

OVERVIEW OF THE PERFORMANCE STANDARDS

Elementary School

The elementary school standards are set at a level of performance approximately equivalent to the end of fourth grade. It is expected that some students might achieve this level earlier and others later than this grade. (See “Deciding what constitutes a standard-setting performance,” page 10.)

English Language Arts

E1 Reading

- E1 a** Read twenty-five books of the quality and complexity illustrated in the sample reading list.
- E1 b** Read and comprehend at least four books on the same subject, or by the same author, or in the same genre.
- E1 c** Read and comprehend informational materials.
- E1 d** Read aloud fluently.

E2 Writing

- E2 a** Produce a report of information.
- E2 b** Produce a response to literature.
- E2 c** Produce a narrative account (fictional or autobiographical).
- E2 d** Produce a narrative procedure.

E3 Speaking, Listening, and Viewing

- E3 a** Participate in one-to-one conferences with the teacher.
- E3 b** Participate in group meetings.
- E3 c** Prepare and deliver an individual presentation.
- E3 d** Make informed judgments about TV, radio, film.

E4 Conventions, Grammar, and Usage of the English Language

- E4 a** Demonstrate a basic understanding of the rules of the English language in written and oral work.
- E4 b** Analyze and subsequently revise work to improve its clarity and effectiveness.

E5 Literature

- E5 a** Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.
- E5 b** Produce work in at least one genre that follows the conventions of the genre.

The margin notes on pages illustrating work produced by ESL students identify some of the expectations from the English as a Second Language chapter of the *New York City Curriculum Frameworks*. The ESL Frameworks are in alignment with the *New Standards™ Performance Standards*, and are intended for use across the disciplines by educators of English language learners.

PERFORMANCE DESCRIPTIONS

Elementary School English Language Arts

E1 Reading¹

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1 a² The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples of activities through which students might produce evidence of reading twenty-five books include:

- * Maintain an annotated list of works read. **1b**
- * Generate a reading log or journal. **1b**
- * Participate in formal and informal book talks. **1b, 3a, 3b**

¹ To see how these performance descriptions compare with the expectations for middle school and high school, turn to pages 465-481.

The examples that follow the performance descriptions for each standard are examples of the work students might do to demonstrate their achievement. The examples also indicate the nature and complexity of activities that are appropriate to expect of students at the elementary level.

The cross-references that follow the examples highlight examples for which the same activity, and possibly even the same piece of work, may enable students to demonstrate their achievement in relation to more than one standard. In some cases, the cross-references highlight examples of activities through which students might demonstrate their achievement in relation to standards for more than one subject matter.

The cross-references after the examples that begin “M,” “S,” and “A” refer to the performance standards for Mathematics, Science, and Applied Learning respectively. See, for example, the cross-references after the examples of activities for **E1b**.

Samples of student work that illustrate standard-setting performances for these standards can be found on pages 44-185.

These standards allow for oral performances of student work wherever appropriate.

The work students produce to meet the English Language Arts standards does not all have to come from an English class. Students should be encouraged to use work from subjects in addition to English to demonstrate their accomplishments. The work samples include some examples of work produced in other classes that meet requirements of these standards. See page 136.

² **E1a** assumes an adequate library of appropriate reading material. In some places, library resources are too meager to support the amount of reading required for every student to achieve this standard. Where a shortage of books exists, better use of out-of-school resources must be made; for example, students may have to be assured access to local or county libraries.

E1a is intended primarily to generate the reading of full-length books. Combinations of quality magazines, newspapers, on-line materials etc., may be treated as equivalent texts that contribute to meeting the requirement of twenty-five books. Similarly, collections of portions of full-length books may be considered as book equivalents.

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E1b³ The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- makes and supports warranted and responsible assertions about the texts;
- supports assertions with elaborated and convincing evidence;
- draws the texts together to compare and contrast themes, characters, and ideas;
- makes perceptive and well developed connections;
- evaluates writing strategies and elements of the author’s craft.

Examples of activities through which students might produce evidence of reading comprehension include:

- * Make connections between literary works according to a common theme. **2b, 5a**
- * Produce a literary response paper. **2b, 4a, 4b, 5a**
- * Produce an informative report. **1c, 2a, 4a, 4b, M7b, M7e, S7a, S7b**
- * Participate in formal or informal book talks. **1a, 1c, 3a, 3b, 5a**
- * Create an annotated book list organized according to author, theme, or genre. **1a**

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

Examples of activities through which students might produce evidence of reading informational materials include:

- * Contribute to an attribute book. **2a, 4a, 4b**
- * Present information to an audience of peers. **3c, 4a, 4b**
- * Produce a chapter book on a factual topic. **2a, 4a, 4b**
- * Rewrite video game instructions for a younger reader. **1b, 2d, 4a, 4b**

E1d The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:

- self correcting when subsequent reading indicates an earlier miscue;
- using a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings;
- reading with a rhythm, flow, and meter that sounds like everyday speech.

³ **E1b** is intended to encourage students to invest themselves thoroughly in an area that interests them. Such an investment will generate reading from an array of resources, giving students more experience of reading as well as increased understanding of a subject. **E1b** is not intended to be a cursory experience of doing research on a topic which often requires little more than scanning materials, copying directly from references, and inserting transitional phrases and paragraphs. The challenge with the depth requirement is to encourage a complex understanding developed and enhanced through reading.

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Examples of activities through which students might produce evidence of reading aloud accurately include:

- * Read aloud to peers or younger children.
- * Participate in a Readers' Theater production.
- * Record on an audiotape or videotape an example of reading aloud.

This is a sample reading list from which students and teachers could select. This list is not exclusive. Acceptable titles also appear on lists produced by organizations such as the National Council of Teachers of English and the American Library Association. Substitutions might also be made from lists approved locally. The sample list for Spanish Language Arts is on page 482.

Fiction

Blume, *Tales of a Fourth Grade Nothing*;
Brink, *Caddie Woodlawn*;
Byars, *The Pinballs*;
Cleary, *Dear Mr. Henshaw*; *Ramona and Her Father*;
Coerr, *The Josefina Story Quilt*;
Dalgliesh, *The Courage of Sarah Noble*;
Estes, *The Hundred Dresses*;
Fleischman, *The Whipping Boy*;
Fritz, *The Cabin Faced West*;
Gardiner, *Stone Fox*;
Griffin, *Phoebe the Spy*;
Hamilton, *Zeely*;
Hansen, *The Gift-Giver*;
Himler, *Nettie's Trip South*;
Lord, *In the Year of the Boar and Jackie Robinson*;
MacLachlan, *Journey*; *Sarah, Plain and Tall*;
McSwigan, *Snow Treasure*;
Mendez and Byard, *The Black Snowman*;
Naidoo, *Journey to Jo'Burg*;
O'Dell, *Zia*;
Ringgold, *Tar Beach*;
Wilder, *Little House on the Prairie*;
Yep, *The Star Fisher*.

Non-Fiction

Aliki, *Corn Is Maize: The Gift of the Indians*;
Baylor, *The Way to Start a Day*;
Cherry, *The Great Kapok Tree*;
Cole, *The Magic School Bus on the Ocean Floor*;
Epstein, *History of Women in Science for Young People*;
Fritz, *And Then What Happened, Paul Revere?*;
Godkin, *Wolf Island*;
Greenfield, *Childtimes: A Three-Generation Memoir*;
Krensky, *George Washington: The Man Who Would Not Be King*;
McGovern, *The Secret Soldier: The Story of Deborah Sampson*;
McKissack, *Frederick Douglass: The Black Lion*;

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Polacco, *Pink and Say*;
Sattler, *Dinosaurs of North America*;
Sterling, *Freedom Train: The Story of Harriet Tubman*.

Poetry

Ahlberg, *Heard It in the Playground*;
Blishen and Wildsmith, *Oxford Book of Poetry for Children*;
De Regniers, Moore, White, and Carr, eds., *Sing a Song of Popcorn*;
Giovanni, *Ego-Tripping and Other Poems for Young People*;
Greenfield, *Honey, I Love and Other Love Poems*;
Janeczko, *Strings: A Gathering of Family Poems*;
Koch and Farrell, eds., *Talking to the Sun*;
Lobel, ed., *The Random House Book of Mother Goose*;
Manguel, ed., *Seasons*;
Mathis, *Red Dog, Blue Fly: Football Poems*;
Silverstein, *Where the Sidewalk Ends*.

Folklore

de Paola, *The Legend of the Bluebonnet*;
French, *Snow White in New York*;
Goble, *Buffalo Woman*;
Griego y Maestas, *Cuentos: Tales From the Hispanic Southwest*;
Huck and Lobel, *Princess Furball*;
Kipling, *The Elephant's Child*;
Lee, *Legend of the Milky Way*;
Louie and Young, *Yeh-Shen: A Cinderella Story From China*;
Luenn, *The Dragon Kite*;
Step toe, *Mufaro's Beautiful Daughters; The Story of Jumping Mouse*.

Modern Fantasy and Science Fiction

Andersen, *The Ugly Duckling*;
Bond, *A Bear Called Paddington*;
Dahl, *James and the Giant Peach*;
Grahame, *The Wind in the Willows*;
Lewis, *The Lion, the Witch and the Wardrobe*;
Norton, *The Borrowers*;
Van Allsburg, *Jumanji*;
White, *Charlotte's Web*.

Children's magazines

Action (Scholastic);
Creative Classroom;
News (Scholastic);
Social Studies for the Young Learner;
Weekly Reader;
World (National Geographic).

Other

Newspapers, manuals appropriate for elementary school children, e.g., video game instructions, computer manuals.

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E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to a specific purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;
- provides a sense of closure to the writing.

Examples of reports include:

- * An informative report. 1b, 1c, 4a, 4b, M7b, M7e, S7a, S7b
- * An attribute book (a book on a single subject, not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”). 1b, 1c, 4a, 4b
- * A chapter book. 4a, 4b

E2b⁴ The student produces a response to literature that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates an understanding of the literary work;
- provides a sense of closure to the writing.

Examples of responses to literature include:

- * A literary response paper. 1b, 4a, 4b, 5a
- * A book review. 1b, 4a, 4b, 5a
- * A parody. 1b, 4a, 4b, 5a
- * A literary analysis paper. 1b, 4a, 4b, 5a

⁴ E2b is meant to expand the repertoire of responses children traditionally write when they respond to literature. This type of response requires an understanding of writing strategies.

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- * A comparison of a children’s literary classic with a televised version of the same work. 3d, 4a, 4b, 5a

E2c The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

Examples of narrative accounts include:

- * An autobiographical account. 4a, 4b
- * An imaginative story. 4a, 4b, 5b
- * A narrative picture book. 4a, 4b, 5b
- * A retelling of a traditional tale from an alternative point of view. 4a, 4b, 5b

E2d The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

Examples of narrative procedures include:

- * A set of rules for organizing a class meeting. 4a, 4b
- * A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety. 4a, 4b, S4c
- * A how-to report to accompany a board game. 4a, 4b
- * A set of procedures for accessing information in the library. 4a, 4b, A1a
- * A rewrite of video game instructions for a younger reader. 1b, 1c, 4a, 4b

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E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3 a⁵ The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- initiates new topics in addition to responding to adult-initiated topics;
- asks relevant questions;
- responds to questions with appropriate elaboration;
- uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
- confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- * Book talks with a teacher or parent. **1a, 1b, 1c, 5a**
- * Analytical discussions of a movie or television program with a teacher or parent. **3d**
- * Conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the status of a science project. **4b**
- * Discussion with an adult of a collection of the student’s work. **4b**

E3 b The student participates in group meetings, in which the student:

- displays appropriate turn-taking behaviors;
- actively solicits another person’s comment or opinion;
- offers own opinion forcefully without dominating;
- responds appropriately to comments and questions;
- volunteers contributions and responds when directly solicited by teacher or discussion leader;
- gives reasons in support of opinions expressed;
- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

Examples of activities involving group meetings include:

- * Create a plan for a group project (e.g., sketching out a multiple-authored picture book; organizing a presentation to be made to the class).
- * Develop and discuss class rubrics.
- * Engage in classroom town meetings.
- * Participate in book talks with other students. **1a, 1b, 1c, 5a**
- * Work as part of a group to solve a complex mathematical task.

⁵ For samples of student work that illustrate standard-setting performances for **E3a** and **E3b** refer to the videotape accompanying this book.

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- * Role-play to better understand a certain historical event. **1c**
- * Participate in peer writing response groups. **4b**

- E3c** The student prepares and delivers an individual presentation, in which the student:
- shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
 - shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
 - uses notes or other memory aids to structure the presentation;
 - engages the audience with appropriate verbal cues and eye contact;
 - projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- * A report of research on a topic of general interest to the class. **1c, 4a, 4b**
- * A presentation of project plans or a report for an Applied Learning project. **4a, 4b, A2a**
- * A recounting of various anecdotes in an attempt to persuade the class to change a class policy. **4a**
- * A presentation to parents about a project created for a science fair. **4a, 4b, S7c, S8a, S8b, S8c, S8d**

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

- demonstrates an awareness of the presence of the media in the daily lives of most people;
- evaluates the role of the media in focusing attention and in forming an opinion;
- judges the extent to which media provide a source of entertainment as well as a source of information;
- defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- * Present a paper or report on reasons for selecting one media choice over another. **1c, 2a, 3c, 4a, 4b**
- * Prepare a report on the benefits obtained (including information learned) from media exposure. **1c, 2a, 4a, 4b**
- * Maintain a week's log to document personal viewing habits and analyze the information collected in the log.
- * Summarize patterns of media exposure in writing or in an oral report. **1c, 2a, 3c, 4a, 4b**
- * Analyze the appeal of particularly memorable commercials. **2a, 3c, 4a, 4b**

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E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- * Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading. **2a, 2b, 2c, 2d, 5a, 5b**
- * Proofread acceptably the student’s own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate. **2a, 2b, 2c, 2d, 5a, 5b**
- * Observe conventions of language during formal oral presentations. **3c**

E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- adding or deleting details;
- adding or deleting explanations;
- clarifying difficult passages;
- rearranging words, sentences, and paragraphs to improve or clarify meaning;
- sharpening the focus;
- reconsidering the organizational structure.

Examples of activities through which students might produce evidence of analyzing and revising work include:

- * Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. **2a, 2b, 2c, 2d, 5a, 5b**
- * Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation. **2a, 2b, 2c, 2d, 5a, 5b**
- * Consider and respond to the critiques of peers and teachers. **2a, 2b, 2c, 2d, 5a, 5b**
- * Critique the writing or presentation of a peer.

E5 Literature

Literature consists of poetry, fiction, non-fiction and essays as distinguished from instructional, expository, or journalistic writing.

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- identifies recurring themes across works;
- analyzes the impact of authors' decisions regarding word choice and content;
- considers the differences among genres;
- evaluates literary merit;
- considers the function of point of view or persona;
- examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;
- identifies stereotypical characters as opposed to fully developed characters;
- critiques the degree to which a plot is contrived or realistic;
- makes inferences and draws conclusions about contexts, events, characters, and settings.

Examples of activities through which students might produce evidence of responding to literature include:

- * Determine why certain characters (either fictional or non-fictional) behave the way they do. **1b, 2b**
- * Make connections between literary works according to a common theme. **1b, 2b**
- * Produce a creative retelling of a familiar fairy tale for a group of adults. **1b**
- * Create a verse by verse paraphrase of a poem. **1b**
- * Compare a children's literary classic with a televised version of the same work. **2b, 3d**
- * Participate in formal or informal book talks. **1a, 1b, 1c, 3a, 3b**

E5b The student produces work in at least one literary genre that follows the conventions of the genre.

Examples of literary genres include:

- * A poem. **4a, 4b**
- * A short play. **4a, 4b**
- * A picture book. **4a, 4b**
- * A story. **2c, 4a, 4b**

Work Sample & Commentary: *Survival* Elementary School English Language Arts

The task

During a unit on how people have triumphed over difficult circumstances, students read a number of books on this theme. At the end of this unit, students were asked to compare and contrast the survival experiences of the characters in four of the books.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1 b Reading: Read in depth.

E2 b Writing: Produce a response to literature.

E4 a Conventions: Demonstrate a basic understanding of the rules of the English language.

What the work shows

E1 b Reading: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- makes and supports warranted and responsible assertions about the texts;
- supports assertions with elaborated and convincing evidence;
- draws the texts together to compare and contrast themes, characters, and ideas;
- makes perceptive and well developed connections;
- evaluates writing strategies and elements of the author's craft.

The work demonstrates that the student read four books on the theme of survival. The student summarized each book and presented the main idea of each in a topic sentence. The information presented is concise and focused on the theme of survival.

(A) The student identified the common theme (survival) and went on to describe what this meant for each of the protagonists.

(B) The student identified the story details in each book that depict the survival theme. Clear and concise examples are given, for example, in *The Cay*, Philip and Timothy use specific equipment to survive.

(C) The student designed a chart to make the point that surviving means making use of what you have and finding or making what you need.

(D) The work connects the theme of survival among the four texts. The student made the point that some of the stories require the main character to survive alone while other books have the main character survive with a companion. The student discussed the survival strategies used by each of the characters. The student also connected the theme of survival to real life experiences.

Work Sample & Commentary: *Survival* Elementary School English Language Arts

In the final two paragraphs, the student asserted the universality of survival and its popularity as a theme in novels. The student also recognized that authors may incorporate this theme in many ways.

E2b Writing: The student produces a response to literature that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates an understanding of the literary work;
- provides a sense of closure to the writing.

(A) The human interest title and the discussion about survival in the first paragraph engage the reader’s attention.

The student related the struggle for survival faced by each of the main characters in the four books read. The analysis of the survival techniques used by each of these characters makes specific references to the text.

The student connected the theme of survival among several books and asserted that this theme is frequently found in stories.

(E) Implicit throughout the discussion of the books is the judgment that survival, despite the varying circumstances, is a difficult experience.

The student supported this judgment by discussing all the ways each of the main characters survives in the books.

The work ends with a summary of the different experiences of survival and the recognition that this is a common theme in novels.

E4a Conventions, Grammar, and Usage of the English Language: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated, through virtually error free writing, a basic understanding of the rules of the English language.

(F) The student successfully managed a variety of sentence structures including quite complicated ones where the correct use of the comma is crucial to meaning. There is only one lapse (e.g., the first sentence under the chart on the second page).

The successful use of paragraphing keeps the discussions of the various books differentiated. This provides a clear organizing structure which helps readability.

April 2, 1997

Survival

A *Survival is a theme that occurs in many books. What is survival? Survival is the struggle for living things to live. Four books feature this theme. They are From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg, Freedom Train by Dorothy Sterling, The Cay by Theodore Taylor, and Island of the Blue Dolphins by Scott O'Dell.*

The first book, From the Mixed-up Files of Mrs. Basil E. Frankweiler, is about survival in New York City. Claudia and Jamie run away from home to the Metropolitan Museum of Art because Claudia always has to do a lot of chores. She has to do all the hard work at home, so she decides to run away to catch her parents' attention. Jamie is the unlucky one, for she asks him to be her companion.

E *Surviving in Manhattan alone is not an easy task. They have to take care of their clothes, for example. They wash them every week in the laundromat near the museum, using the money they have. Speaking of money, that is one of their main problems as well. Luckily for them, they find money in the wishing well near the museum. Whenever they are running low on money, they bathe in the fountain to get some more. In addition to all the trouble, they find time to investigate the history of a statue, Angel, in the museum and find out whether or not it was created by Michelangelo. In the end they find the solution and return home.*

Freedom Train, the second book, is the biography of Harriet Tubman and her struggle for survival as an African slave. Trying to

E *survive as a slave is not an easy life. Harriet, in the end, despite all the hardships, finds her way north and helps over 300 other slaves find their way north as well.*

F

Slaves in the days before the Civil War never had enough food or clothing. These are Harriet's main struggles as she survives. Leading herself and other slaves to the North is very hard. Every trip is long and dangerous. A lot of times Harriet almost gets caught, but luckily for her, she is not.

Thirdly, The Cay, is about surviving on a Caribbean island alone with an adult and a cat. Phillip has to survive under these conditions. Luckily for him, he is well trained by his adult friend Timothy. When Timothy dies, he has only a cat as a companion.

Phillip and Timothy have to survive using the things in this chart:

C →

<i>Things that they have</i>	<i>Things that they need</i>
<i>1. tin can</i>	<i>1. food</i>
<i>2. matches</i>	<i>2. water</i>
<i>3. knife</i>	<i>3. shelter</i>
<i>4. biscuits</i>	<i>4. A fire to catch an aircraft's attention</i>
<i>5. dry chocolate</i>	
<i>6. a ten-gallon water keg</i>	
<i>7. ten gallons of water</i>	

E →

They have to make a hut and a rain catchment for water, and catch fish and langosta, the native lobster on the cay. Surviving on a barren little island is not an easy thing to do.

E

Last but definitely not least, Island of the Blue Dolphins is a story about surviving on an isolated island all by oneself. The unlucky

person in this book is a Native American girl named Karana. At first she lives with a whole village of Indians. When their village is greatly weakened by a battle, the Indians are forced to leave the island in search of a better place to live. The only problem is that they leave Karana behind. Karana has to do many things in order to survive alone. She has to find food, and protect herself and her belongings from her enemies, the wild dogs. She builds weapons like these: a bow, arrows, and some spears. Her shelter is a strong one, with a fence made of whale bone. She also keeps quite a number of pets in her yard. It is not easy surviving on her own, but she has to make it. In the end, Karana befriends the leader of the wolf pack. She is on the island eighteen years before she is rescued by a ship.

D

Survival is important to everyone, including you and me. All of the books talk about surviving, either on your own, as in Island of the Blue Dolphins, or with others.

F

The first book, From the Mixed-up Files of Mrs. Basil E. Frankweiler is about escaping and surviving with a companion in an unfamiliar world. Freedom Train is almost the same as the first book, except that Harriet has more than one companion. The Cay is about being the victim of a shipwreck and surviving at first with a companion, then on one's own. These books have demonstrated survival in many different environments. Survival is a common theme that occurs in books.

C

The task

As part of a non-fiction study, students examined a number of interesting ways to present informational material. They read different types of non-fiction books. The students then researched information on a topic that interested them and developed a plan to present their research in an interesting way. This student chose hamsters as a topic and began the research by observation (this is documented with photographs) and then by reading books.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1c Reading: Read and comprehend informational materials.

E2a Writing: Produce a report.

What the work shows

E1c Reading: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

The student organized and restated information from a variety of sources in a manner appropriate for the audience. The student used prior knowledge of informational books to structure the book (i.e., table of contents and chapters).

(A) The student related the new information gathered from reading to her prior personal experience of having hamsters as pets. For example, the student gave technical information along with the more observable behavioral characteristics and features of the hamsters.

(B) The student extended the information about the hamsters' digestion when she suggested that limiting the amount of fruits and vegetables given to the hamster would help cure diarrhea.

(C) The student made connections between hamsters and humans. For example, the student stated that both humans and hamsters are mammals and discussed hamsters' keen sense of smell in relation to the human sense of sight. The student also compared hamsters with cats to give the reader a clear idea of how hamsters clean themselves.

(C) The report provides a connection between the information presented and the assumption that the reader has or would want to have a hamster as a pet.

Work Sample & Commentary: *Hamsters*

Elementary School English Language Arts

The student incorporated information from an art class to take the photographs of the hamsters for the book. The teacher advised the class that light colored objects look best when photographed against a dark background.

E2a Writing: The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to a specific purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;
- provides a sense of closure to the writing.

This report about hamsters is a spiral bound book with each of the pages laminated. The cover has the title of the book along with a photograph of hamsters on the front and an interesting fact about hamsters on the back. The presentation and format of the book, e.g., the dedication and the table of contents, are attractive and engage the reader's interest.

(D) The back cover, in the tradition of most books, is designed to get the reader interested in the book. The student selected an interesting but gruesome fact about hamsters to entice the audience, peers interested in hamsters, to read the book. This also establishes the context for the reader.

(D) The title and the blurb on the back cover establish the purpose of the book as informational. The back cover also establishes the student as an authority on hamsters.

The report is written in the student's own authoritative voice providing facts and explaining the significance of each. The third person account "About the Author" reinforces the student's persona as an expert on hamsters.

(E) The table of contents creates an organizing structure for the guide to hamsters and their care. The book is divided into chapters each of which answers a question about hamsters and their care. These questions are used as the titles for the chapters for clear referencing.

(F) The positive tone of the first chapter, "What is a hamster?" conveys the report's perspective and a predisposition towards hamsters.

(G) The use of "you" as the audience and the parenthetical asides throughout keep the tone of the book friendly and conversational while keeping the reader engaged.

(G) The student demonstrated an awareness of audience by explaining the reasons for some of the unusual and disturbing facts about hamsters thereby assuring the reader that these facts are actually natural and ordinary.

The work includes appropriate facts and details about hamsters to inform and interest the reader.

(G) The work uses many "How to" statements to connect the reader to the information and help place each within the context of practical information on the basic care of hamsters.

Work Sample & Commentary: *Hamsters* **Elementary School English Language Arts**

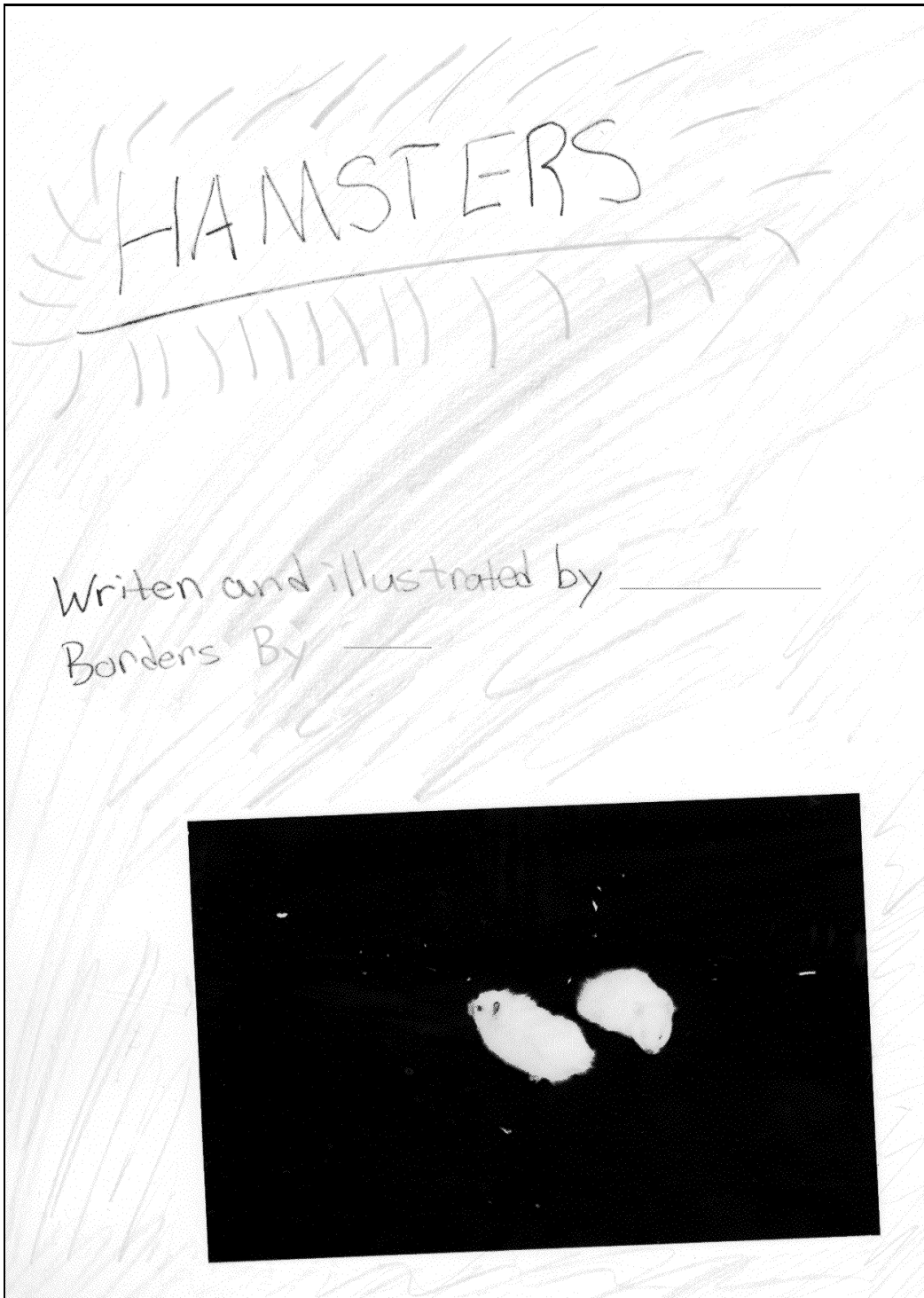
The work expands and reinforces the reader’s knowledge by re-visiting concepts several times throughout the piece. Comparing and contrasting hamsters to humans also facilitates reader understanding.

The work moves from a basic description of a hamster to the end of the reproduction cycle and presents all of the information in a logic sequence. Each of the chapters of the work is complete as it deals with a specific topic of information before moving on to the next.

Like many of the nature programs shown on television, the student ends at the point just before the baby hamsters reach maturity which is where the student began the report. The work achieves formal closure with the blurb about the author.

There are some errors of spelling (e.g., “worn” instead of “wear” in the section “What is a Hamster”), run-on sentences (e.g., the first sentence in the second paragraph of “How Good Are Hamsters’ Senses?”), and spelling (e.g., “sence” instead of “sense” in “How Good Are Hamsters’ Senses?”).

There are some sentences where it would appear the student may have relied upon the grammatical structures of the informational books she used for research. For example, the description of how hamsters are born suggests an attempt by the student to combine her own language with more sophisticated syntax. This is fairly common among young writers who are experimenting with their use of language.



For My dad who got me
my beautiful hamsters and
my mom, who always told me to
push myself to do better.

E Table of Contents

What is a hamster?... 1

How Big Do Adult Hamsters
Get To Be?... 2

How Good Are Hamsters' Senses?... 3

How Do Hamsters Look?... 4

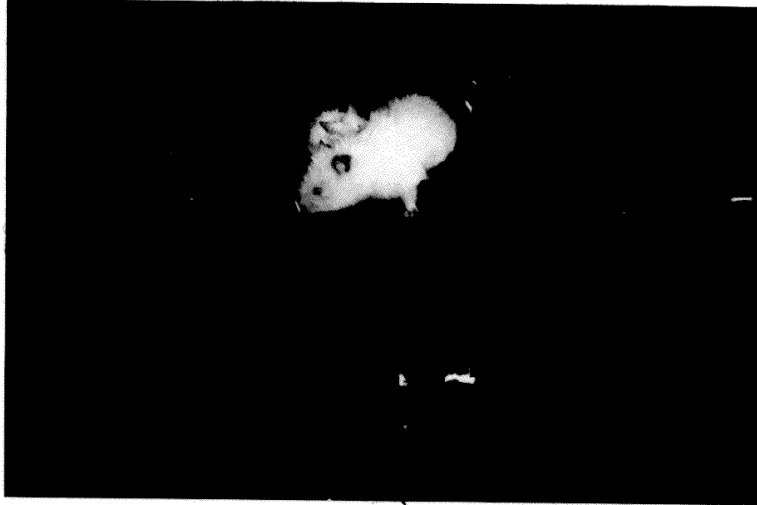
Do Hamsters Have Loose Skin?... 5

What Are Hamsters' Native Habitats?... 6

What Kinds Of Hamsters Are There?... 7

What Does A Hamster Eat?... 9

How Do Hamsters Clean Themselves?... 10



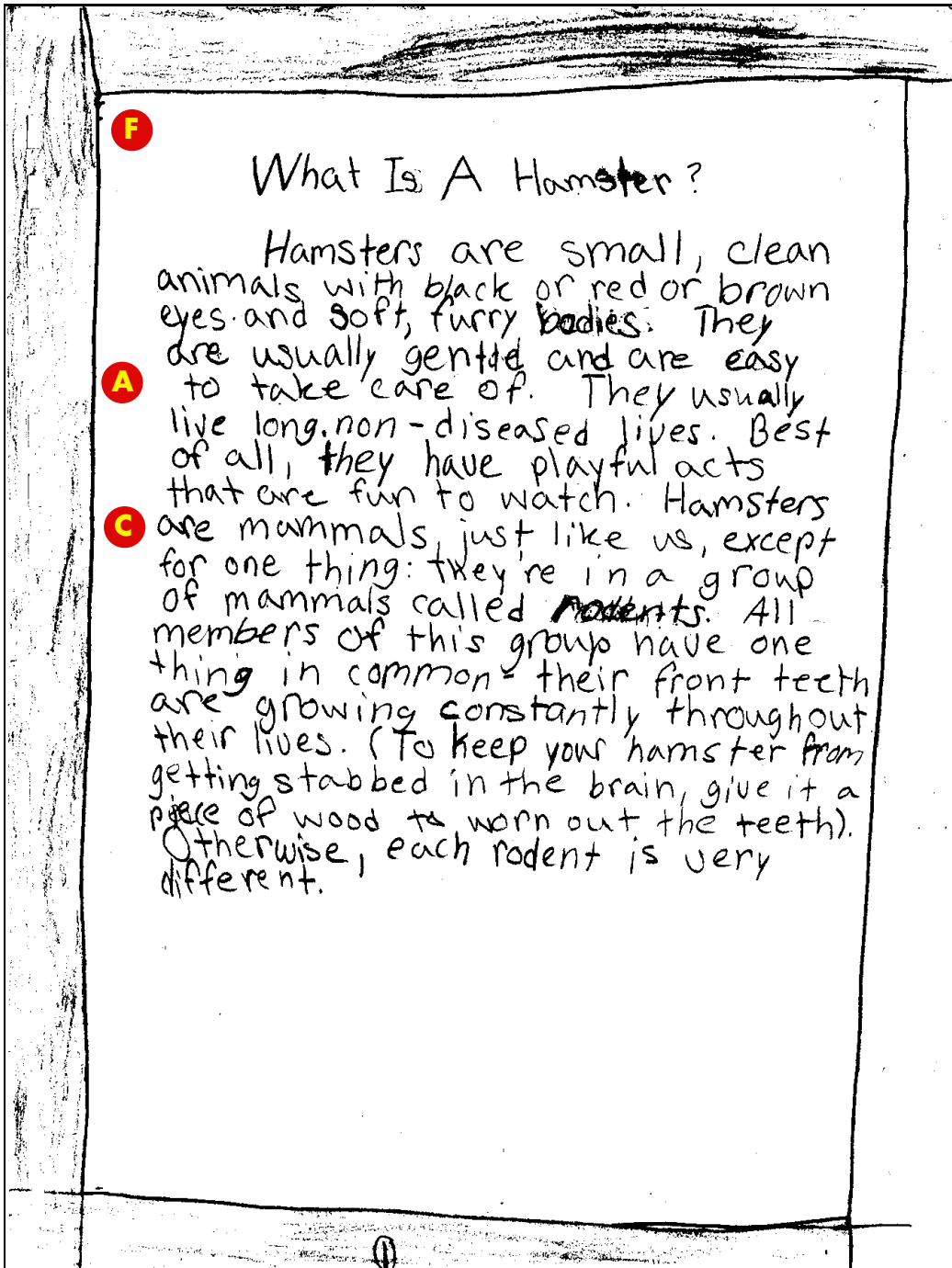
How Do You Wake A Hamster?... 11

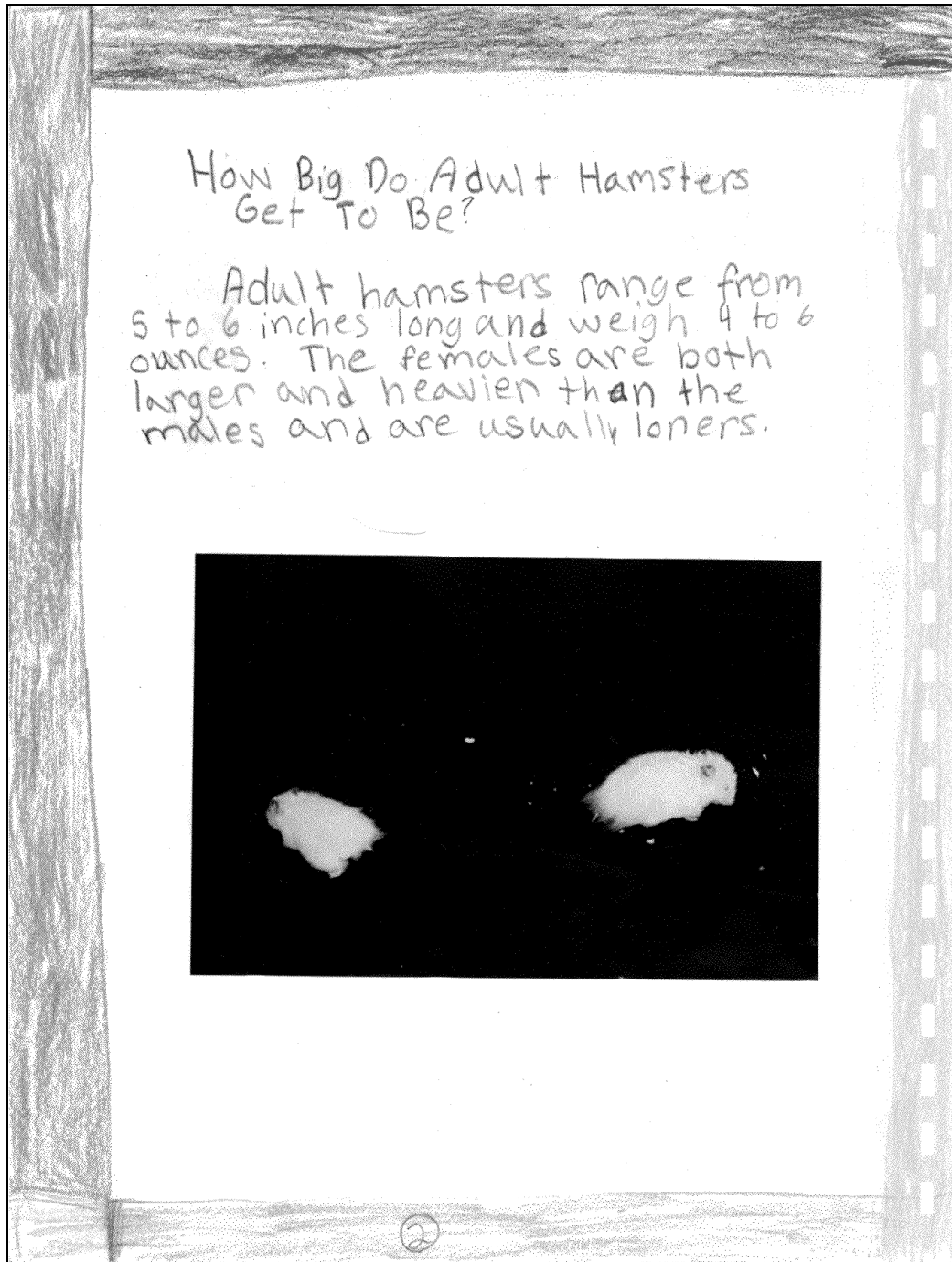
How Can You Tell If A Hamster Is Sick?... 12

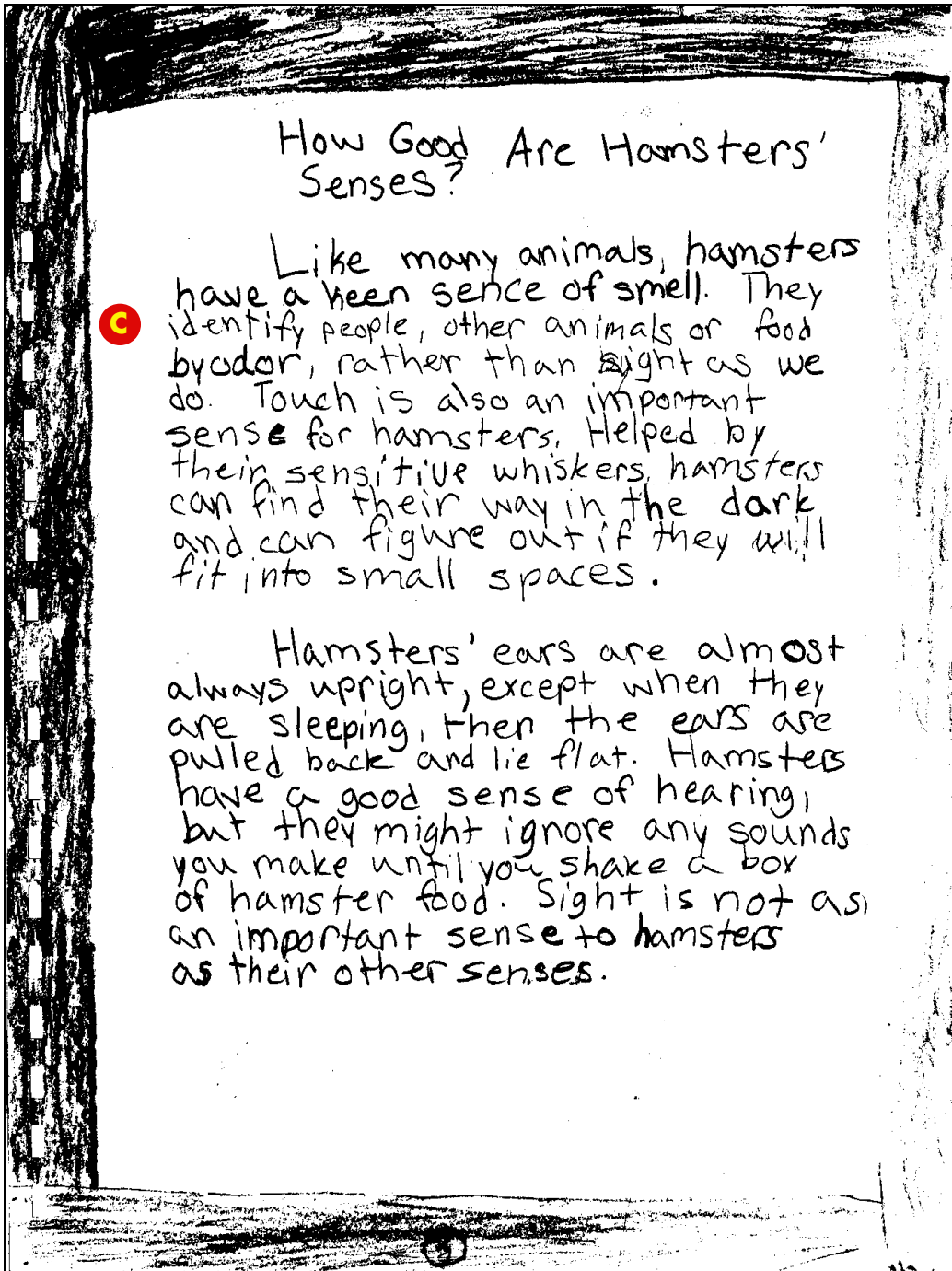
How Are Hamsters Born?... 13

What Colors Are Baby Hamsters?... 14

Why Do Mother Hamsters Put Their
Babies In Their MOUTH?!... 15

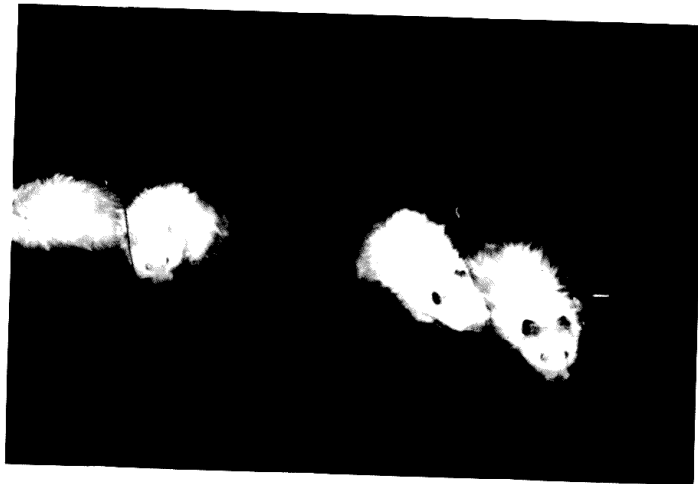






How Do Hamsters Look?

Hamsters have small, flat noses, long whiskers and long eyebrows. They have 4 toes on their front feet and 5 on their back feet. Hamsters have cheeks but, unlike ours, hamsters' cheeks end at their shoulders, while our cheeks end at the back of our mouths! So for each hamster their cheek pouches acts like a storage.

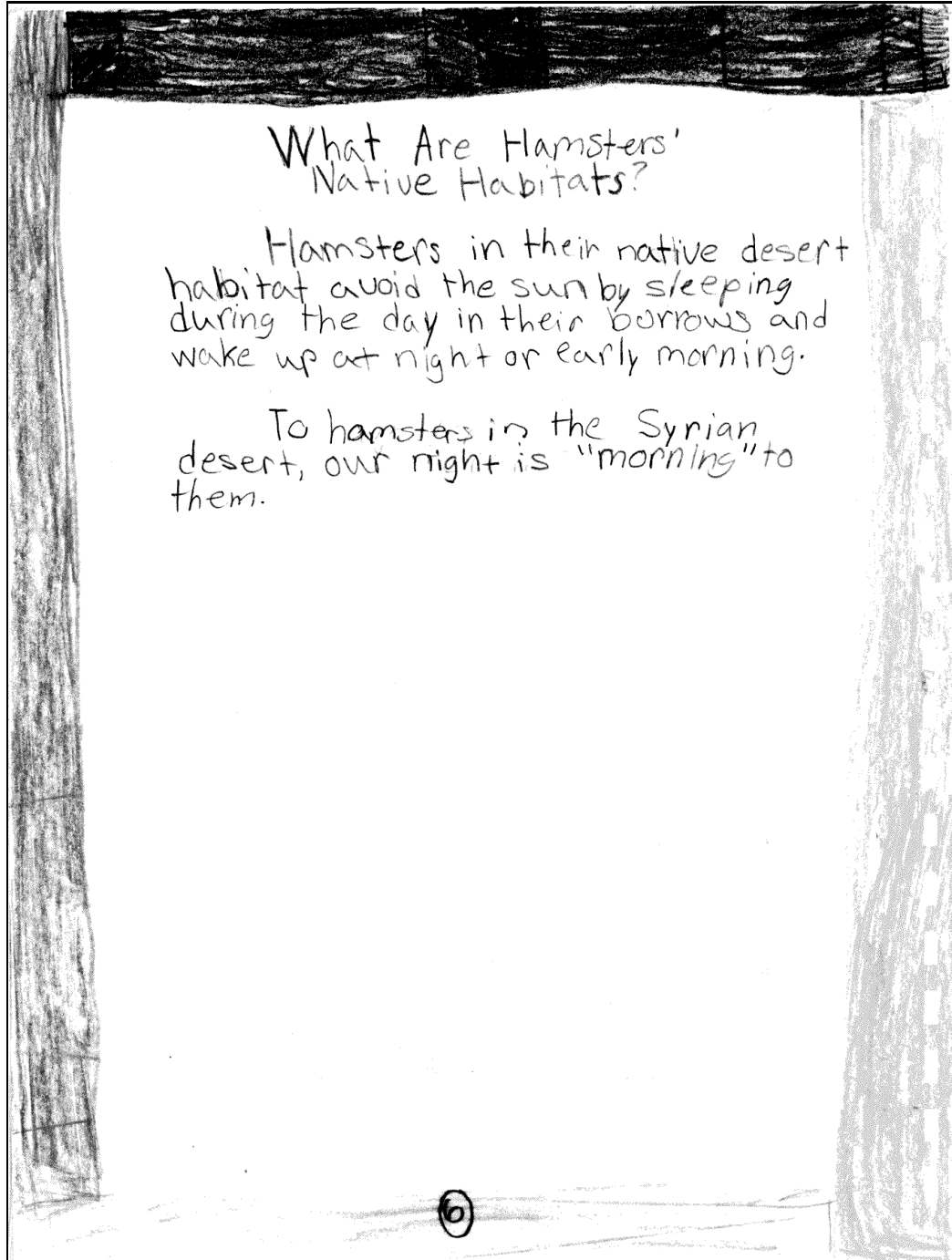


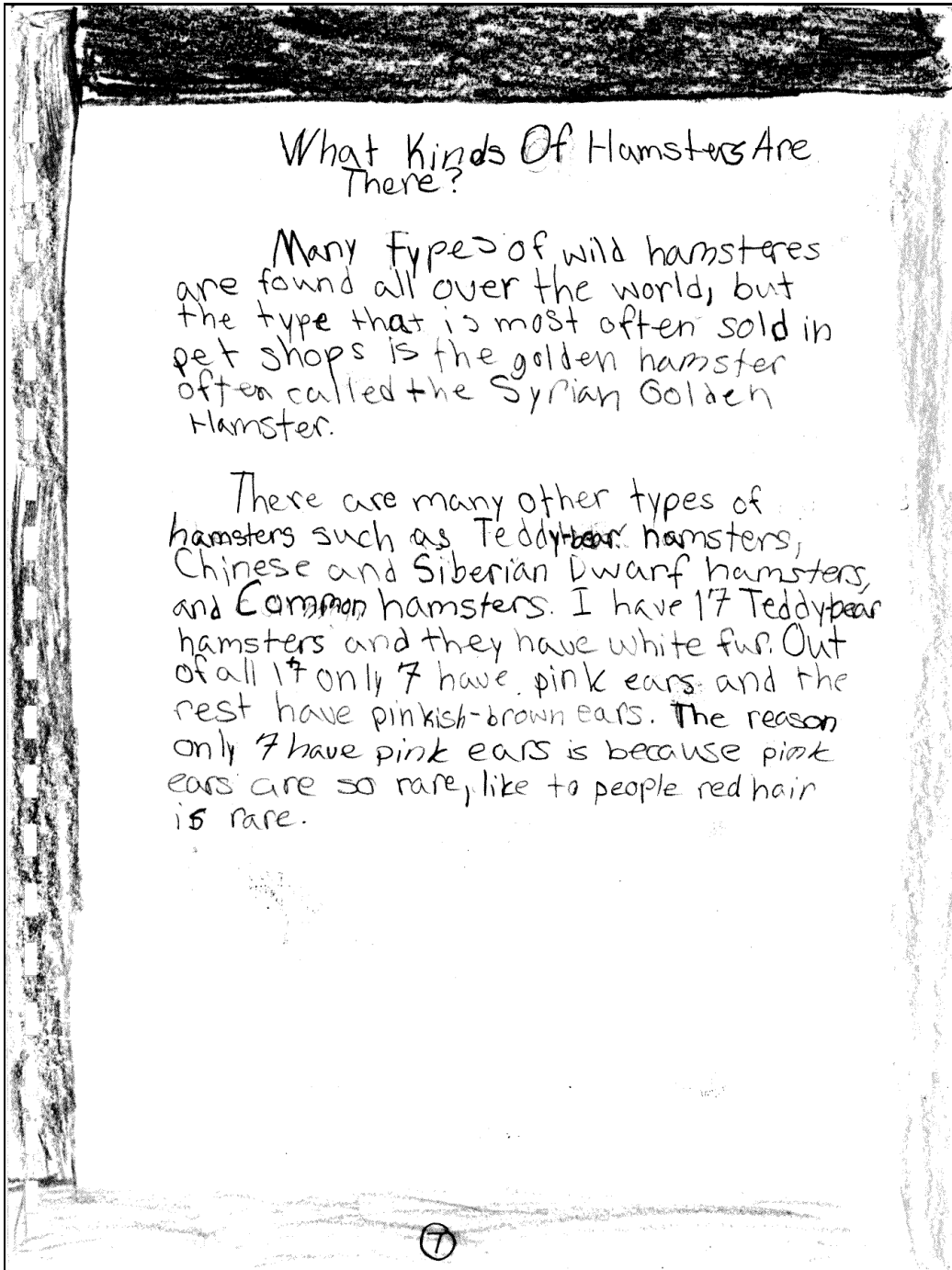
④

Do Hamsters Have Loose Skin?

Hamsters have loose skin on all parts of their bodies, so it's easier to lift hamsters, the right way. The way you lift them is just by grabbing the loose skin between the shoulders, (the hamster may squeak or try to scratch you hard because it may feel uncomfortable).







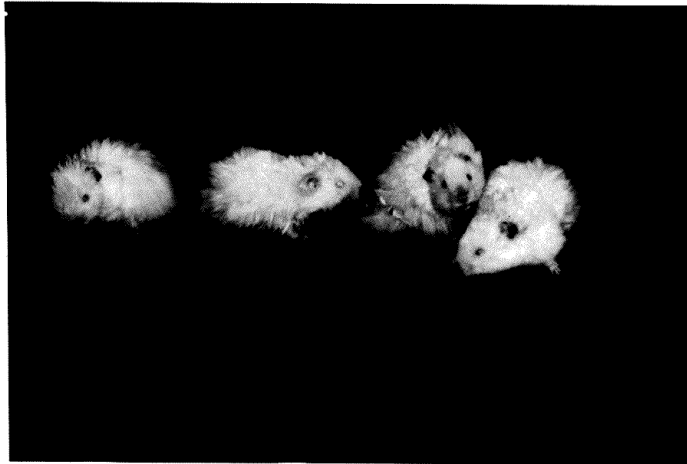
Even though golden hamsters are called golden hamsters, they are actually rusty brown and have yellowish-white stomachs. Common hamsters are not usually kept as pets because they are aggressive. They are twice the size of golden hamsters and usually have black bellies.



④

What Does A Hamster Eat?


In a hamster's native habitat, it's diet is plants, seeds and an insect. Many hamsters enjoy seeds with honey or seeds for canaries or finches. Seed mixes for wild birds are good too, (especially with few sunflower seeds. Many sunflower seeds are fattening to hamsters and should be used to teach tricks).



9

How Do Hamsters Clean Themselves?

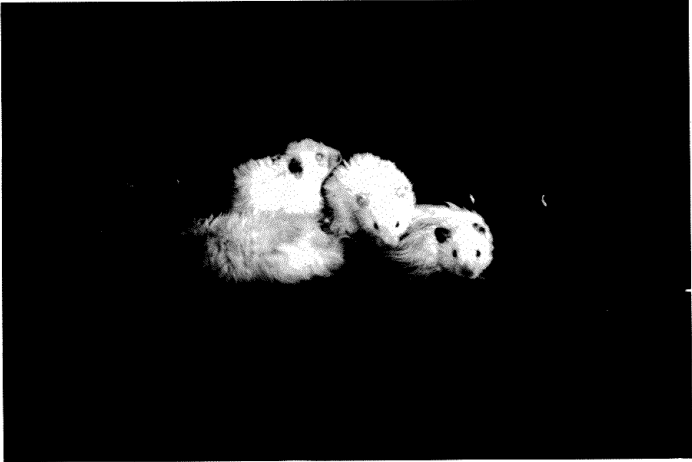
C Usually hamsters never need a bath. Similar to cats, they clean, brush, and comb themselves all through the day. Mostly after eating or walking. A hamster does this in a slow, calm way.



10

How Do You Wake A Hamster?

Hamsters sleep throughout the day, but don't mind waking up, if you wake them correctly. You shouldn't wake a hamster by poking them or making noise! To wake it, talk slowly and softly. After it stretches and yawns, feed it and pet it gently. When it's done pick it up and play with it.



©

How Can You Tell If A Hamster Is Sick?

A sick hamster stays all curled up in a corner for a long time. It's droppings may be loose and smelly. It's bottom may be wet. If your hamster has loose droppings, it probably means that it has a disease or by overfeeding of fresh veggies. Stop giving your hamster fruits and vegetables.

B

Diarrhea can be a serious illness for a hamster.



12

How Are Hamsters Born?

Baby hamsters are born after you mate a female and a male hamster together. After they mate, it takes 16-18 days for the babies to form. (Hamsters can have 7-8 babies the first time and even more the second!) About on the 18th or 19th day after the hamsters mated, the babies should come.

First, the female forms a bubble called the birth sac, with the baby inside with a water-like liquid. Second, the female may use her teeth to pop the birth sac. Third, the baby comes out with the liquid and the mother may eat the birth sac and will bleed but it's natural.

13

What Colors Are Baby
Hamsters ?

Baby hamsters are usually
pink and are kind of see through. You
can usually see the colors of their
organs.



(4)

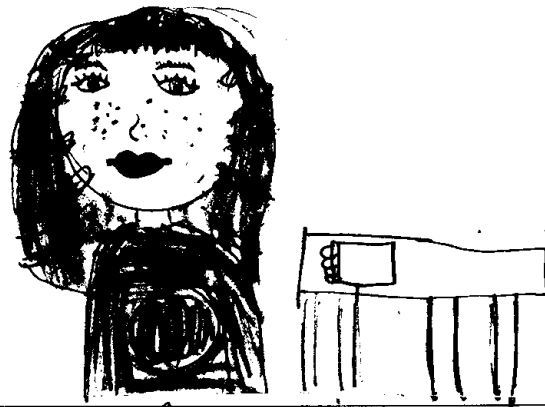
Why Do Mother Hamsters
Put Their Babies In Their
MOUTH?!

Mother hamsters put baby hamsters in their mouths to carry them around at one time because they scatter all over the place. (The mother's cheek pouches expand to carry them.)

They also put them in their mouths when the babies hungry so they can go to the food or when they sense the babies are in danger because the father or other males might eat them.



(15)



About The Author

_____ is _____ years old and lives in
New York City. She loves
hamsters. She has 17 hamsters
at her dad's house as shown
in photographs in this book.

_____ is family is
separated. She loves ice
cream, pizza and sour
candy. _____ has red
hair, dark, brown eyes, and
freckles.

D

What Do You Know About...?

Hamsters. Did you know that if a hamster didn't have anything to gnaw or chew on, their bottom teeth will stab their brain! If you want to learn more...

