

Item Name:	Welcome to Winter
Item Type:	Curriculum Embedded
Subject and/or Course:	English Language Arts, Reading and Writing, Grade 1
Common Core Standards:	<p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Developer/Source:	<p>New Hampshire Task Bank</p> <p>Authors: Jill Lizier, Gail Gwynne, Amy MacDougall, Joyce Corbin</p>
Item Features:	<p>Administration: Curriculum-embedded</p> <p>Length of time for response: 2 days</p> <p>Method of scoring: Analytic rubric scoring</p> <p>Opportunity for student collaboration: Limited</p> <p>Opportunity for teacher feedback and revision: None</p>

Collection of performance assessment items compiled by

SCALE

Stanford Center for Assessment, Learning, & Equity

Subject area/course: ELA/Reading/Writing

Grade level/band: 1st

Task source: New Hampshire Task Bank; Authors: Jill Lizier, Gail Gwynne, Amy MacDougall, Joyce Corbin

Welcome to Winter

TEACHER'S GUIDE

A. Task overview:

Students will read and listen to multiple realistic fiction books centered on the topic of winter. They will choose and recommend the book they think best represents winter in their community.

They will then present their opinion/explanation. At the end of the task, students will vote on the book that best represents winter in their community.

B. Aligned standards:

1. Primary Common Core State Standards

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2. Secondary Common Core State Standards (optional)

3. Critical abilities

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating



the credibility and accuracy of each source and noting any discrepancies among the data.

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

4. Other standards

New Hampshire Competencies:

Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

Speaking: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

C. Time/schedule requirements:

This task is designed to be completed over the course of two days. However, it is intended to be part of a longer, month-long unit. See “Connections to Curriculum” below.

D. Materials/resources:

- Graphic Organizer to use once student chooses a book
- Kid friendly rubric to guide in planning how to present their opinion.
- Multiple leveled books
- Map of Florida and visuals of what Florida looks like during the seasons (or other state/region that differs from your local context)
- Average temperature comparison

E. Prior knowledge:

This task will take place in the winter. The students will cover fact, opinion, understanding realistic fiction, and story elements (see connection to curriculum). Students should also be familiar with book talks and presentation of information (poster). In addition, prior to the two-day task, see teacher directions below about suggested titles for realistic winter fiction reading.

F. Connection to curriculum:



Over the course of the unit, the focus will be realistic fiction. This will take place during reading and writing time. It will be a month-long study. The month-long study will include lessons on:

- Story elements
- Comparing and contrasting
- Fact and opinion
- Winter in your region vs. winter in a different region

Possible formative assessments as part of larger unit:

- Along the way we will have discussions about realistic fiction and important elements of these stories.
- Students will use written responses to discuss fact and opinion.
- Students will draw a picture of what Florida looks like in the winter.
- Lucy Calkins realistic fiction writing will be assessed through the Lucy Calkins Narrative Writing Rubric, or other CCSS narrative rubric for first grade.

G. Teacher instructions:

- 1) The task itself will take 2 days. Prior to the two days, use these suggested titles for winter realistic fiction reading (or titles that best match winter in your region):
 - The Snowy Day by Ezra Jack Keats
 - Caps, Hats, Socks, and Mittens by Louise Bordon
 - Owl Moon by Jane Yolen
 - Stopping by Woods on a Snowy Evening by Robert Frost
 - White Snow, Bright Snow by Alvin Tresselt
 - Dear Rebecca, Winter is Here by Jean Craighead George
 - Frozen Noses by Jan Carr
 - Stella, Queen of the Snow by Marie-Louise Gay
- 2) Students choose the book they think is best for representing winter in their community. Lay the books out on a table. Have them choose the best book. Have many options available so that they are able to choose the best one.
- 3) Students will fill out the graphic organizer using the text they choose. They can do this through a combination of writing and talking.
- 4) Students will create a way to share their opinion on why their text best represents winter in their community.
- 5) Presentations may be made in the form of a letter, poster, book report, or any other media of their choosing. Students will use the kid friendly rubric to guide their creation.



H. Student support:

- Students can listen to books through technology
- Teacher and peer read-aloud
- Scribing for the student

I. Extensions or variations:

J. Scoring:

Student work can be scored using the Welcome to Winter rubric. Note that there is a version to provide students as well as a teacher version.



Title: _____

This book is about: _____

I chose this book because:

I chose this book because:

I chose this book because:

This book is better than the other books because:

WELCOME TO WINTER TEACHER RUBRIC

1. Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

LP	IP	P	E
<p>Student cannot choose text.</p> <p>Student is able to show a minimal understanding of the text. Does not use text or illustrations to identify key components.</p>	<p>Student needs teacher assistance in choosing a text that provides relevant information regarding winter in their region.</p> <p>Student is able to show a partial understanding of the text by identifying some key components in the text to support their book recommendation.</p>	<p>Student independently chooses a text that provides relevant information regarding winter in their region.</p> <p>Student is able to show a complete understanding of the text by identifying all key components in the text to support their book recommendation.</p>	<p>Student independently chooses a text that provides relevant information regarding winter in their region.</p> <p>Student is able to extend their understanding of the text by identifying all key components in the text to support their book recommendation. They are also able to make a judgment why their book is best through the use of comparing to another book.</p>

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STUDENT INSTRUCTIONS

A. Task context:

Teacher should read this aloud to the students:

One of my teacher friends from Florida (or other location) just sent me a card saying that she has a first-grade student who is moving to (your local region) in a few weeks. His family has never been here before. She asked what to tell the family to expect when they get here because they do not know what winter is like here.

B. Final product:

Teacher should read this aloud to the students:

I told my teacher friend that I would ask my students to read realistic fiction books so that the new student can use literature to understand the world. We will then decide which book would be the best for her student's family to read so that they will know about winter here. This can include: clothes, supplies, toys, or any other items!

Each of you will read some books and decide which one is best and why. Then you will need to report on this book or books either in a letter or a poster or another way to share with the class. Finally, we will vote to see which one we recommend this new student should read.

ADDITIONAL INFORMATION

C. Knowledge and skills you will need to demonstrate on this task:

Students will know:

- Realistic fiction
- Fact vs. Opinion
- Information comes from text and illustration

Students will be able to:

- Identify elements of realistic fiction
- Form an opinion



- Make judgments about what is important from a text

D. Materials needed:

- Graphic Organizer to use once student chooses a book
- Kid friendly rubric to guide in planning how to present their opinion
- Multiple leveled books
- Map of Florida (or other location) and visuals of what Florida looks like during the seasons
- Average temperature comparison

E. Time requirements:

This task is designed to be completed over the course of two days. Your teacher will provide more directions about the time needed to complete each part of the task.

F. Scoring:

Your work will be scored using the Welcome to Winter rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance. You will be given a student version of the rubric to use as you review your work.



WELCOME TO WINTER STUDENT RUBRIC

LP	IP	P	E
<ul style="list-style-type: none">• I did not choose a book.• I did not fill out the organizer.• I did not make anything to show my work.	<ul style="list-style-type: none">• My teacher helped me pick out a book that shows many details about winter.• I only filled out some parts of my organizer.• My project only shows some of my work from the organizer.• I made something to show my work but cannot read it.	<ul style="list-style-type: none">• I can pick a book on my own that shows many details about winter.• I can fill out all parts of the organizer.• I used all the information from the organizer on my project.• I made something to show my work and I can read it.	<ul style="list-style-type: none">• I can choose a book on my own that shows many details about winter.• I can tell why it is the best book and give extra information.• I can fill out all parts of the organizer.• I used all my information from the organizer on my project and I added even more.• I made something to show my work and my friend can read it.