for everyone.
  - Title Column 2 "Not attainable." Within this column students should include notes and citations from texts that illustrate the challenges with, or lack of attainability of that the American Dream.

**Where do you see places where students would need to:**

1. Read and comprehend complex texts:
  - c) Use language and vocabulary to comprehend what the text says
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2. Express understanding of complex texts:
  - c) Build opinions about the text using evidence (through discussion)
  - d) Assert claims about the text using evidence (through writing)