

Educator Effectiveness Academy 2011
English Language Arts &
Literacy in History/Social Studies, Science, and Technical Subjects

Day 3, Session 1

Stories and Poetry:

- After listening to L. Frank Baum’s *The Wonderful Wizard of Oz*, students *describe* the *characters* of Dorothy, Auntie Em, and Uncle Henry, the *setting* of Kansan prairie, and *major events* such as the arrival of the cyclone.

- Students *explain* how Mark Teague’s *illustrations* contribute to what is conveyed in Cynthia Rylant’s *Poppleton in Winter* to *create the mood and emphasize aspects of characters and setting* in the story.

- Students *make connections between the visual presentation* of John Tenniel’s illustrations in Lewis Carroll’s *Alice’s Adventures in Wonderland* and the text of the story to *identify* how the pictures of Alice reflect *specific descriptions* of her in the text.

- Students *determine the meaning of the metaphor* of a cat in Carl Sandburg’s poem “Fog” and contrast that *figurative language* to the meaning of the *simile* in William Blake’s “The Echoing Green.”

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- Students *summarize the development* of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*.

- Students *analyze how* artistic *representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different* treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.”

- Students compare two or more *recorded or live productions* of Arthur Miller’s *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme.

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Informational Texts:

- Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his *point* about the function of roots in germination.
- Students *use text features*, such as the table of contents and headers, found in Alikì's text *Ah, Music!* to identify relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*.
- Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to *a secondhand account* of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each.
- Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes.

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- Students *trace* the line of *argument* in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and *evaluate* his *specific claims* and opinions *in the text, distinguishing* which *claims* are *supported by facts, reasons, and evidence*, and which *are not*.

- Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze* how both texts *address similar themes and concepts* regarding “entangling alliances.”

- Students *analyze* Thomas Jefferson’s Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition.

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Answer Key to Sample Performance Tasks

Grades K-1 Sample Performance Tasks

Stories and Poetry

- After listening to L. Frank Baum’s *The Wonderful Wizard of Oz*, students *describe* the *characters* of Dorothy, Auntie Em, and Uncle Henry, the *setting* of Kansan prairie, and *major events* such as the arrival of the cyclone. [RL.1.3]

Informational Texts

- Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in *support* of his *point* about the function of roots in germination. [RI.1.8]

Grades 2-3 Sample Performance Tasks

Stories and Poetry

- Students *explain* how Mark Teague’s *illustrations* contribute to what is conveyed in Cynthia Rylant’s *Poppleton in Winter* to *create the mood and emphasize aspects of characters and setting* in the story. [RL.3.7]

Informational Texts

- Students *use text features*, such as the table of contents and headers, found in Aliko’s text *Ah, Music!* to *identify* relevant sections and *locate information relevant to a given topic* (e.g., rhythm, instruments, harmony) *quickly and efficiently*. [RI.3.5]

Grades 4-5 Sample Performance Tasks

Stories and Poetry

- Students *make connections between the visual presentation* of John Tenniel’s illustrations in Lewis Carroll’s *Alice’s Adventures in Wonderland* and the text of the story to *identify* how the pictures of Alice reflect *specific descriptions* of her in the text. [RL.4.7]
- Students *determine the meaning of the metaphor* of a cat in Carl Sandburg’s poem “Fog” and contrast that *figurative language* to the meaning of the *simile* in William Blake’s “The Echoing Green.” [RL.5.4]

Informational Texts

- Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to *a secondhand account* of their treatment found in books such as Kadir Nelson’s *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each. [RI.4.6]
- Students *determine the main idea* of Colin A. Ronan’s “Telescopes” and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]

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Grades 6-8 Sample Performance Tasks

Stories, Drama, and Poetry

- Students *summarize the development* of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2]

Informational Texts: English Language Arts

- Students *trace the line of argument* in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and *evaluate his specific claims* and opinions *in the text, distinguishing* which *claims* are *supported by facts, reasons, and evidence*, and which *are not*. [RI.6.8]

Grades 9-10 Sample Performance Tasks

Stories, Drama, and Poetry

- Students *analyze how* artistic *representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different* treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.” [RL.9–10.7]

Informational Texts: English Language Arts

- Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze* how both texts *address similar themes and concepts* regarding “entangling alliances.” [RI.9–10.9]

Grades 11-12 Sample Performance Tasks

Stories, Drama, and Poetry

- Students compare two or more *recorded or live productions* of Arthur Miller’s *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme. [RL.11–12.7]

Informational Texts: English Language Arts

- Students *analyze* Thomas Jefferson’s Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition. [RI.11–12.9]

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Informational Text Complexity
Qualitative Dimensions of Text Complexity

Day 3, Session 2

	Characteristics of Simple Text	Characteristics of Complex Text	Instructional Strategies/Examples/Differentiation
Informational Text Structure	Simple text structures>	Complex text structures	
	Explicit>	Implicit	
	Conventional>	Unconventional	
	Events related in chronological order>	Events related out of chronological order	
	Simple graphics/text features>	Sophisticated graphics/text features	
	Graphics/text features unnecessary or merely supplementary to understanding the text>	Graphics/text features essential to understanding the text and may provide information not otherwise conveyed in the text	
Language Conventionality and Clarity	Literal>	Figurative or ironic	
	Clear>	Ambiguous or purposefully misleading	
	Contemporary and/or familiar language usage>	Archaic or otherwise unfamiliar language usage	
	Conversational language>	General academic and domain-specific language	
	Simple vocabulary>	Multi-meaning, connotative, and conceptual vocabulary	
	Simple sentence structures>	Complex sentence structures	
Levels of Meaning	Simple theme/thesis/purpose>	Complex or sophisticated theme/thesis/purpose	
	Single theme>	Multiple themes	
	Common, everyday experiences>	Experiences distinctly different from one's own	
	Single perspective>	Multiple perspectives	
	Perspectives like one's own>	Perspectives unlike or in opposition to one's own	
	Low intertextuality (few references to/citations of other texts)>	High intertextuality (many references to/citations of other texts)	
Knowledge Demands	Everyday experiences and knowledge>	Extensive/specialized experiences and knowledge	
	Familiarity with genre conventions>	Discipline-specific content knowledge	

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Day 3, Session 2

**Literary Text Complexity
Qualitative Dimensions of Text Complexity**

	Characteristics of Simple Text	Characteristics of Complex Text	Instructional Strategies/Examples/Differentiation
Literary Text Structure	Simple text structures>	Complex text structures	
	Explicit>	Implicit	
	Conventional>	Unconventional	
	Events related in chronological order>	Events related out of chronological order	
	Simple graphics/text features.....>	Sophisticated graphics/text features	
	Graphics/text features unnecessary or merely supplementary to understanding the text>	Graphics/text features essential to understanding the text and may provide information not otherwise conveyed in the text	
Language Conventinality and Clarity	Literal>	Figurative, ironic, or allegorical	
	Clear>	Ambiguous or purposefully misleading	
	Contemporary and/or familiar language usage>	Archaic or otherwise unfamiliar language usage	
	Conversational language>	General academic and domain-specific language	
	Simple vocabulary>	Multi-meaning, connotative, and conceptual vocabulary	
	Simple sentence structures>	Complex sentence structures	
Levels of Meaning	Simple theme>	Complex or sophisticated themes	
	Single theme>	Multiple themes	
	Common, everyday experiences or clearly fantastical situations>	Experiences distinctly different from one's own	
	Single perspective>	Multiple perspectives	
	Perspectives like one's own.....>	Perspectives unlike or in opposition to one's own	
	Low intertextuality (few references/allusions to other texts)>	High intertextuality (many references/allusions to other texts)	
Knowledge Demands	Everyday knowledge>	Cultural knowledge	
	Familiarity with genres>	Literary knowledge	

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Day 3, Session 2

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Appendix B (pages 4-7)

K–1 Text Exemplars

Read-Aloud Stories	Lexile
Baum, L. Frank. <i>The Wonderful Wizard of Oz</i>	1000
Wilder, Laura Ingalls. <i>Little House in the Big Woods</i>	930
Atwater, Richard and Florence. <i>Mr. Popper's Penguins</i>	910
Jansson, Tove. <i>Finn Family Moomintroll</i>	
Haley, Gail E. <i>A Story, A Story</i>	590
Bang, Molly. <i>The Paper Crane</i>	790
Young, Ed. <i>Lon Po Po: A Red-Riding Hood Story from China</i>	670
Garza, Carmen Lomas. <i>Family Pictures</i>	750
Mora, Pat. <i>Tomás and the Library Lady</i>	440
Henkes, Kevin. <i>Kitten's First Full Moon</i>	360

Read-Aloud Poetry

Anonymous. "The Fox's Foray."
Langstaff, John. Over in the Meadow
Lear, Edward. "The Owl and the Pussycat."
Hughes, Langston. "April Rain Song."
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

Read-Aloud Informational Texts

Provensen, Alice and Martin. <i>The Year at Maple Hill Farm</i>	560
Gibbons, Gail. <i>Fire! Fire!</i>	590
Dorros, Arthur. <i>Follow the Water from Brook to Ocean</i>	600
Rauzon, Mark, and Cynthia Overbeck Bix. <i>Water, Water Everywhere</i>	940
Llewellyn, Claire. <i>Earthworms</i>	700
Jenkins, Steve, and Robin Page. <i>What Do You Do With a Tail Like This?</i>	740
Pfeffer, Wendy. <i>From Seed to Pumpkin</i>	
Thomson, Sarah L. <i>Amazing Whales!</i>	630
Hodgkins, Fran, and True Kelley. <i>How People Learned to Fly</i>	420

Note: This is not an inclusive or comprehensive list. Lexile scores were not available for all texts. In some cases Lexile scores varied depending on the source. The most common Lexile scores are reported

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Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Appendix B (pages 4-7)

Grades 2–3 Text Exemplars

Read-Aloud Stories

	Lexile
Kipling, Rudyard. <i>“How the Camel Got His Hump.”</i>	694
Thurber, James. <i>The Thirteen Clocks</i>	
White, E. B. <i>Charlotte’s Web</i>	680
Selden, George. <i>The Cricket in Times Square</i>	780
Babbitt, Natalie. <i>The Search for Delicious</i>	910
Curtis, Christopher Paul. <i>Bud, Not Buddy</i>	950
Say, Allen. <i>The Sign Painter</i>	250

Read-Aloud Poetry

Lear, Edward. “The Jumblies.”
Browning, Robert. *The Pied Piper of Hamelin*
Johnson, Georgia Douglas. “Your World.”
Eliot, T. S. “The Song of the Jellicles.”
Fleischman, Paul. “Fireflies.”

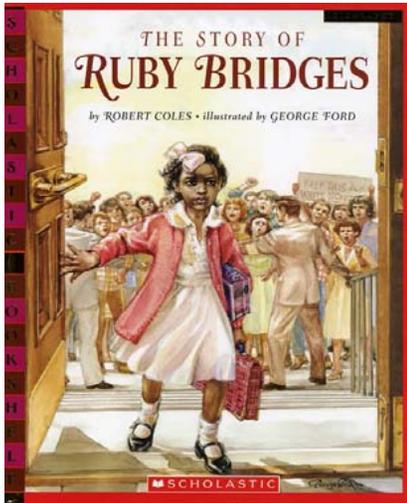
Read-Aloud Informational Texts

Freedman, Russell. <i>Lincoln: A Photobiography</i>	1110
Coles, Robert. <i>The Story of Ruby Bridges</i>	730
Wick, Walter. <i>A Drop of Water: A Book of Science and Wonder</i>	870
Smith, David J. <i>If the World Were a Village: A Book about the World’s People</i>	710
Aliki. <i>Ah, Music!</i>	910
Mark, Jan. <i>The Museum Book: A Guide to Strange and Wonderful Collections</i>	
D’Aluisio, Faith. <i>What the World Eats</i>	1150
Arnosky, Jim. <i>Wild Tracks! A Guide to Nature’s Footprints</i>	1040
Deedy, Carmen Agra. <i>14 Cows for America</i>	540

Note: This is not an inclusive or comprehensive list. Lexile scores were not available for all texts. In some cases Lexile scores varied depending on the source. The most common Lexile scores are reported.

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“We were very, poor, very, very poor,” Ruby said. “My daddy worked picking crops. We just barely got by. There were times when we didn’t have much to eat. The people who owned the land were bringing in machines to pick the crops, so my daddy lost his job, and that’s when we had to move.

“I remember us leaving. I was four, I think.”

In 1957 the family moved to New Orleans. Ruby’s father becomes a janitor. Her mother took care of the children during the day. After they were tucked in bed, Ruby’s mother went to work scrubbing floors in a bank.

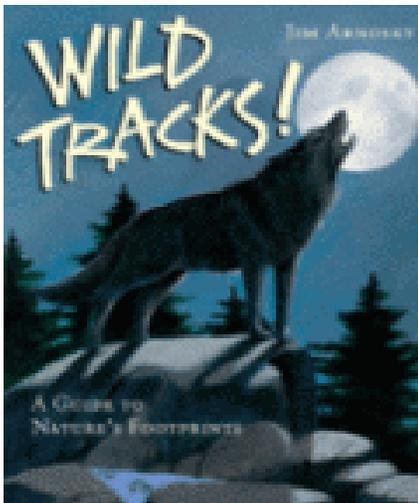
Every Sunday, the family went to church.

“We wanted our children to be near God’s spirit,” Ruby’s mother said. “We wanted them to start feeling close to Him from the start.”

At that time, black children and white children went to separate schools in New Orleans. The black children were not able to receive the same education as the white children. It wasn’t fair. And it was against the nation’s law.

In 1960, a judge ordered four black girls to go to two white elementary schools. Three of the girls were sent to McDonogh 19. Six-year-old Ruby Bridges was sent to first grade in the William Frantz Elementary School. (Cole, 1995)

Of all the larger predators, wildcats are the most likely to use the same trails again and again. In deep snow, their habitual routes become gully trails in which the feline tracks going to and coming from their hunting grounds are preserved, down out of the wind, away from blowing snow.



A cat’s sharp retractable claws do not show in its track unless the cat has lunged to catch its prey or scratched the ground to cover its droppings. Only cats thoroughly cover their droppings.

Bobcat, lion, and jaguar paws all have three-lobed heels. The lynx, the ocelot, and the jaguarondi have single-lobed heels.

The wild cats we have in North America are, from the smallest to largest: ocelot, jaguarondi, bobcat, lynx, American lion, and jaguar. (Arnosky, 2008)

Activity: It's Academic!

Excerpt

In early times, no one knew how volcanoes formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don't know all the answers, but they know much about how a volcano works.

Our planet made up of many layers of rock. The top layers of solid rock are called the crust. Deep beneath the crust is the mantle, where it is so hot that some rock melts. The melted, or molten, rock is called magma.

Volcanoes are formed when magma pushes its way up through the crack in the Earth's crust. This is called a volcanic eruption. When magma pours forth on the surface, it is called lava.

Simon, Seymour, *Volcanoes*. New York: Harper Collins, 2006. (2006)