**QUALITY PERFORMANCE ASSESSMENT PLAN**

**Task Title: Companion Books**

**Subject Area/Course: Reading and Writing**

**Grade Level:** Seven and Eight

**Abstract/Summary: “**A Companion Book is a literary analysis of a piece of literature.  The purpose of a companion book is for students to write powerfully and analytically about their reading; to think big about themes but always connecting them to the events and characters in the book.  As students move through their books, taking notes to follow story elements, they will begin to devise sections that showcase their most insightful thoughts about the text.  To read like a writer, students must take note of the particular crafting techniques the author used and figure out why the author might have used them.” (Lucy Calkins and Audra Kirshbaum Robb) This project incorporates both reading competencies and the competencies for information writing.

**Time Needed to Complete Task:** One Trimester

**Original Author:** Louisa Bliss (adapted from Lucy Calkins/Audra Kirshbaum Robb, Writing about Reading)

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| **ALIGN: Instructional Goals**  *Please select competencies, work study practices, skills, and content that you will assess with this Performance Assessment Task.* | |
| **New Hampshire Competencies** Please write out the entire competency. We recommend no more than 2-3 competencies.   * **Math competencies (go to** [**https://ccebos.box.com/s/p8fq7cpnizs2obcio2fb**](https://ccebos.box.com/s/p8fq7cpnizs2obcio2fb)**)** * **Science competencies (go to** [**https://ccebos.box.com/s/451jndfkjsg9fuxo6wab**](https://ccebos.box.com/s/451jndfkjsg9fuxo6wab)**)** * **ELA competencies (go to** [**https://ccebos.box.com/s/t3zpjvsq6nudggzc3yil**](https://ccebos.box.com/s/t3zpjvsq6nudggzc3yil)**)** | |
| **Reading Literature Competency**: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.  **Explanatory Writing Competency**:Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences. | |
| **New Hampshire Work Study Practices** Please write out the entire work study practice. We recommend no more than 1-2 work study practices. (Work Study Practices packet can be found at <https://ccebos.box.com/s/lnhf8t1tdntdownjpff9> | |
| [**Communication:** I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.](https://ccebos.box.com/s/lnhf8t1tdntdownjpff9)  **Creativity**: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.  **Self-Direction**: I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner. | |
| **Other Learning Goals (local or national competencies, standards, etc.)** | |
| Mind Map of Text   * My mind map includes at least four main branches, with several branches per concept. * I use important keywords for each concept.  The centralimage stands out meaningfully and is clearly related to the main idea. * Ideas have key images and words throughout. * I use metaphor or images quoted from the book. * I effectively use color, codes, curved branches and/or links to meaningfully clarify connections for all aspects of the mind map. | |
| **Depth of Knowledge Alignment** List and explain the depth of knowledge level(s) of the task. | |
| Level 4: Extended Thinking: Requires an investigation, time to think and process multiple conditions of the problem.  Synthesize: “Putting together elements and parts to form a whole”  Evaluate: “Making value judgments about the method.” | |
| **Essential Question(s) or Key Concept(s) to Guide Learning and Inquiry** | |
| What is a theme or central idea of a text and how does it develop over the course of the text, including its relationship to the characters, setting, and plot?  How do particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision?  What is textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text?  How does a writer use details as a springboard for interpretation and elaboration? | |
| **Students will know  (content) . . .**   * Bullet points * Specify discreet content and key concepts that align to the competencies and standards (e.g., types of angles) | **Students will be able to (skills). . .**   * Bullet points * Specify process and skills that align   to the competencies and standards * Start with a verb (e.g., justify why an angle is classified the way it is) |
| * I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. * I demonstrate a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing) and use conventions effectively to enhance readability. | * I can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. * I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. * I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. * I can use precise language and domain-specific vocabulary to inform about or explain the topic. * I can establish and maintain a formal style. * I provide a concluding statement or section that follows from and supports the information or explanation presented. * I provide an objective summary of the text |
| **DESIGN: Performance Task and Evidence**  *Please design a performance task that will provide evidence of the competencies, work study practices, skills, and content that are listed above.* | |
| **Common performance task summary** This is a high level summary about what the students will be doing. It should be no more than 3-5 sentences or bullet points. This should be closely aligned to the student instructions. | |
| A Companion Book is a literary analysis of a piece of literature.  The purpose of a companion book is for students to write powerfully and analytically about their reading; to think big about themes but always connecting them to the events and characters in the book.  As students move through their books, taking notes to follow story elements, they will begin to devise sections that showcase their most insightful thoughts about the text.  To read like a writer, students must take note of the particular crafting techniques the author used and figure out why the author might have used them. This project incorporates both reading competencies and the competencies for information writing. | |
| **Group Work and Individual Work** Which parts of the task assess individual achievement of the competency, and which assess group achievement? | |
| This project assesses individual achievement only. | |
| **Key criteria for performance assessment** List the criteria used in the rubric. We recommend no more than 4-5 criteria. These criteria should come from the competencies, standards, or work study practices. | |
| Information writing: Structure, development, conventions  Reading: Theme, evidence, summary, analysis | |
| **Possible Accommodations**  What will teachers do in terms of instruction, curriculum and assessment to support the learning of SPED/ELL/other students in class?   * Presentation accommodations * Response accommodations * Setting accommodations * Timing and scheduling accommodations | **Resources/Texts/Scaffolding Materials**  What’s included here depends on the task assignment.  It is recommended that a variety of resources are provided that allow students to make choices to access the information needed to complete the assignment. |
| Students are allowed to choose if they want to write multiple chapters on multiple themes and craft. Writing workshop and intervention time are used to work one on one or in small groups. | Students are given a choice of texts at different lexile levels.  There are 2-5 students per book. Students meet in literature circles alone or with teachers. |
| **Teacher Guide** | |
| **Placement in the Curriculum** When in the year will this take place? What skills and concepts should be covered before the students perform this task? | |
| Second trimester.  Depending on the level of the class, students need practice with information writing skills, especially organization, and peer group revision and editing.  Students need to understand what each target means and what it looks like at the ⅞ level.  My 7/8 wrote pieces in science and social studies during the first trimester to work on outlines, thesis statements, topic sentences, conclusions, and formatting information pieces.  They wrote newspaper articles to work on hooking a reader and providing clear thesis statements.  In reading, students worked on identity wheels, plot maps, mind mapping, and author’s craft. | |
| **Possible Formative Assessments** How do I assess my students’ understanding about the performance requirements of the task (e.g., milestones, benchmarks, observations, dialogues, student reflection, and quizzes)?  How do I adjust my instruction accordingly? | |
| Two close readings of short stories were used to build skills for reading, organization, and analysis of evidence.  After students had written these evidence-based informational pieces, we studied an 8th grade, annotated exemplar, took careful notes in color and then students assessed and revised their own pieces.  Students meet with teachers during the writing process. | |
| **Teacher Instructions**  To ensure the fidelity in implementation, this section includes:   * Step-by-step procedures to implement task as designed * Information on the time allotted for each step of the task * Materials needed | |
| 1. Rikki Tikki Tavi/ Rudyard Kipling/ Created by SAP District           achievethecore.org/file/618  Pearson, Prentice Hall Close Reading Workbook  4-5 days, 90 minute ELA - Follow close reading practices.  Use the organization chart below.  **Find at least three pieces of evidence and explain how you are going to use it.**   |  |  |  | | --- | --- | --- | | ***Evidence***  ***Quote or paraphrase*** | pg # | ***Elaboration / explanation of how this evidence supports the theme*** | | I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  I use details as a springboard for interpretation and elaboration. |  | I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. |   2) Score student work using an exemplar.  We used an 8th grade exemplar from Lucy Calkins, Writing Pathways, to go over each part of the rubric (a few targets each day), underline in color where the 8th grader met that target, and then use the same colors to underline where it is in their own work.  If it isn’t there, students revised their pieces.  3) Raymond’s Run  Pearson, Prentice Hall, 8th grade Close Reading Workbook  achievethecore.org/file/2052  4-5 days, 90 minute ELA  Follow close reading practices but do not answer all of the questions except the final prompt.  Use the T chart to organize the essay.  After reading this short story take students through a silent walk of different story maps (Writing About Reading).  Students completed a plot map of the story and an “Identity Wheel” for the main character in Raymond’s Run.  4) Choose books and start reading.  (Depending on the books, about three weeks during reading and at home.) Hand out sticky notes and demonstrate how to use them. After a few days, map out when each book will be finished.  Daily writing prompts are used to help students look for patterns, interesting twists, perspectives, symbolism, character development, craft, and story challenges.  All writing about reading must be in the same journal, or document, so that students can go back and pick out pieces they want to use in their companion books.  Choose a short story to model how to read as a writer and how to write about reading. We used a book that all of us read earlier in the year and that was more of a ⅚ level text. However, it is important to let students use their own books to inspire their writing.  5) Writing about reading.  (Two weeks) I require that each student write the summary as the introduction to their companion book.  Students use the same T charts as they used before to organize their evidence and how they will use the evidence to write about the text.  Meet with individual students every day and give short lessons on transitions, verb tenses, varying sentence structure, and writing conclusions.  Students work with peers to revise and edit.  6) In art students create a mind map of their books.  This takes many drafts but it helps students make sense of their books as they read and is a beautiful accompaniment to their companion book.  Students show their pieces to other students and their parents. | |
| **Sample Teaching/Learning Plan**  *Because this task is to be embedded into the implementing teacher’s curriculum, some customization will be necessary. The lesson plan provided here is an aid or model for how the task might be implemented.*  The lesson plan is written as an outline that other teachers could understand and/or apply in their respective classroom (s). This generally outlines the scope and sequence of the lesson plans within the unit. It is recommended that the following are included:   * The lesson plan includes how the goals will be addressed (what students know and can do) * The different steps and the specific instructions that correspond with each step of the process * A timeline for each task * Time or space for student reflection and feedback | |
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