CORE Assessment Module

Module Overview

**Purpose and Usage:**

 This assessment module is a performance activity to assess how well students can examine complex text and then demonstrate their understanding through writing. All modules were developed by practitioners for practitioners. Since the reading expectations are rigorous, some might find the text selections challenging. Please note, however, that the text exemplars that are used as the basis for each module are taken directly from Appendix B of the Common Core State Standards for targeted grades.

The expectations of the CCSS call on teachers to instruct around complex text so students read closely to accomplish essential skills, such as make inferences, determine themes, and analyze development of ideas. They do so using textual evidence from a targeted complex text. Much like teachers engage students in the writing process to create optimal written products, teachers would likewise plan and conduct a series of comprehensive lessons to help students meet these rigorous reading standards. These lessons would align to specific reading standards, include a myriad of instructional strategies and formative assessments (e.g., read silently, discuss, listen to, take notes, engage in discussion with peers, write informally and formally, etc.), and center on text-dependent activities and tasks to illicit deep understanding of targeted texts. This assessment module does not replace a formalized series of lessons around complex text as just described, but rather provides a “dipstick” to get a sense of how well students read complex text independently and proficiently. The results are meant to inform teachers about future instruction.

Teachers should use their professional judgment and their district’s recommended guidelines to administer this module as a pre-assessment or formative assessment in order to gather information about a student’s ability to read complex text carefully and construct an organized writing piece that is grounded in evidence from the text. Some teachers might decide to use two modules – one as a preassessment and another as a formative assessment to check for understanding during the formalized instructional process around complex text.

We encourage teachers to administer this assessment with colleagues and discuss results together to ascertain next steps in an instructional plan. Teachers can employ additional instructional strategies beyond what is included in this module when administering the assessment. However, discuss with colleagues which ones you choose to use so you are conducting this assessment under similar conditions.

**Scoring:**

 At this time, use the Smarter Balance rubrics available at this link: [http://www.smarterbalanced.org/wordpress/wpcontent/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELARubrics.pdf). Smarter Balanced does not have a rubric for each grade for all three writing types; however, later, a more detailed rubric for all grades and types will be considered.

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| Content Area | English Language Arts |
| Text | *My Five Senses* by Aliki |
| Grade Level | Grade 1 |
| Target Area | Text-Dependent Questions, Performance Writing Task (Opinion Piece) |
| ELA Common Core State Standards | **RL 1.1** Ask and answer questions about key details in a text.**RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.**RL 1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**W 1.1** Write opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**\*SL 1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.**\*SL 1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**\*SL 1.6** Produce complete sentences when appropriate to the task and situation.**L 1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |
| SBAC Assessment Claims | **Claim 1**: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**Claim 2**: Students can produce effective and well-grounded writing for a range of purposes and audiences. |
| Task Overview | This assessment task will be completed in three parts. The prewriting/planning in part one will involve shared reading, speaking and listening, and literature discussion. In part two, students will revisit the story, and engage in speaking and listening using text-dependent response questions in a graphic organizer. In part three, students will be asked to write text-dependent responses and opinion text based on the story. |
| Module Components | 1. Directions to Teacher
2. *My Five Senses* Text Passage
3. *My Five Senses* Sketch Sheet
4. Text-Dependent Questions and Peer Discussion
5. Independent Writing Task
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\*Standard addressed but not explicitly assessed.

*My Five Senses*

Directions to Teacher

This Common Core-aligned ELA Performance Task can be given over two to three days depending on class schedules. The directions below outline the steps to follow for a three-day administration.

**Text:** Aliki. *My Five Senses*. New York: HarperCollins, 1989. (1962)

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| Materials* *My Five Senses* Text Passage (Day 1)
* *My Five Senses* Sketch Sheet (Day 1)
* Visual Prompts for Literature Discussion (Day 1)
* Text-Dependent Questions Graphic Organizer (Day 2)
* *My Five Senses* Question List (Day 2)
* How I Use My Senses (Day 3)
* Writing Task (Day 3)
* Writing Template (Day 3)
* Lined Paper
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 DAY 1

1. **Reading**

*(Approximately 15 minutes)*

Distribute a copy of the text passage ***My Five Senses*** by Aliki. Read it aloud to the students and invite them to follow along as you read. Then have them engage with the text by working in partners to read sections of the text, sketch what is memorable, and share with their partners. Distribute the ***My Five Senses* Sketch Sheet** for this exercise. If you have not used this strategy in the past, model for students how to sketch memorable points quickly from a text passage. Invite a few partners to share their sketches with the class.

1. Model Responding to Text-Dependent Questions (\*SL 1.1, \*SL 1.2, \*SL 1.4)

*(Approximately 15 minutes)*

Model the process for how to respond to text-dependent questions using textual evidence. To do so, show the sheet **Visual Prompts for Literature Discussion** on a document camera, reproduced on chart paper, in a handout, or on an interactive board. Then lead a classroom discussion using one or more of the questions on the sheet ***My Five Senses* Question List** (also reprinted below). If students are having difficulty speaking in complete sentences, model how to take information off the **Visual Prompts** sheet using language frames, such as “Today I learned \_\_\_\_\_\_\_\_.” and “Another thing I learned was \_\_\_\_.”

* What are the five senses?
* The author Aliki writes: “Sometimes I use all my senses at once.” What is an example he uses to support this sentence?
* The author writes: “Sometimes I use only one.” What is an example Aliki uses to show using only one sense?
* What sense do you think you use the most? How?
* How many senses do you think you are using right now? Explain.
* Aliki writes this sentence about senses: “They make me aware.” What does he mean?

DAY 2

1. Rereading

*(Approximately 10 minutes)*

Instruct students to reread ***My Five Senses*** independently. Review the symbolic summaries from the first day. Review the answers to the questions from the modeling exercise around text-dependent questions.

2. Note-taking Around Text-Dependent Questions (RI.1.1, RI.1.2, RI.1.6, RI.1.7)

*(Approximately 20-30 minutes)*

Distribute ***My Five Senses* Question List.** Explain to students that they will individually select at least three questions to answer from this list and record their answers on the **Text-Dependent Questions Graphic Organizer**. Explain that they will complete the “My Responses” and “Evidence From the Text” sections only. Remind them to use complete sentences and review any sentence frames used in the modeling exercise, if needed. Encourage students to expand their thinking beyond literal responses. Distribute at least three **Text-Dependent Questions Graphic Organizer** sheets to each student for this exercise.

3. Speaking/Listening Exercise (\*SL 1.1, \*SL 1.2, \*SL 1.4)

*(Approximately 20 minutes)*

* In pairs or groups of three, give students time to discuss their responses to the questions on their graphic organizers along with textual evidence.
* After a designated period of time, instruct students to independently complete the “My Thoughts Now” section of the graphic organizer. Again, remind them to use textual evidence and write in complete sentences. Tell them they will respond to a writing prompt and can use their graphic organizers along with their sketches while writing.

DAY 3

Performance Task (Writing Prompt)

*(Approximately 15 minutes)*

Before responding to the writing prompt, have the students individually complete **How I Use My Senses**based on their opinions. It includes these questions and sentence starters:

* What important things can you see with your eyes? I can see \_\_\_\_\_\_.
* What important things can you hear with your ears? I can hear \_\_\_\_\_\_.
* What important things can you smell with your nose? I can smell \_\_\_\_\_\_.
* What important things can you taste with your mouth? I can taste \_\_\_\_\_\_.
* What important things can you feel with your hands? I can feel \_\_\_\_\_\_.

*(Approximately 20 minutes)*

Distribute the writing prompt and lined paper. Let students know the amount of time they have to respond to it. Encourage students to use their sketches and graphic organizers that include responses to text-dependent questions to inform their writing.

**Differentiation:** For those students who need scaffolded support, you can distribute the **Writing Template** insteadof asking for a written response on lined paper.

***My Five Senses* by Aliki**

 I can see! I see with my eyes.

 I can hear! I hear with my ears.

 I can smell! I smell with my nose.

 I can taste! I taste with my tongue.

 I can touch! I touch with my fingers.

 I do all this with my senses.

 I have five senses.

 When I see the sun or a frog or my baby sister, I use my sense of sight. I am seeing.

 When I hear a drum or a fire engine or a bird, I use my sense of hearing. I am hearing.

 When I smell soap or a pine tree or cookies just out of the oven, I use my sense of smell. I am smelling.

 When I drink my milk and eat my food, I use my sense of taste. I am tasting.

 When I touch a kitten or a balloon or water, I use my sense of touch. I am touching.

 Sometimes I use all my senses at once. Sometimes I use only one.

 I often play a game with myself. I guess how many senses I am using at that time.

 When I look at the moon and the stars, I use one sense. I am seeing. When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch. When I bounce a ball, I use three senses. I see, hear, touch.

 Sometimes I use more of one sense and less of another. But each sense is very important to me, because it makes me aware. To be aware is to see all there is to see…

 hear all there is to hear…

 smell all there is to smell…

 taste all there is to taste…

 touch all there is to touch.

 Wherever I go, whatever I do, every minute of the day, my senses are working. They make me aware.

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*My Five Senses* Sketch Sheet

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| --- | --- | --- |
|  | **Text**Read one section of the text at a time. | **Quick Sketch**What do you find memorable about this part of the story? Sketch it! |
| **1** | I can see! I see with my eyes.I can hear! I hear with my ears.I can smell! I smell with my nose.I can taste! I taste with my tongue.I can touch! I touch with my fingers.I do all this with my senses.I have five senses. |  |
| **2** |  When I see the sun or a frog or my baby sister, I use my sense of sight. I am seeing. When I hear a drum or a fire engine or a bird, I use my sense of hearing. I am hearing. When I smell soap or a pine tree or cookies just out of the oven, I use my sense of smell. I am smelling. When I drink my milk and eat my food, I use my sense of taste. I am tasting. When I touch a kitten or a balloon or water, I use my sense of touch. I am touching. |  |

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| --- | --- | --- |
|  | **Text**Read one section of the text at a time. | **Quick Sketch**What do you find memorable about this part of the story? Sketch it! |
| **3** |  Sometimes I use all my senses at once. Sometimes I use only one. I often play a game with myself. I guess how many senses I am using at that time. When I look at the moon and the stars, I use one sense. I am seeing. When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch. When I bounce a ball, I use three senses. I see, hear, touch. Sometimes I use more of one sense and less of another. But each sense is very important to me, because it makes me aware. |  |
| **4** |  To be aware is to see all there is to see…hear all there is to hear…smell all there is to smell…taste all there is to taste…touch all there is to touch. Wherever I go, whatever I do, every minute of the day, my senses are working. They make me aware. |  |

Visual Prompts for Literature Discussion

|  |  |
| --- | --- |
| **QUESTION** |  |
| **MY THOUGHTS** |  |
| **EVIDENCE** |  |
| **MY THOUGHTS AFTER DISCUSSION** |  |

Text-Dependent Questions Graphic Organizer

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| Question |
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|  |
| My Thoughts | Evidence From the Text |
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|  |  |
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|  |  |
| My Thoughts After Discussion |
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*My Five Senses*

Question List

Directions: Choose some of these questions to respond to on your graphic organizer.

* What are the five senses?
* The author Aliki writes: “Sometimes I use all my senses at once.” What is an example he uses to support this sentence?
* The author writes: “Sometimes I use only one.” What is an example Aliki uses to show using only one sense?
* What sense do you think you use the most? How?
* How many senses do you think you are using right now? Explain.
* Aliki writes this sentence about senses: “They make me aware.” What does he mean?

How I Use My Senses

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| --- | --- |
|  | What important things can you see with your eyes?**I can see\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
|  | What important things can you hear with your ears?**I can hear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
|  | What important things can you smell with your nose? **I can smell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
|  | What important things can you taste with your mouth? **I can taste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
|  | What important things can you feel with your hands? **I can feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

*My Five Senses* Writing Task

Directions:

Please respond to the prompt below in writing. You may use your sketches and graphic organizers to help you. Write on the lined paper your teacher gives you or in your journal.

**Writing Prompt:**

After reading *My Five Senses*, which of the five senses do you think is the most important? Explain why.

Be Sure To:

* Introduce the name of the book.
* State your opinion clearly.
* Give one or more reasons to support your opinion.
* Write an ending sentence.
* Use capital letters where you should.
* Spell words correctly.
* Use correct punctuation.

*My Five Senses* Writing Template

Directions: Respond to the prompt below in writing. You may use your sketches and graphic organizers to help you.

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| --- |
| **Writing Prompt:** After reading *My Five Senses*, which of the five senses do you think is the most important? Explain why. |

Be Sure To:

* State your opinion clearly.
* Give reasons to support your opinion.
* Write a concluding sentence.
* Use capital letters where you should and correct punctuation and spelling.

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| --- |
| **The most important sense is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |

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| **Reason 1:** |

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| **Reason 2:** |

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| **Reason 3:** |

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| **Conclusion:** |