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 12.)
The performance standards for English Language Arts define high standards of literacy for American students. The standards focus on what is central to the domain; they are built around reading, writing, speaking, listening, and viewing; and they acknowledge the importance of conventions, literature, public discourse, and functional documents. The standards were developed with the help of classroom teachers and content experts in concert with both the National Council of Teachers of English and the International Reading Association.

The performance standards represent a balanced view of what students should know and the ways they should demonstrate the knowledge and skills they have acquired in this domain. Students are expected to read both literature and informational texts. They are required to produce writing that is traditionally associated with the classroom, including narratives and reports, and they are also expected to exhibit increasing expertise in producing and critiquing public and functional documents. In addition, students are expected to become proficient speakers, to hone their listening skills, and to develop a critical awareness of viewing patterns and the influence of media on their lives. The work that students produce in both written and spoken formats is expected to be of high quality in terms of rhetorical structures as well as the conventions of the English language.

The five standards for English Language Arts are as follows:

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<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>E1  Reading:</td>
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<tr>
<td>E2  Writing:</td>
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<tr>
<td>E3  Speaking, Listening, and Viewing;</td>
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<tr>
<td>E4  Conventions, Grammar, and Usage of the English Language;</td>
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<tr>
<td>E5  Literature.</td>
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At the high school level, two additional standards are added:

<table>
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<th>Standards</th>
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<tr>
<td>E6  Public Documents;</td>
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<tr>
<td>E7  Functional Documents.</td>
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The expansion of literacy at the high school level reflects the growing need for students to understand the range of materials they must deal with throughout their lives. Both public documents and functional documents are introduced in the Reading standard at the middle school level, where students are required to demonstrate a familiarity with these kinds of texts. It is important that the middle school standard anticipates the advanced degree of understanding expected at the high school level where students are expected both to critique and produce materials of these kinds.

The first part of the Reading standard, E1 a, requires students to read a wide range of materials by a range of authors on different subjects. The requirement here is fairly simple: read twenty-five books of the quality illustrated in the sample reading list. Too often students are not given the opportunity to read full-length books because of curricular restraints, a lack of resources, or a lack of access to books. The missed opportunity results in a tremendous loss of potential literacy skills that can only be developed when students become habitual readers. The requirement to read twenty-five books a year provides all students the opportunity to become habitual readers and represents a realistic and worthwhile goal that can be reached if students simply invest the effort. The sample reading list is included to provide an indication of the quality and complexity of the materials students are expected to read. Any or all of the specific works on the list may be substituted with other works providing the works that are substituted are of comparable quality and complexity to those that are replaced.

The second part of the Reading standard, E1 b, requires students to “go deep” in at least one area of interest. We know that students who read regularly tend to read what interests them; note the trends in the work sample, “Home Reading Record,” page 56. This part of the Reading standard is intended to encourage all students to do what good readers do and pursue themes, authors, and genres that are of interest to them.

The third part of the Reading standard, E1 c, requires students to work with informational materials in order to develop understanding and expertise about the topics they investigate. This area of informational materials is of great importance, and for too long it has been neglected in the school curriculum. Its inclusion as a separate part of the Reading standard indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

The fourth part of the Reading standard, E1 d, requires students to read aloud proficiently. This requirement is an expectation for elementary school level only.

The Writing standard, E2, requires students to demonstrate accomplishment in four types of writing. Each of these writing types is defined by a distinct set of criteria, though there is clearly some overlap. The use of criteria specific to the writing types is meant to ensure that students become familiar with the strategies that characterize specific writing forms and to encourage students to use these criteria when
they review and revise their work. All of the commentaries on the work samples related to the Writing standard use the language of these criteria and make explicit how the student work sample illustrates an accomplished example. The types of writing included in this standard are all forms of writing commonly produced both in and out of school.

The Speaking, Listening, and Viewing standard, E3, is the only standard that has changed dramatically from previous drafts of these performance standards. The primary change is that the speaking and listening parts of the standard now revolve around a variety of social situations: one-to-one interaction, group discussion, and oral presentation, and that the viewing part of the standard now asks for evidence of an awareness of media influences. The attention to viewing represents a growing awareness that the media play an integral part in most students’ lives and that students require increasingly sophisticated tools for dealing with media influences.

The Conventions, Grammar, and Usage of the English Language standard, E4, is listed as a separate standard even though the parts of the standard are always assessed in either a written or spoken context. The first part of the standard indicates the expectation that students should be able to represent themselves appropriately using standard English. The second part of the standard reflects the understanding that high quality work most often comes about as a result of a sustained effort represented by numerous drafts of a particular piece of work. In classrooms where high quality work is consistently produced, the revision process is most often an integral part of the curriculum.

The Literature standard, E5, like the Conventions standard, is listed separately even though it could easily be broken into two pieces and placed respectively within the Reading and Writing standards. However, for many people who go through school, the study of literature is the only situation in which they have the chance to explore the big ideas and the themes that emerge from social and political conflict, both in their own writing and in the writing of others. An understanding of these ideas and themes is integral for students who will one day be responsible for the negotiation of meaning important to a democracy. The first part of the Literature standard asks students to explore and critique the writing of others with these kinds of critical skills in mind. The second part of the standard asks students to produce literature with the hope that doing this will help students better understand the world that shapes both their literature and the literature of professional writers.
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 a 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 online 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

E1 b 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

E1 c 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

E1 d 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.

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.
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.

Fiction
Bruno, Caddie Woodlawn;
Cleary, Ramona and Her Father;
Coen, The Josefina Story Quilt;
Cohen, Fat Jack;
De Saint-Exupery, The Little Prince;
Hansen, The Gift-Giver;
Kendziorski, The Year of the Boar and Jackie Robinson;
Mendez and Byard, The Black Snowman;
Naidoo, Journey to Jo’burg;
O’Dell, Zia;
Ringgold, Tar Beach;
Speare, The Sign of the Beaver;
Yez, Child of the Owl.

Non-Fiction
Aliki, Corn Is Maize: The Gift of the Indians;
Baylot, The Way to Start a Day;
Cherry, The Great Kapok Tree;
Epstein, History of Women in Science for Young People;
Fritz, Are You Happened, Paul Revere?
Godkin, Wolf Island;
Greenfield, Childtimes: A Three-Generation Memoir;
Hamilton, Anthony Burns: The Defeat and Triumph of a Fugitive Slave;
McGovern, The Secret Soldier: The Story of Deborah Sampson;
McKissack, Frederick Douglass: The Black Lion;
Politi, Song of the Swallows;
Sattler, Dinosaurs of North America.

Poetry
Ahlgren, Heard It in the Playground;
Blishen and Wildsmith, Oxford Book of Poetry for Children;
De Regina, 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;
Heard, For the Good of the Earth and Sun;
Janeczko, Strings: A Gathering of Family Poems;
Koch and Farrell, eds., Talking to the Sun;
Lobel, ed., The Random House Book of Mother Goose;
Mangum, ed., Seasons;
Mathis, Red Dog, Blue Fly: Football Poems;
Silverstein, Where the Sidewalk Ends.

Folklore
French, Snow White in New York;
Goble, Buffalo Woman;
Griego y Maestas, Cuentos: Tales From the Hispanic Southwest;
Huck and Lobel, Princess Farball;
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;
Steptoe, Mufaro’s Beautiful Daughters;
Steptoe, 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;
TIME FOR KIDS;
Weekly Reader;
World (National Geographic).

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

E2 a 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 attribute report. 1b, 1c, 4a, 4b, M7b, M7e, 57a, 57b
- 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

E2 b 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 reflexive;
- 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
- A comparison of a children’s literary classic with a televised version of the same work. 3d, 4a, 4b, 5a

E2 c 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

E2 d 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, 54c
- A how-to report to accompany a board game. 4a, 4b
- A set of procedures for accessing information in the library. 4a, 4b, 51e
- A rewrite of video game instructions for a younger reader. 1b, 1c, 4a, 4b
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 a 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.
- Role-play to better understand a certain historical event. 1c
- Participate in peer writing response groups. 4b

E3 c 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, 57c, 58a, 58b, 58c, 58d

E3 d 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
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.

E4 a 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. 3t

E4 b 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.

E5 a 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 child’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

E5 b 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

To see how these performance descriptions compare with the expectations for middle school and high school, turn to pages 216-219.

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.
Work Sample & Commentary: Brothers of the Heart

The task
Students were asked to read *Brothers of the Heart* by Joan Blos and then produce five pieces: a character list along with a brief annotation about each character; a summary of the story; a recounting of the book’s various themes; a book review; and a Venn diagram showing the relationships among several of the main characters. Only the book review is included here.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows

E2 b 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 book report gets the reader’s attention in the first sentence by highlighting the general idea of the story. The report retains the reader’s interest by keeping the writing focused and to the point.

B The report connects Shem’s experiences with a theme common to many books, biographies and movies: people in search of their purpose and/or destiny.

C The writer supports her judgments by making connections between relationships described in the book and those common to real life experiences.

D The report ends on a personal note, providing the reader with the understanding that the book has personal significance for the student. The implication is that the book may have significance for others as well.
The task
As part of an Applied Learning project, a class held a Young Authors’ Conference. The half-day event featured sessions with professional writers and storytellers. Part of the project included having the students learn about and write news articles. The news article included here was produced as a report on the conference planning.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed

- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows
- 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.

A The article initially develops reader interest by situating the current conference within a history of conferences, demonstrating a familiarity with newspaper style articles that need to get the reader’s attention within the first paragraph. The reader’s interest is maintained in the body of the article which touches briefly on several aspects of the planning stages.
About the Young Authors’ Conference

The perspective established in the report addresses several related purposes:

B to report on the general nature of the planning process for the conference; and

C to put out a call for another class to handle the planning in the coming year.

The student organized the article in such a way as to make the task described both interesting and doable.

The article includes facts and details at the appropriate level of specificity for a newspaper report.

C The final paragraph puts forth the idea that the students’ learning was the main benefit of having planned the conference. The article then addresses the reader directly and asks who might be interested in planning the following year’s conference. This combination of summary and request provides a fitting conclusion for the report.

E4 a 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 article demonstrates control of spelling, usage, and paragraphing.

The student organized the list of chores involved in preparing for the conference into readable sentences which demonstrate an understanding of the structural features of written language.
The task
Following a month long unit focused on various aspects of the ocean, students were asked to write a paper about an ocean creature. In the following report, a student chose to write from an ocean creature’s point of view.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- as homework
- with peer feedback
- opportunity for revision

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 an informational piece of writing.

A The report establishes a connection between prior knowledge about reproduction and the reproductive behavior of sea horses.

B The ideas gathered through reading and research are recast within a story that incorporates the ideas in a new context. The idea that sea horses need special attention if they are kept as pets leads to the conclusion that they must be happier living in the ocean.

C The report provides a connection between the information presented and the feasibility of having a sea horse as a pet.

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.

E4a Conventions: Demonstrate a basic understanding of the rules of the English language.
My Life as a Sea Horse

Facts and details are grouped and organized in an appropriate manner.

The majority of the scientific details are accurate and details that are inconsistent with the persona or inappropriate for the report’s purpose are avoided.

The framing device of the sea horse narrator is maintained throughout the piece and referred to again in the conclusion, providing a sense of closure to the work.

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 made use of:

- introductory words;
- rhetorical questions;

and a humorous tone to imitate the structures and features of speech. The organization, spelling, usage and sense of syntax demonstrate fluency with the conventions of the written language.

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.

The report establishes a context in the explanation that the sea horse is trying to make her way “around a school of fish,” and that, as she tries to “make her way home,” she will talk with the reader.

The friendly, conversational tone and the use of a female persona develop reader interest. The persona is maintained throughout the piece and the attitudes expressed by the persona are consistent with the factual data and with a distinctive personality.

The use of the first person to relay information creates an informal yet informative tone.

E4
The task
Students were asked to work through a series of drafts to produce an essay.

Circumstances of performance
This student chose initially to present information on the topic in an oral report, then used audience feedback to rethink the project and produce the final draft.

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

What the works shows
E2 E2 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.
A The work develops reader interest with an appealing title, “A Rainbow of Your Own,” and with an intriguing first sentence that poses a question in the form of a riddle.
B The opening paragraph establishes that the controlling idea of the piece is to persuade the reader that a love bird would be a perfect pet.

This work sample illustrates a standard-setting performance for the following parts of the standards:
E2 a Writing: Produce a report.
E4 b Conventions: Analyze and subsequently revise written work.
The student arranged reasons, examples, and anecdotes persuasively, e.g., in paragraph four, the argument begins with the hardiness of love birds, moves on to a comparison of the feeding needs of love birds and other pets, to paper training, to size, and finally to the ease of having love birds cared for while the owner is away.

The work includes the appropriate amount of information for a prospective love bird owner and supports the main points by citing personal experience and opinions, such as the belief that love birds are “very funny.”
E The details of pet care, the anticipation of problems and solutions for these problems, and the anecdotes about the bird, Salsa, develop the argument for liking love birds as pets.

F The final paragraph provides a sense of closure by reiterating the main point of the argument.
Conventions, Grammar, and Usage of the English Language: 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.

The student added details and reconsidered prior ideas over the course of producing the various drafts, e.g., after the first draft the student listed fifteen points according to the sequence in which they might subsequently be used in later drafts.

The student revisited the work in terms of audience and purpose through multiple versions. The first draft includes information and anecdotes about various birds and lists four reasons why birds make good pets. This information appears in different forms in subsequent drafts.
A Rainbow of Your Own

The drafts treat the information from a variety of perspectives. In the second draft, the title was changed from “Birds” to “Love Birds,” and the piece took the form of a speech. The final draft takes the form of a persuasive essay.

The writing incorporates critiques from teachers and adults, e.g., the list of fifteen reasons to have a pet lovebird was created as the result of a suggestion by an adult.

The student responded and then reorganized the final draft in response to suggestions from peers that the speech was disorganized.

The drafts progress from a set of facts through a disorganized speech to a polished essay. This progression suggests an understanding of the stages of writing and a willingness to make substantive changes as needed.
The task
Students were asked to select a topic to which they had a commitment in their lives and then to choose a genre in which to express that commitment. Students were required to revise and edit their writing before “publishing” the complete texts. The work shown here is one recipe and an anecdote from a much longer project in which a series of recipes and anecdotes were compiled into a book titled, “La Mesa Esta Puesta (The Table Is Set).” This student also produced the work in Spanish.

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

What the work shows

**E2 a** Writing: 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.

The work engages the reader with the title of the larger project, “La Mesa Esta Puesta (The Table Is Set),” and a colorful cover to identify the project as a Spanish/English recipe book. The work includes both the recipes and the accompanying anecdotes, with each providing an interesting context for the other.

**A** The work provides a guide to action through the recognizable form of a recipe.

**B** The instructions are clear and are organized chronologically with specific guidelines about when to move on to the next step.

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

**E2 a** Writing: Produce a narrative account.

**E2 d** Writing: Produce a narrative procedure.

**E5 b** Literature: Produce work in at least one literary genre that follows the conventions of the genre.
Enchiladas

Ingredients:
- 8 red chiles
- a package of tortillas
- 2 chopped onions (finely)
- 3 finely chopped fresh chilies
- 1/2 garlic head
- 1 cup of oil
- salt to taste

To begin, you put the red chiles in boiling water. When they are soft, you put them in the blender and add a little bit of water, garlic, and salt. The chile paste needs to be strained, in order to separate the juice from the seeds. You then fry the tortillas a bit so that they are soft. When you take them out of the oil, you pass them through the chile. You then fill them up with cheese and onions and roll them like a taco.

The day my mother made enchiladas, all the neighbors came to visit us. They say that it is because the smell of the chile cooking creeps out the windows. Taña, one of my mom's comadres came in with her baby crying. María, well "Mariquita" to the ones that knew her came in chatting away, as always. The other two comadres "the religious ones" forgot about church and walked in with their Bibles. On this occasion, my mom started talking as she cooked. All the ladies were sitting in the kitchen around the table. My mom got into the talking so much that she forgot the enchiladas, so they burned. But, my mom still served them like that. When the ladies tasted them, they looked at each other and started getting up excusing themselves. From that day on, no one ever came back for my mom's enchiladas. Now, we can eat them all ourselves.

C The student used appropriate strategies for relating a recipe, which include identifying the logical steps involved in cooking, and then presenting them as a series of statements in clear, concise language.

D The recipe section concludes by creating a visual image of what the enchiladas will look like.
Writing: 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.

The anecdote engages the reader by establishing the reader as an observer of the events in the kitchen.

The plot sequence includes all the appropriate elements—rising action: arrival of the various guests who serve as distracters; conflict: conversation instead of cooking; climax: burning the enchiladas; conclusion: the guests excusing themselves.

The conflict in the story (the burning of the enchiladas) develops as a result of the socializing, but the story still ends with a positive and, therefore, somewhat ironic result.

The anecdote is organized chronologically within a brief period of time.

The student included detailed descriptions of the tastes and smells in the kitchen appropriate to a story about cooking.

The student used brief characterizations to introduce each of the women who came into her mother’s kitchen.

The anecdote ends by indicating that the women’s leaving in disgust was actually the best thing that could have happened, because it meant the family could eat all of the enchiladas by themselves.

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

The student replicated the format of a picture book by including text accompanied by illustrations that depict the context of the story.

The few mistakes in this work are more likely “slips” than actual errors, e.g., whereas no apostrophe is used in the line “one of my moms...” the same construction is later used properly.
Work Sample & Commentary: The Stained Glass Tree

The task
Students were asked to take an entry from their writer’s notebook and develop it into a picture book. This student chose two entries describing her grandmother’s house. After reciting them as a story in a small response group, she wrote a rough draft that eventually developed into the picture book she titled “The Stained Glass Tree.”

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- as homework
- with peer feedback
- opportunity for revision

What the works shows
E2 c Writing: 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 relevant 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.
The work engages the reader by establishing the point of view of the narrator walking the reader through her grandmother’s home while providing a detailed description of the house.

This work sample illustrates a standard-setting performance for the following parts of the standards:
E2 c Writing: Produce a narrative account.
E4 a Conventions: Demonstrate a basic understanding of the rules of the English language.
E5 b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

The process of moving through the house provides the organizing structure for the work. The short paragraphs represent a halt in the movement while the narrator and the reader pause to look at or listen to something.
The work includes the appropriate details to describe the house and its contents. In addition, the narrative stays focused on the tour, rather than veering off on other subjects.

A The impression of repeatedly starting and stopping allows the narrator to communicate a wide variety of impressions regarding the objects or rooms being considered.

C The title, “The Stained Glass Tree,” orients the reader and creates a focal point for the plot sequence. At the end, the narrative returns to the focal point, reorienting a reader who toured behind the stained glass tree, and providing a sense of closure to the work.
The Stained Glass Tree

You go in, but you go in the middle door of the living room. You turn to your right, just the table to the cupboard with the cup in it. You look at all the see cups in the same five minutes.

Then walk through the living room with all its books, camera videos and lamps that are on when you knock them.

You walk down two steps to the bar. The bar is a small room containing the bar stool, microwave, a table, chairs, boxes of wine bottles and a speaker.

You walk through the leading doors into the family room. You remember doing fingerprints and making outlines of paper clips and hanging them up with colored paper.

You look at the double window. It's really a small couch that has music on it.

You step into the dark hall. Hush! You have just been down to apologize to the little black dog on which you've just stepped.

Down the hall forward and turn right. You step into the room in which you sleep.

You look at the white weapon chest of drawers with all its photos. You walk over to the book shelf and pick out a book called Helen Keller. You've been meaning to read her and would like to know more about her.

After a while you stop reading and go into the balcony to look at all the maps, pictures and other beauty combinations. You remember hiding yourself in a loose coat and smiling every single person in the room.

Later that evening you walk down your grandmother's long hallway with your grandfather to pick vegetables and offspring.

In the dark you find the apartment door's small and unopened with many foundations. You have a soft feeling when you open the apartment.

You walk back up the long hallway.

You walk down the hallway to the family room. Before you pick up your grandfather you look out the window down on the lighted windows. The last rays of the day shine on the reflection. It's a large, low window.

You pick up your small blanket and move forward the needle that runs the needles through the canvas diagonally. Your grandmother starts sleeping.

through the TV channels. You have lots of conversations on the different channels.

It's time for bed, you hear your mother say. You look out the window now last time of the little outside which now looks like a Fourth of July fireworks show that has been canceled.

You pick up the blanket which has been thrown on you. And walk down the hallway to the kitchen to say goodbye to the three pets who've you've said goodbye to your grandparents.

Then back down the hallway to your room and you listen to a story your father is reading. The story ends. Your father says goodbye and then she doors quietly until your slumber is asleep and then leaves. All you can hear is the partial blur of the fan above you and the clapping of the children according for off in the distance. You listen to both of them until sleep overtakes you.

The next morning after breakfast you walk outside the front door with the stained glass on it.

Cook the house goods and then the storm, wet, with snow that dips over your feet. You walk up to the low white fence and now feel the roughness of grass under your feet.

You look down at the lilacs of Ivy. You see the various blue trees stripping away of the Ivy, then the Ivy starts again, this time being cut off by the road.

You turn to the direction of your grandmother's door. The door down with the stained glass tree.
The Stained Glass Tree

E The sensory details become visual in the pictures accompanying the text, e.g., a picture of the entire cabinet, viewed from afar, and a picture of a single large tea cup, viewed up close, accompany the line, “You look at all the tea cups for at least five minutes.” These drawings provide a clear context for the text.

F The use of poetic imagery is appropriate to both the tone and the setting of the piece.
The task
Students were asked to write an “I know how to…” paper about something they understood well. They were asked to think about things they had learned and would like to teach others. Then they were encouraged to think about an audience who had little or no knowledge of the process they would write about, and to write the essay for that audience. The work was begun as an in-class assignment and was finished that evening as homework.

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

What the work shows

**E2 d Writing:** 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.

A The simple title establishes a context for the main idea of the work.

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

**E2 d Writing:** Produce a narrative procedure.

**E4 a Conventions:** Demonstrate a basic understanding of the rules of the English language.
How to Tap Dance

The use of imperatives in the opening and throughout the piece establishes the stance of the writer as an authority on tap dancing.

The work reflects an appropriate organizational strategy for a reader with little prior tap dancing experience. Paragraphs of one or two sentences describe each individual foot movement. Each paragraph is numbered for easy reference.

The instructions become a guide to action by using appropriate transitional phrases and embedded headings to guide the reader from the simplest step through to the most difficult step.

The amount of information included is sufficient to inform readers without overwhelming them with irrelevant details.
The work anticipates where the reader might become frustrated or confused, and, where necessary, provides solutions to possible problems.

The work ends by describing a difficult step and then stating that it is the last step the student can teach the reader.

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 described a series of complicated physical movements in clear, concise English. He broke apart each step and conveyed the various parts with the appropriate written language. The use of imperatives and simple sentence structures contributed to the successful accomplishment of the task of making difficult directions accessible for a reader who has little experience in the particular dance form.
The task

Students were asked to read *Counting on Frank* by Rod Clement and to write a letter to the author commenting on at least one example of the mathematical claims made.

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

What the work shows

D Writing: 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.

The detailed steps of the mathematical procedure engage the reader by clearly recounting the steps the student followed.

A The context of a letter allows for a constructive critique of several mathematical procedures employed by the author.

B Brief anecdotes at the conclusion of each section develop reader interest and support the claims made by the procedures described.

C The strategy of announcing that the writer has tried the problems establishes a believable voice for the writer and serves to get the reader's attention.

D The headings that begin each of the three sections, along with the appropriate transition words within each section, provide a guide to action for the text.
Counting on Frank

The letter is written clearly and logically. This avoids the risk of the reader misunderstanding the procedures described and avoids the need to use examples or parallel situations to clarify the points made.

The conclusion of the letter appropriately restates the original claim. The conclusion also exhibits a sensitivity to the author of the book by recognizing the value of the author's work in an enthusiastic manner and recommending the book to others.
Work Sample & Commentary: How Many Handshakes?

The task
In a mathematics class, the teacher gave students the following instructions:

Five people enter a room and introduce themselves to each other. If everyone shakes everyone else’s hand just once, what is the total number of handshakes that occurred?

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

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

What the work shows:

- Writing: 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.

The description of the procedure communicates a mathematical concept in a clear, simple voice.

A The student used appropriate transition words to guide the reader through the mathematical process being explained.

B The student anticipated problems a reader might encounter in working through the problem by suggesting that the reader, “Remember not to include the person who can’t shake his own hand.” He then provided a clarifying example.

C A sense of closure is provided with the indication that if the procedure has been carefully followed the answer should be correct and the problem solved.
Work Sample & Commentary: Media Viewing Log

The task
Students were asked to keep a log of the television programs they viewed for one week. The log sheets provided asked students to list the programs they watched and to consider some of the implications of their viewing habits.

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

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

What the work shows
E3 d Speaking, Listening, and Viewing: 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.

The student indicated that watching television has a variety of purposes for her and that being aware of the reason for watching is valuable.

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

E3 d Speaking, Listening, and Viewing: The student makes informed judgments about television, radio, and film productions.
Work Sample & Commentary: I Discover Columbus

The task
Students were asked to read *I Discover Columbus* by Robert Lawson and to separate the historical facts from the fictional elements in a report.

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

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

What the work shows

- Literature: 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.

- The lists indicate a clear distinction between those events the author borrowed from history and those events which were contrived by the author to make the story interesting.

- The work attests to the value of the author’s decision to use the bird as the narrator by suggesting that this technique keeps the reader interested and adds humor to the book.

- The recognition that the book is not simply a historical account or a humorous tale demonstrates a knowledge of various genres.

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

- Literature: Respond to non-fiction, fiction, poetry, and drama.
I Discover Columbus

Fact

1) He was born in Genoa, Italy.
2) He was born poor.
3) He wanted honor and riches.
4) He was a great navigator and organizer of expeditions.
5) He had an audience with the king and queen.
6) Ferdinand and Isabella were very excited about finding a new land.
7) Torquemada was a real person.
8) He was made "Admiral of the Ocean Sea".
9) The trip was going to be very expensive, and Isabel and Ferdinand did not have 1,700 golden to pay for it.
10) They raised enough money for the expedition.
11) There were 3 ships: the Nina, the Pinta, and the Santa Maria.
12) The fleet left on Aug. 3, 1492.
13) Columbus sailed on the Santa Maria.
14) There was a parade when he left Spain.
15) The journal that he wrote describes that the voyage was stormy and dangerous.
16) Columbus prepared plans for the expedition including maps, books, instruments, and lists.
17) The Santa Maria was chartered by Juan de la Costa and he came along as a sailing partner.
18) Columbus's crew was planning a mutiny because the trip was so long.
19) Conditions on the boat were bad. There was little food and water.
20) Columbus first landed on an island called Guanahani, later renamed San Salvador.
21) The Santa Maria was wrecked on a sandbar.
22) Vincent Pinzon was captain of the Nina.
23) Martin Pinzon was captain of the Pinta.

Opinion

I Discover Columbus, by Robert Lawson, was a very interesting book. It combined history with a sense of humor and was very tongue in cheek. Some parts of the book are difficult to understand because it is unclear if the facts are true or false. But, by writing in this way, the author makes the book much more interesting. Using Aurelio as the narrator of the story was a very funny idea and helped keep me interested in the story. Also, the artwork was very good.

I would definitely recommend this book for anyone who would like to read about Columbus and learn about his expedition.
Work Sample & Commentary: Drift Aways

The task
Students were asked to write a poem with strong imagery. Prior to writing their own poems, the students spent a week reading from various collections of poems and studying imagery, rhythm, poetic language, and form.

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

What the work shows

**E4 a** 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.

A The student identified three misspelled words in the second version (see circled words) and corrected them for the final version.

The student demonstrated, through virtually error free writing, the ability to manage the conventions of the English language.

**E4 b** Conventions, Grammar, and Usage of the English Language: 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.

The student made effective changes in the form of the poem. The early three stanza draft has long sentences that imitate prose in form and rhythm. The final four
The poetic devices used in the poem, such as alliteration, repetition, and the gentle image of drifting away as a metaphor for death, suggest an understanding of poetic language and how to make proper use of it.

The use of line breaks and white space to produce a strong poetic form, e.g., “Down, Down, Down,” demonstrates an understanding of poetic form.
The task
Students participated in a poetry study lasting several weeks, after which they were asked to write their own poems. As part of the unit, the students read and analyzed poetry during workshops that focused on various elements of poetry, such as figurative language, imagery, and form.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows
- Literature: The student produces work in at least one literary genre that follows the conventions of the genre.
The student chose brief images to reflect upon in these poems. He tried to capture a moment of time in words that evoke the memory of lightning and of a still pond.

A “A Flash of Lightning” deals with an image of lightning in each of the five stanzas.
The work demonstrates an understanding of the conventions of poetry by the use of line breaks as punctuation;
- B the use of repetition to imitate sound;
- C the play with various rhyme forms such as slant rhyme; and
- D alliteration.

The careful use of language creates quick snapshots of the event. Each stanza begins with a metaphor for lightning—a spark, a bracelet, a flashlight beam, a bolt, and a smile—most of which present lightning as a benevolent entity. The verbs convey a calm, peaceful mood as well as action—“casting,” “flying,” “glides.” The final two lines disrupt the mood and hint at the true nature of the phenomenon, “A frown forever? No one knows its secret.”
A Flash of Lightning and Silent Pond

The use of metaphors throughout “Silent Pond” demonstrates an understanding of poetic techniques.

Beginning both stanzas with an image involving shiny metals creates a certain degree of symmetry.

The personification of the puddle as lying on the ground and listening to the wind creates the principal image of the poem. In this poem, brief lines create a series of related images rather than a prolonged thought or story.
**Work Sample & Commentary: Home Reading Record**

**The task**
Students were asked to keep a record of their reading throughout the course of the year. Both a teacher and a parent were asked to certify that the reading record represented what the student had actually read. An excerpt of the record is included here.

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

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

**What the work shows**

**E1 a** Reading: 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.

This reading log is an excerpt of an entire year's log. The entire reading log provides evidence that the student met the goal of reading twenty-five books of an appropriate quality for the elementary standard. The reading log also shows the variety of texts the student read, including mysteries, fiction, non-fiction/biography, and fairy tales.

**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 reading log shows evidence that the student read in depth from four or more books from one author and four or more texts in one genre.
## Home Reading Record

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Title and Author</th>
<th>Genre</th>
<th># Pages</th>
<th>Date Readed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/20</td>
<td>C</td>
<td>The Wotonors Story - Roald Dahl</td>
<td>Fantasy</td>
<td>102</td>
<td>3/17</td>
</tr>
<tr>
<td>4/19</td>
<td>J</td>
<td>Box and Max</td>
<td>Gary Paulsen</td>
<td>Adventure</td>
<td>11/27</td>
</tr>
<tr>
<td>4/7</td>
<td>J</td>
<td>Number the Stars</td>
<td>Les Lewis</td>
<td>Science Fiction</td>
<td>11/27</td>
</tr>
<tr>
<td>4/30</td>
<td>P</td>
<td>The BFG - Roald Dahl</td>
<td>Multigenre</td>
<td>5/8</td>
<td></td>
</tr>
</tbody>
</table>

**Date Codes:** P - picture book, J - just right, C - challenging  
**Genre:** Fantasy, science fiction, realistic fiction, adventure, poetry, fairy tale, mystery, action/adventure, etc.