

English Language Arts/Literacy PARCC: Winter of 1st Grade

Overview

The winter English language arts/literacy PARCC formative assessment is designed to parallel the fall administration. Again, this assessment is designed to capitalize on a combination of whole- or small-group discussions coupled with independent work over a series of four days. The books used in the assessment task are the same books as used in the fall (*Frog and Toad Together* by Arnold Lobel and *Seeds, Bulbs, and Flowers: The Best Start in Science* by Helen Orme), although new and/or additional passages are included. The literature task requires students to look carefully at a character’s words and actions, and the informational tasks requires students to create their own minibooks that provide the main idea and supporting details for how seeds are spread by animals. The specific passages used are designed to model how to conduct this task over four days. Teachers can substitute another high-quality piece of literature and/or informational text and develop a response sheet specific to that text if these books are not available.

TASK #1: Literature Read-Aloud

Standards Assessed

Standards written in black are directly assessed in the task and included in score sheets. Standards written in gray are informally assessed.

Reading Literature

- **CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **CCSS.ELA-Literacy.RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **CCSS.ELA-Literacy.RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing

- **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Teacher Preparation

Materials Needed

- Frog and Toad Together* by Arnold Lobel*
- Pencils
- Student Response Sheet
- Individual Score Sheet
- Group Score Sheet

***The task can be completed using a single copy of the book. However, if possible, it is helpful to provide additional copies for student use.**

Preparation

- Review the task sequence.
- Copy one Student Response Sheet per student.
- Make as many copies of the Group Score Sheet as necessary to include all students in your class.
- Mark the starting pages from *Frog and Toad Together* before your first group session.
- Read the excerpt in advance.
- Bring your copy of the text, score sheet(s) and response sheets to the session.
- Use a clock or timer to maintain the appropriate pace for the assessment administration.

Scoring

Use the Group Score Sheet during and after the session to develop an initial impression of student performance. This sheet can be supplemented with personal notes. After the tasks are complete, copy one Individual Score Sheet per student. Attach this as a cover sheet to the student work. This sheet will provide a final score for each student in your class.

DRAFT

Task Assessment Activities

Day One (Allow 20 minutes)

1. Introduce the Assessment

- a. This assessment is designed to help you get to know more about your students as learners and readers. During these tasks, they will be listening to stories and then answering questions — doing some things by themselves and some things together as a group.

2. First Reading

- a. Introduce the book by pointing out the title and the author, as well as the specific chapter (“Dragons and Giants”) that will be read. Read the story aloud with expression.
- b. After reading the story, lead a general discussion of what happened in the story to check for literal understanding. First, ask students to talk to a partner about what they think about the characters, and then call on a few students to share their thinking with the class. You may use a “think-pair-share” protocol.

Day Two (Allow 35 minutes)

1. Second Reading and Group Discussion

- a. The teacher should begin by asking the students what the word “brave” means. Discuss, as needed, to clarify the general meaning of the word and then explain that today the class will explore the question, “Are Frog and Toad brave in this chapter?” Reread pages 45–49 aloud. Then have students silently, and in place, pantomime (see NOTE on page 5 for more information) the three major events of the story as they are read again to better understand the characters’ actions. This includes:
 - Seeing a snake;
 - Seeing an avalanche; and
 - Seeing a hawk.
- b. Use the pantomime as an informal assessment of literal comprehension. After each pantomime, discuss the appropriate action and clear up any obvious confusion.

2. Independent Work

- a. Have students independently complete the Student Response Sheet showing Frog’s and Toad’s reactions to the snake, avalanche and hawk in preparation for answering the question, “Are Frog and Toad brave in this chapter?” The sample in the worksheet provides an example for both scoring and discussing the task with students. To support this activity, you may read the prompts out loud to students, but the answers should be completed on their own.

NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.

- b. To close, give students the opportunity to share their responses in a full class discussion or have students turn and talk to a partner about what they have written.

NOTE: Using Pantomime To Develop a Deeper Understanding of Text

Drama can be a valuable tool for enhancing and assessing students' understanding of literature. Using some simple guidelines, have your students pantomime narrated text, in place, to build understanding and prepare for discussion.

Explain that, as a class, you will further explore parts of the text. Each student will act out key parts of the text as you read them out loud. If done thoughtfully, this can help them better understand what the characters may be feeling or thinking in each part. Everyone will act at once and each person will get to be all of the characters, but they must act out the text *in place, without using any words or sounds*.

Read or post these guidelines for the activity:

- Act out each part as you hear it read.
- Stay “in place” and be careful not to touch anyone else.
- Do not use any words or sounds.
- Show what is happening in the story with your body and your expressions.

Have students spread out through the classroom, using their arms to establish an adequate “space bubble.” Briefly practice/model running and walking in place and showing emotions such as anger or fear without making any sounds.

Be clear about the fact that this is a serious exercise and that any student who becomes silly or out of control will have to sit out the activity. Most young students will thoroughly enjoy acting and apply themselves to the task of “becoming” each character.

Read each passage from the text, pausing as needed to allow students to show you what they are hearing/thinking with their bodies. Allow students to “hang back” if they choose; most will learn quite a bit from watching others. Observe the choices students make so that you can refer to them or ask questions about them later during discussion. Look carefully for shallow or incomplete understandings or misunderstandings so that you can work with particular students later, as a class or individually.

Student Response Sheet

Name: _____

Date: _____

Are Frog and Toad brave in this chapter?

Snake



What it said

"I am not

afraid."

What it did (words and pictures)

Shook, ran away

Avalanche



What it said

What it did (words and pictures)

Hawk



What it said

A speech bubble containing five horizontal lines for writing. The top two lines are solid, the middle two are dashed, and the bottom one is solid.

What it did (words and pictures)

A large rectangular box for drawing or writing.

Two horizontal lines for writing, consisting of a top solid line, a middle dashed line, and a bottom solid line.

Are Frog and Toad brave in this chapter?

Five sets of horizontal lines for writing, each set consisting of a top solid line, a middle dashed line, and a bottom solid line.

INDIVIDUAL SCORE SHEET: Literature

Name: _____ Date: _____

Use the chart below to indicate where the student resides in the trajectory of reaching grade-level proficiency for specific standards. Use the Notes section to record specific observations of performance, such as oral responses to prompts.

Key

Beginning: The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task).

Developing: The skill(s) represented by the standards are present but not reliably employed.

Secure: The skill(s) represented by the standards are established and consistently employed.

Extending: The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.

<input checked="" type="checkbox"/> Beginning	<input checked="" type="checkbox"/> Developing	<input checked="" type="checkbox"/> Secure	<input checked="" type="checkbox"/> Extending	Notes:
--	---	---	--	---------------

Story Comprehension

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.					
CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.					
CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.					

Writing

CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
---	--	--	--	--	--

GROUP SCORE SHEET: Literature

Name: _____ Classroom: _____ Date: _____

B = Beginning D = Developing S = Secure E = Extending

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. Source of evidence: • Describes what Frog and Toad did in the story in response to each frightening encounter orally and in writing				CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Sources of evidence: • Retells what Frog and Toad did in the story • Writes what Frog and Toad did in story				CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Source of evidence: • Written response on worksheet			
B	D	S	E	B	D	S	E	B	D	S	E

STUDENT NAME

Beginning: The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task). **Developing:** The skill(s) represented by the standards are present but not reliably employed. **Secure:** The skill(s) represented by the standards are established and consistently employed. **Extending:** The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.

TASK #2: Informational Text

Standards Assessed

Reading Informational Text

- **CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing

- **CCSS.ELA-Literacy.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Teacher Preparation

Materials Needed

- Seeds, Bulbs, and Flowers: The Best Start in Science* by Helen Orme*
- Pencils
- Minibook
- Individual Score Sheet
- One copy of each picture on pages 14–17 of this booklet
- Group Score Sheet

*** The task can be completed using a single copy of the book. However, if possible, it is helpful to provide additional copies for student use.**

Preparation

- Review Task Sequence.
- Copy one minibook per student, as well as one copy of each picture on pages 14–17 of this booklet. Please note that the minibook is designed to create a book when printed double-sided, folded in half and stapled.
- Make as many copies of the Group Score Sheet as necessary to include all students in your class.
- Mark the starting pages from *Seeds, Bulbs, and Plants* before your first group session.
- Read the excerpt in advance.
- Bring your copy of the text, Group Score Sheet(s) and minibooks, along with the pictures for the picture notes.
- Use a clock or timer to maintain the appropriate pace for the assessment administration.

Scoring

Use the Group Score Sheet during and after the session to develop an initial impression of student performance. This sheet can be supplemented with personal notes. After the tasks are complete, copy one Individual Score Sheet per student. Attach this as a cover sheet to the student work. This sheet will provide a final score for each student in your class.

DRAFT

Task Assessment Activities

Day One (Allow 25 minutes)

1. First Reading

- a. Introduce the book by pointing out the title and the author. Set the purpose for reading by explaining that students will be learning about how animals spread seeds. Next, read “What Do Seeds Look Like?” (pages 12–13), then the two new sections “What Happens to Seeds” (pages 14–15) and “How Do Animals Spread Seeds?” (pages 16–17) with appropriate pacing and expression.

2. Second Reading

- a. Before the second reading, the teacher poses the question, “How do animals spread seeds?” The teacher then reads pages 16 and 17 again.

3. Creating Picture Notes

- a. Together, the class creates a chart of picture notes (use the pictures on the following pages, or create your own). As the students discuss each of the ways seeds are spread, post the appropriate picture for the class.

Day Two (Allow 40 minutes)

1. Third Reading

- a. The teacher rereads “How Do Animals Spread Seeds?” (pages 16–17) with appropriate pacing and expression. If possible, the students read along with their own copies of the text.
- b. The teacher repeats the question, “How do animals spread seeds?” Remind students to use the picture notes they took yesterday. Then have them briefly turn and talk to a partner to discuss their answers. This will provide oral rehearsal for the upcoming writing task.

2. Creating a Mini Informational Text

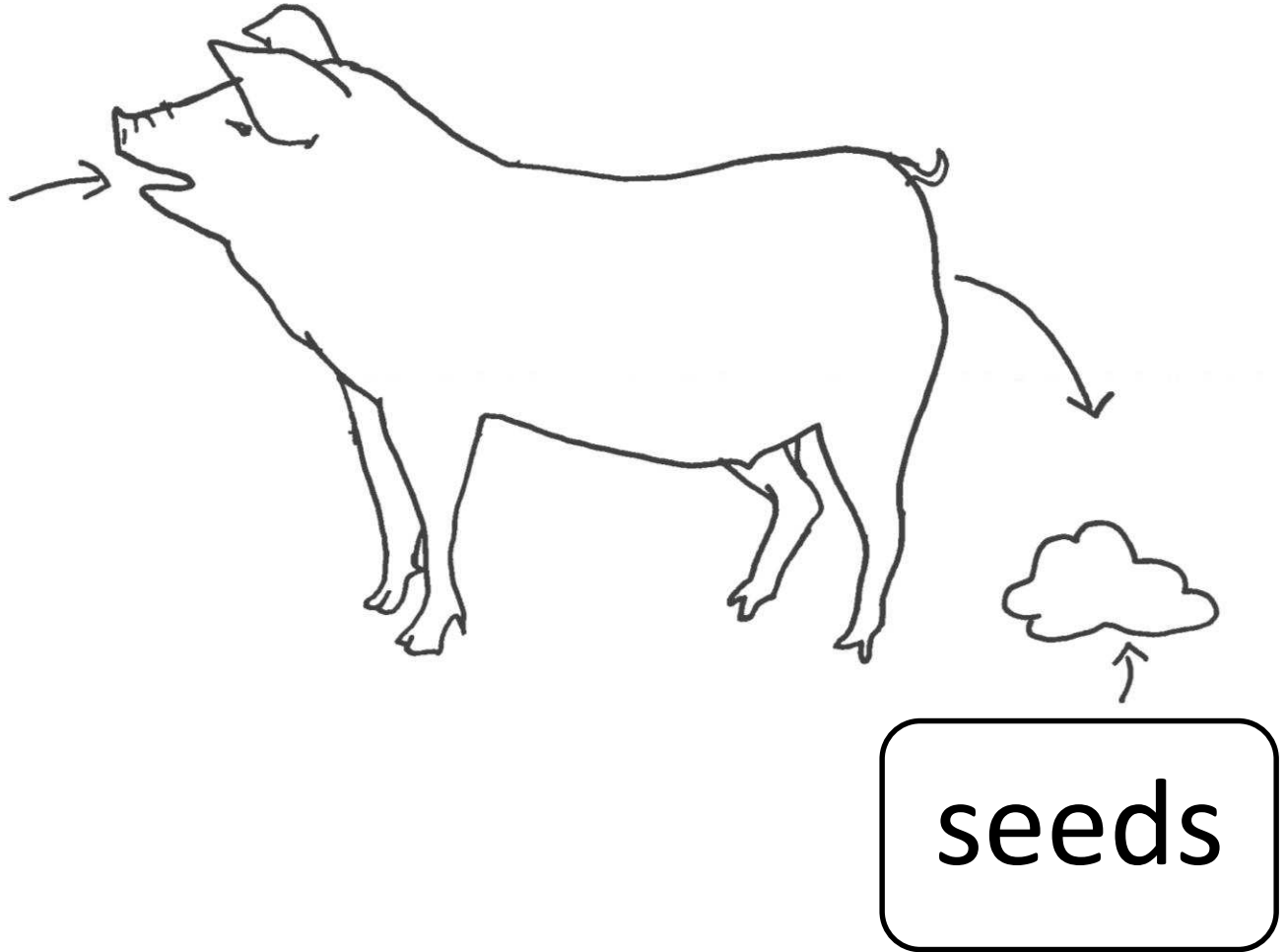
- a. Then students independently write and illustrate a small book called “How Animals Spread Seeds” using evidence from the class picture notes. A template for the book is provided on the following pages. Please note that the book is formatted to print double-sided, creating a minibook that can be folded in half and stapled.
- b. On the book pages, students are prompted to construct a topic sentence, use sentences and pictures (one detail from the text per page) to explain three ways seeds are spread, and “wrap up” on the last page. Provide oral directions to explain to students how they can complete the activity. Circulate while students are writing, both to monitor their work and to provide assistance as needed in explaining the directions. The

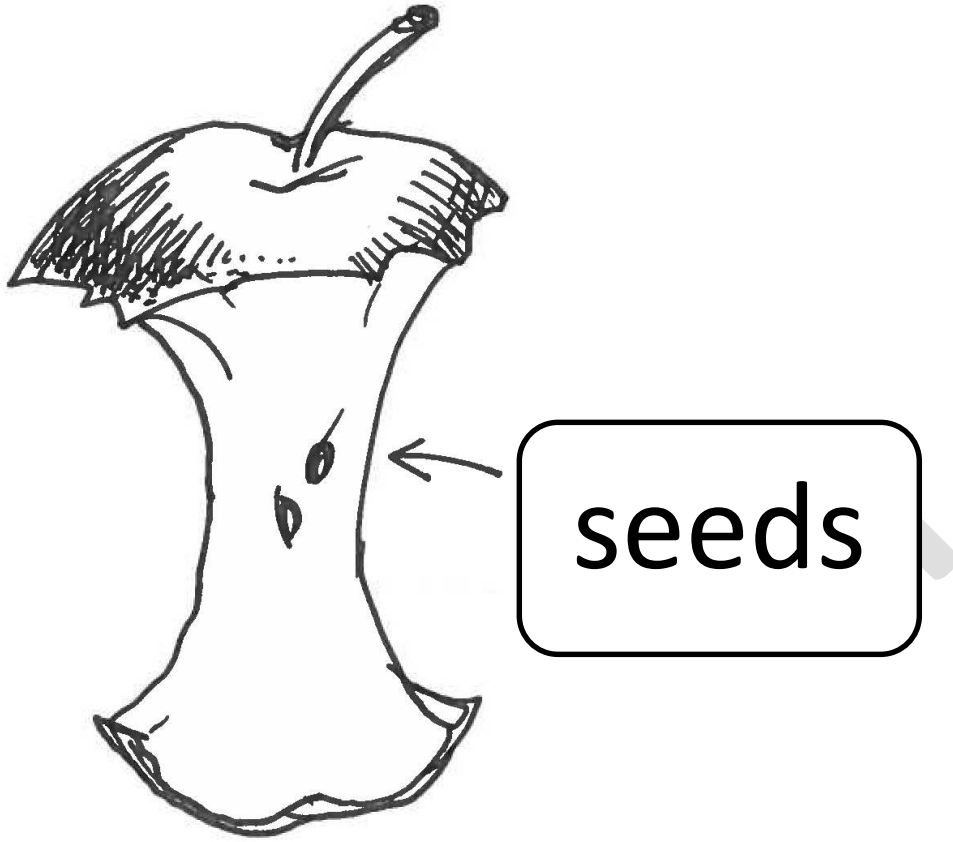
NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.

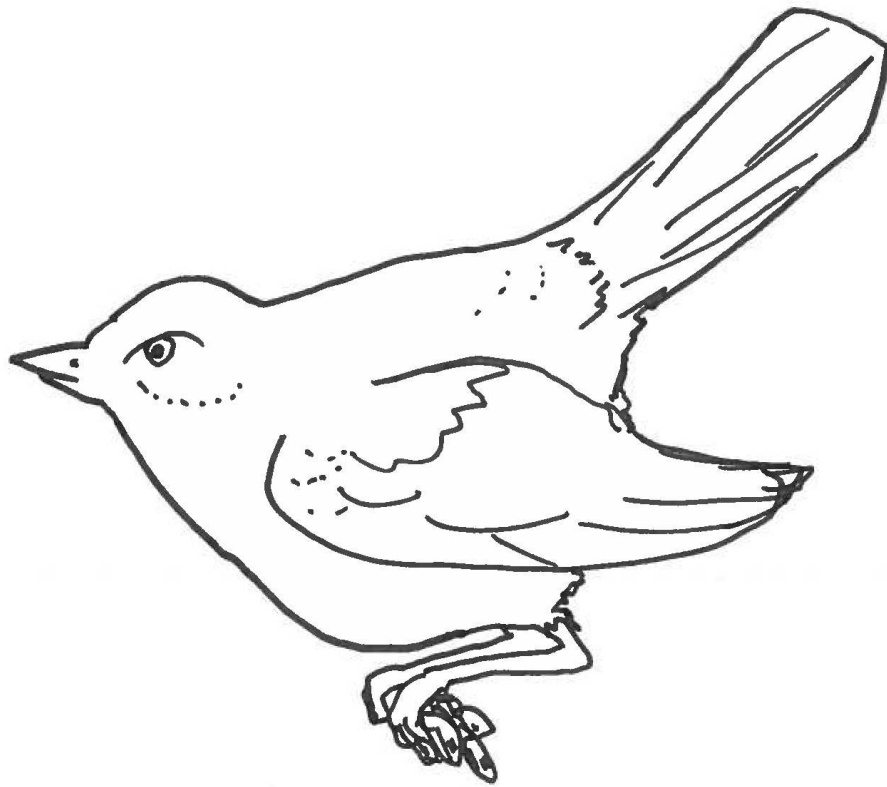
organization of the writing will be scaffolded by the template, but the content/writing should be done independently.

- C.** Students who struggle with writing may be directed to draw instead, or you may take dictation. This support will be noted in the score the student receives. Naming the topic, supplying information about the topic and providing a sense of closure are part of the end-of-year standard for 1st grade. Please be sure to note any support the student receives in these areas as well.

DRAFT







seeds





How Animals Spread Seeds

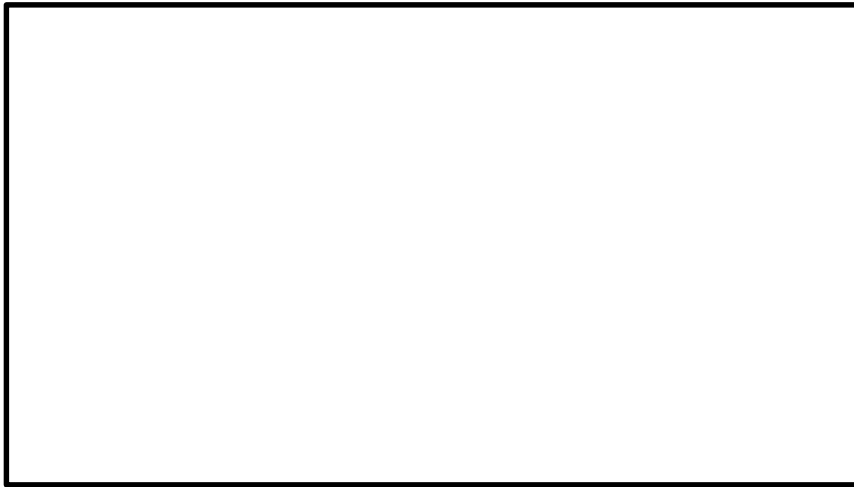
Written and illustrated by:

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for writing.

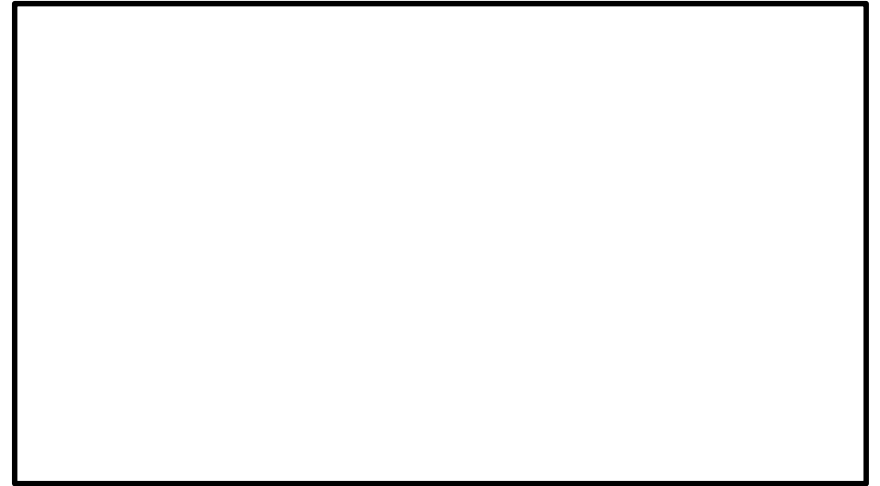
Closing sentence:

A third way seeds are spread:



A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated multiple times.

Topic sentence:



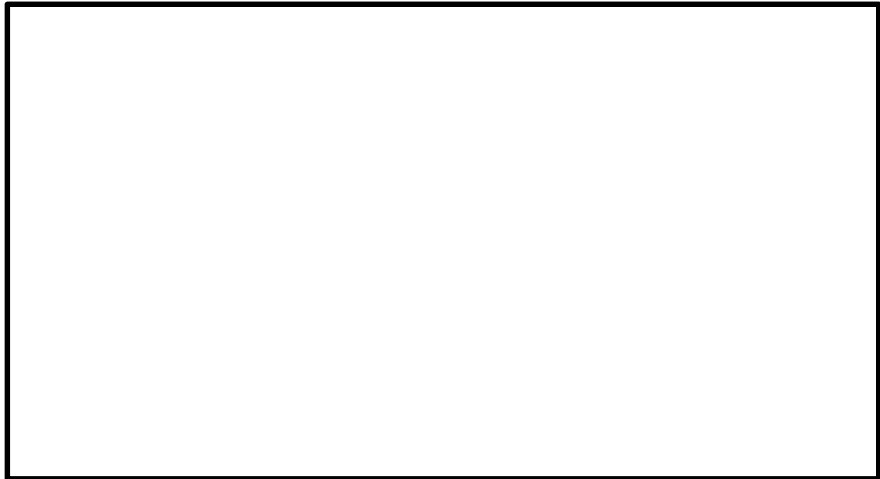
A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed midline, repeated multiple times.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



A second way seeds are spread:

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



One way seeds are spread:

INDIVIDUAL SCORE SHEET: Informational Text

Name: _____ Date: _____

Use the chart below to indicate where the student resides in the trajectory of reaching grade-level proficiency for specific standards. Use the Notes section to record specific observations of performance, such as oral responses to prompts.

Key

Beginning: The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task).

Developing: The skill(s) represented by the standards are present but not reliably employed.

Secure: The skill(s) represented by the standards are established and consistently employed.

Extending: The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.

	<input checked="" type="checkbox"/> Beginning	<input checked="" type="checkbox"/> Developing	<input checked="" type="checkbox"/> Secure	<input checked="" type="checkbox"/> Extending	Notes:
--	--	---	---	--	---------------

Story Comprehension

<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p>					
<p>CCSS.ELA-Literacy.RL.1.2 Identify the main topic and retell key details of a text.</p>					

Writing

<p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>					
<p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>					

GROUP SCORE SHEET: Informational Text

Name: _____ Classroom: _____ Date: _____

B = Beginning D = Developing S = Secure E = Extending

STUDENT NAME	CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text. Sources of evidence: • Participation in picture notes • Discussion with peer				CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. Sources of evidence: • Discussion with peer • Structure of response in minibook				CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Source of evidence: • Written work in minibook				CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Source of evidence: • Written work in minibook			
	B	D	S	E	B	D	S	E	B	D	S	E	B	D	S	E

Beginning: The student demonstrates the skill(s) required by the standards intermittently and inconsistently or requires significant scaffolding (e.g., dictation for a written task). **Developing:** The skill(s) represented by the standards are present but not reliably employed. **Secure:** The skill(s) represented by the standards are established and consistently employed. **Extending:** The skill(s) represented by the standards are firmly established, consistently employed, and often displayed with precision and detail.