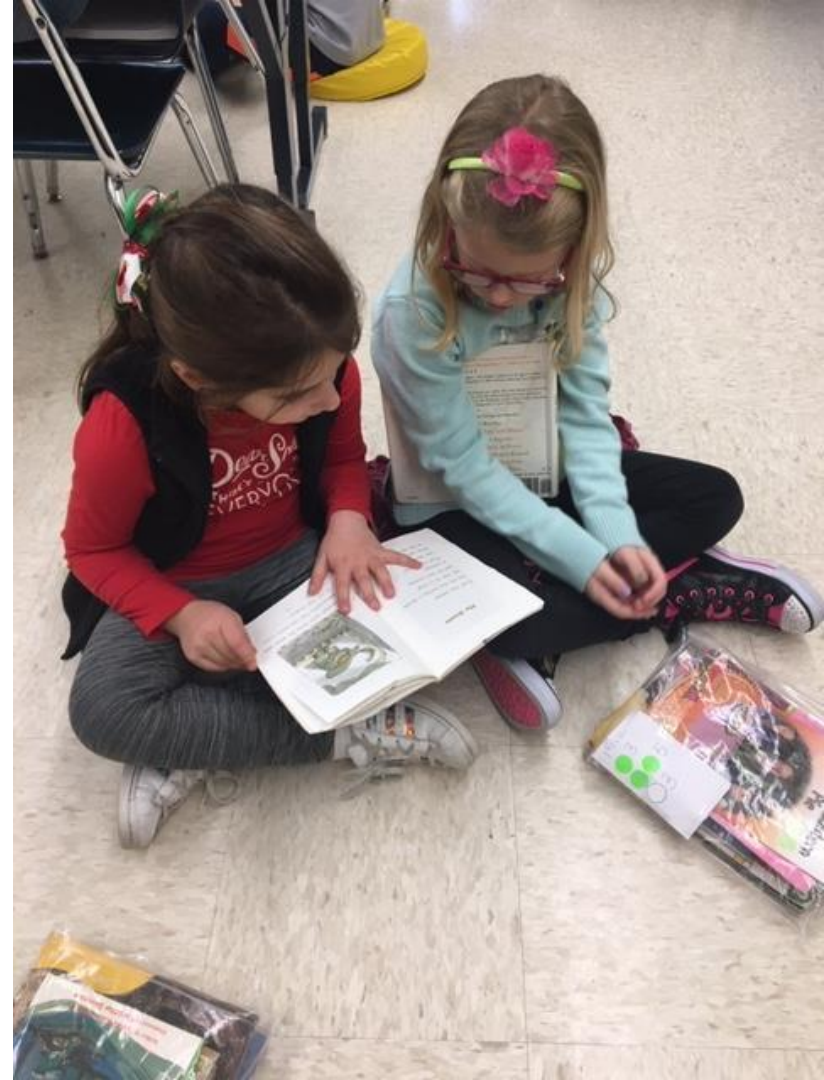


## An Update on OBEN CSD's English Curriculum



1. Next Generation English Language Arts Standards
2. public speaking vertical articulation
3. instructional refinements
4. use of standardized test data
5. addition to program - OBHS digital book collection, Vernon Voice, fall drama

NEW YORK STATE  
EDUCATION DEPARTMENT



GRADE  
P-12

# New York State Next Generation English Language Arts Learning Standards



## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none"><li>• think, write, speak, and listen to understand</li><li>• read often and widely from a range of global and diverse texts</li><li>• read for multiple purposes, including for learning and for pleasure</li><li>• self-select texts based on interest</li><li>• persevere through challenging, complex texts</li><li>• enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li><li>• monitor comprehension and apply reading strategies flexibly</li><li>• make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul>	<p>Writers:</p> <ul style="list-style-type: none"><li>• think, read, speak, and listen to support writing</li><li>• write often and widely in a variety of formats, using print and digital resources and tools</li><li>• write for multiple purposes, including for learning and for pleasure</li><li>• persevere through challenging writing tasks</li><li>• enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li><li>• experiment and play with language</li><li>• analyze mentor texts to enhance writing</li><li>• strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>

# Implementation Timeline

- **September 2017:** Adoption of NYS Next Generation Learning Standards.
- **Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019):** Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase II: Build Capacity (Spring 2019-Summer 2020):** Professional development continuing on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards.
- **Phase III Full Implementation (September 2020 – ongoing):** Full implementation of the NYS Next Generation Learning Standards.
- **Spring 2021:** New grade 3-8 tests measuring the NYS Next Generation Learning Standards. The timeline regarding the full-implementation/assessment alignment at the high-school level has not yet been determined and will be forthcoming; however, full-implementation/assessment alignment will not be before the school year 2020-2021.

## District Goal #1:

Provide all students with an instructional program that is progressive, rigorous, and relevant.

- ★ What am I learning?
- ★ Why am I learning this?
- ★ How do I know what good work looks like?

# Key Findings

- 1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are taught, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.**
- 2. To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.**
- 3. A “metacognitive” approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.**

*How People Learn*

Committee on Learning Research and Educational Practice  
National Research Council



## Learning Progression for Presentation of Research K-6

	K	1	2	3	4	5	6
<b>Establish Argument</b>	The presenters tell their opinion about a topic.	The presenters tell their opinion about a topic.	The presenters tell their opinion about a topic with clarity and an awareness of audience.	The presenters tell their opinion about a topic with clarity and with the expectation of convincing the audience.	The presenters state a claim about a topic with clarity and with the expectation of convincing the audience.	The presenters state a claim about a topic with clarity and with the expectation of convincing the audience.	The presenters state a claim about a topic to convince the audience while also providing new insight into the topic.
<b>Support the Argument</b>	The presenters describe the topic by telling more.	The presenters support their opinion with at least one reason.	The presenters support their opinion with at least two relevant reasons that include details/examples.	The presenters support their opinion with at least two relevant reasons. The reasons include details/examples intended to elicit feelings from the audience.	The presenters support their claim in an organized manner. They provide several relevant reasons with details/examples from various sources.	The presenters support their claim in an organized manner. They provide several relevant reasons with a variety of details/examples which are connected to the claim. These may include: *facts/information *examples *quotations *micro-stories	The presenters support their claim with several relevant reasons presented in a logical sequence. Details and examples are pertinent and come from trustworthy sources. The presenters acknowledge the counterclaim.
<b>Engage Audience (Visual)</b>	The presenters add drawings or other visual displays as desired to provide additional detail.	The presenters add drawings or other visual displays when appropriate to clarify thoughts or ideas.	The presenters add drawings or other visual displays when appropriate to clarify thoughts or ideas. They may also use multimedia with support.	The presenters use visual displays to emphasize or enhance thoughts or ideas. They may also use multimedia with support.	The presenters use visual displays to emphasize or enhance thoughts or ideas. They may also use multimedia.	The presenters use visual displays and multimedia to emphasize or enhance thoughts or ideas.	The presenters strategically use visual displays and multimedia to emphasize or enhance thoughts or ideas.



	K	1	2	3	4	5	6
<b>Engage Audience (Speaking)</b>	<p>The presenters:            *speak audibly and clearly            *may make eye contact at times            *acknowledge drawings and visual displays</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *may make eye contact at times            *acknowledge drawings and visual displays</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *make eye contact at times            *control body movement to minimize distractions            *acknowledge drawings and visual displays</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *make eye contact at times            *control body movement to minimize distractions            *acknowledge drawings and visual displays            *use gestures to support and strengthen ideas</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *make eye contact            *use drawings and visual displays to support and strengthen ideas            *use gestures, voice and facial expressions to support and strengthen ideas</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *make eye contact            *use drawings and visual displays to support and strengthen ideas            *use gestures, voice and facial expressions to support and strengthen ideas</p>	<p>The presenters:            *speak audibly and clearly            *speak mostly in complete sentences            *make eye contact            *use drawings and visual displays to support and strengthen ideas            *use gestures, voice and facial expressions to support and strengthen ideas</p>
<b>Collaborate</b>	<p>Each group member has a role in the presentation.</p>	<p>Each group member has a role in the presentation.</p>	<p>Each group member has an equal role in the presentation.</p>	<p>Each group member has an equal role in the presentation and acknowledges the roles of others.</p>	<p>Each group member has an equal role in the presentation and acknowledges the roles of others.</p>	<p>Each group member has an equal role in the presentation and acknowledges the roles of others.            All parts of the presentation are connected with transitions.            Begins to feel like a team.</p>	<p>Each group member has an equal role in the presentation and acknowledges the roles of others.            All parts of the presentation are connected with transitions.            Feels like a team.</p>

	<b>Grade 8</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES!</b>
Establish Argument	I make a clear, convincing, reasonable, insightful claim about my topic.			
Establish Argument	My claim evidences an awareness of the context of the topic.			
Support Argument	I used evidence from various trustworthy sources.			
Support Argument	I organized my evidence to strengthen my argument.			

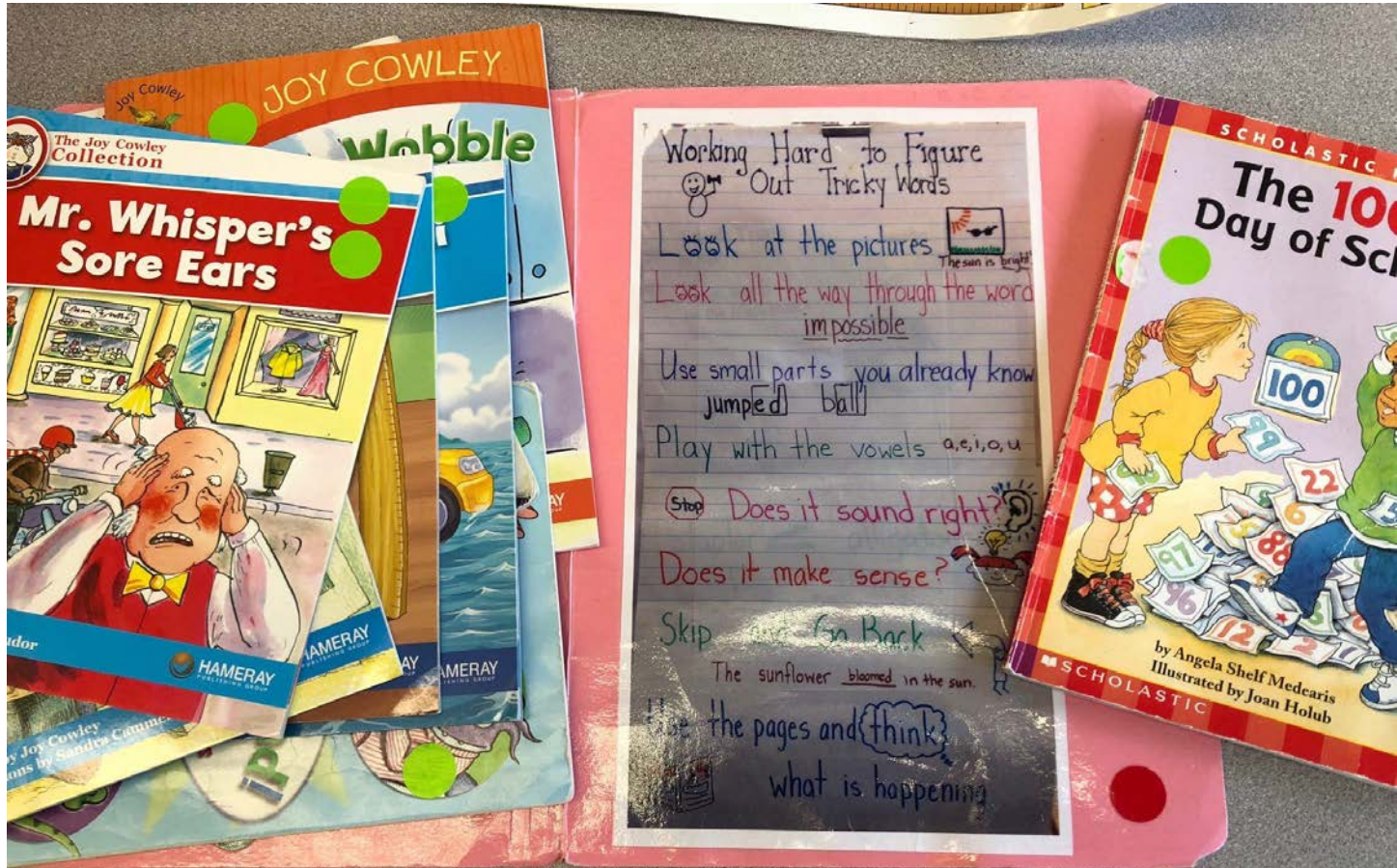
	<b>Kindergarten</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES!</b>
Establish Argument	I said what I am talking about.			
Support Argument	I shared details about what I am talking about.			
Engage Audience (Visual)	I used a picture to show what I am talking about.			
Engage Audience (Speaking)	I spoke so my audience could hear me.			
Engage Audience (Speaking)	I looked at my audience when I spoke.			

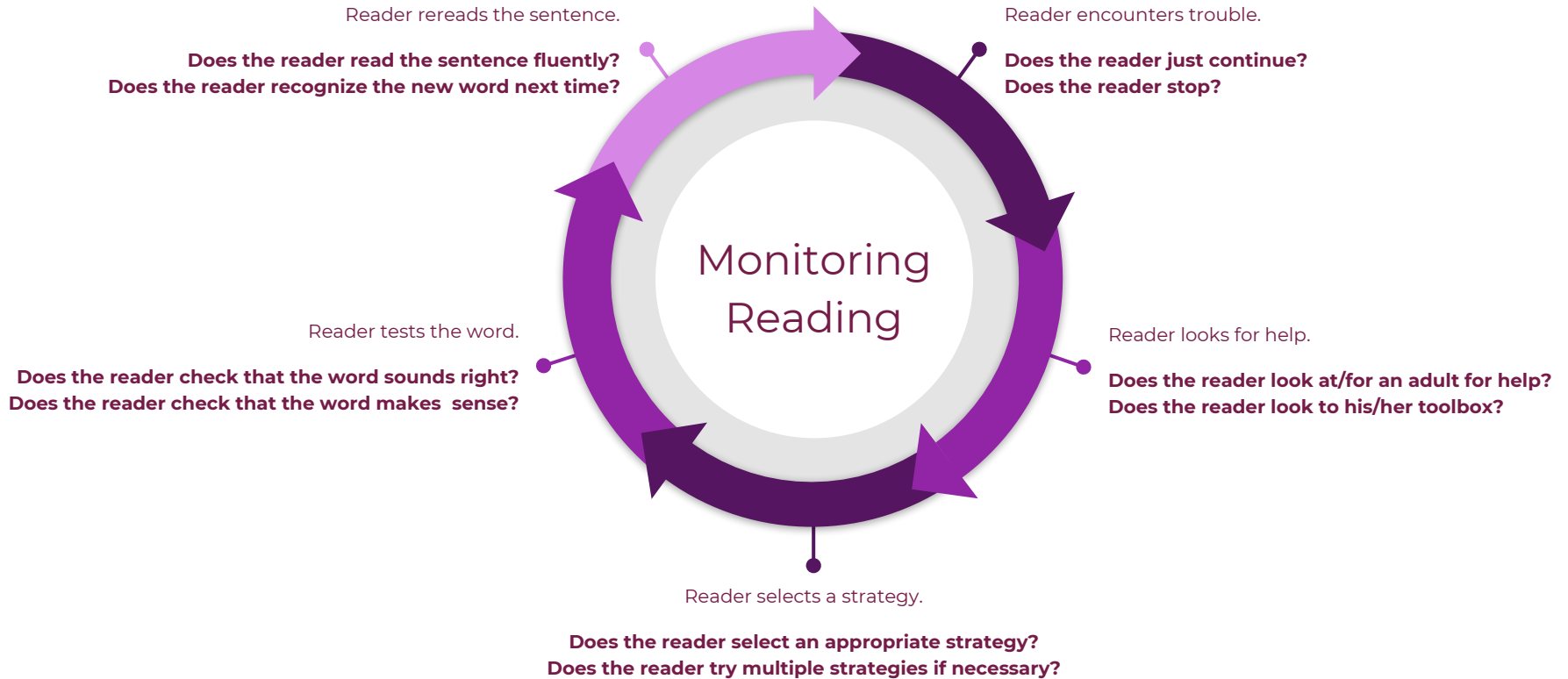
“Learning is not doing; it is reflecting on doing.”  
Michael Fullan, *The Six Secrets of Change*

“There is a large difference between  
learning from experience  
and simply having experience.”  
Lee Shulman, *The Wisdom of Practice*



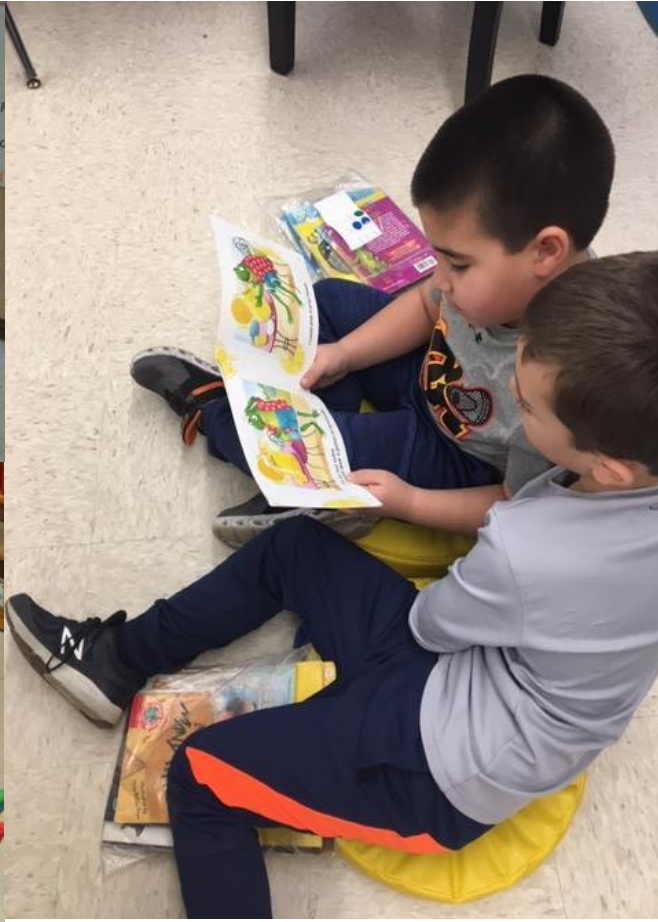
# Transferring Skills







# Working in Partnerships

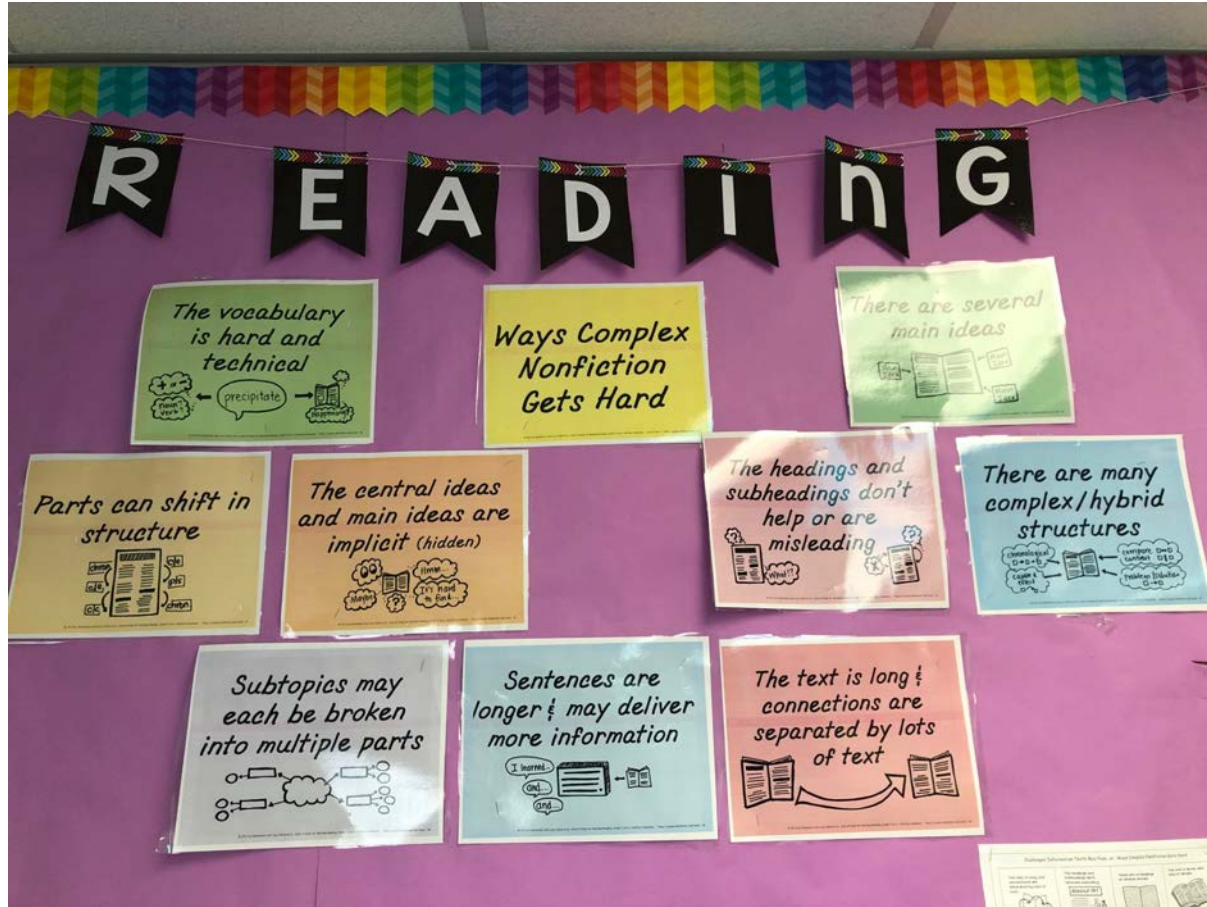


# Celebrating Reading

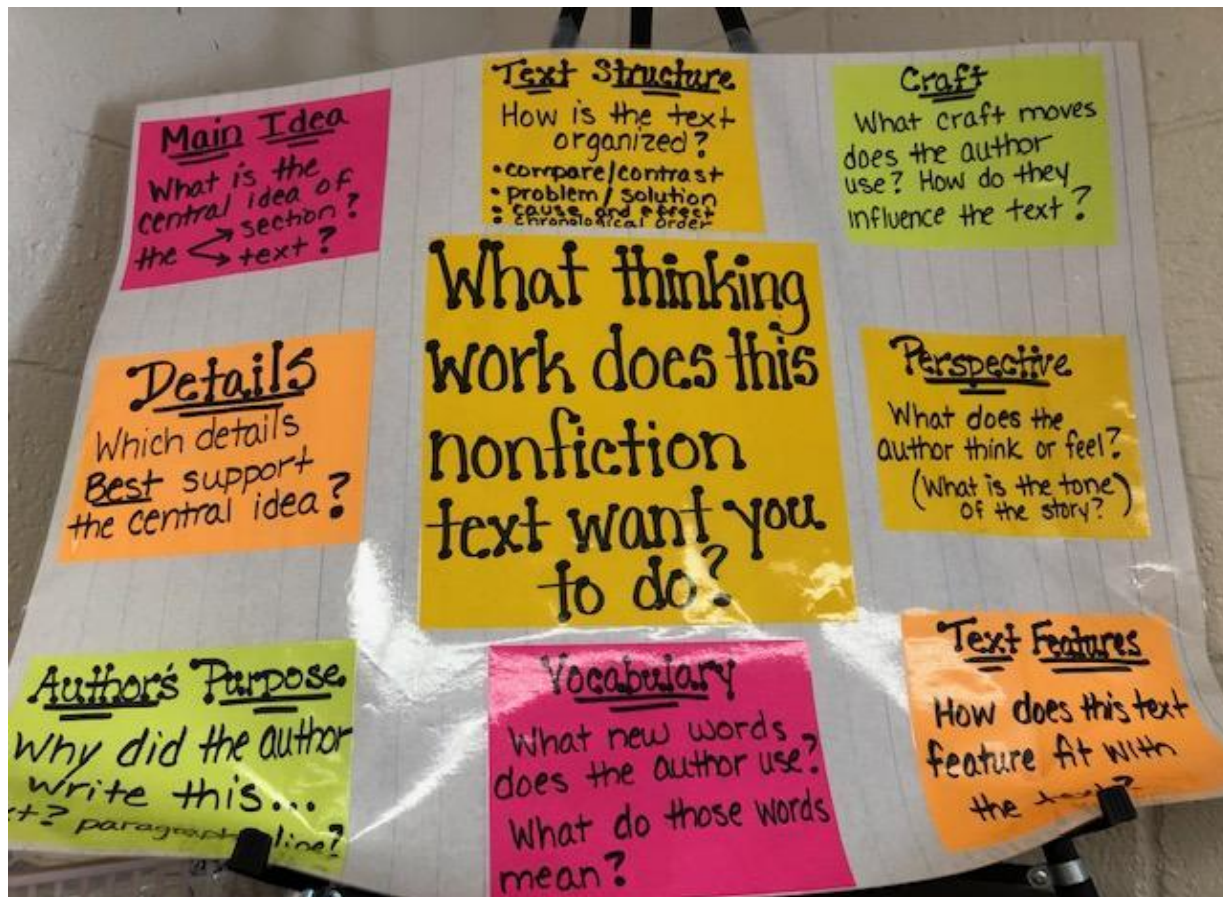




# Identifying and Naming Challenges



# Activating Learning



# Selecting from a Repertoire of Strategies

## Nonfiction Text Structures

How did the author organize the information?

- Comparison**
  - "Just like..."
  - "Different than..."
  - "Alike..."
  - "Both..."
- Problem/Solution**
  - "Threat"
  - "Challenge"
  - "Obstacle"
  - "Problem"
  - "Conflict"
  - "Resdution"
  - "Overcame"
- Cause/Effect**
  - "As a result..."
  - "Because of..."
  - "This brought about..."
  - "The effect of this was..."
  - "This changed..."
  - "Therefore..."
- Chronological**
  - First · Second · Next
  - Afterwards
  - Years later
- Question/Answer**
  - Who · What · Where
  - When · How

## Ways to take notes

- Boxes and Bullets
- Fact
  - thought - The text says...
  - reaction - This makes me think...
- Sketch - with labels, lists, facts
- List 

Kinds of Sharks	
1.	Great white
2.	Mako
3.	Tiger
- Timeline for sequence/order
- T-chart 

Pros	Cons	Similar	Different
- Summary - retell in your own words



# Setting Goals

Grade 4		NOT YET	STARTING TO	YES!
<b>Structure</b>				
<b>Overall</b>	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Development</b>				
<b>Elaboration</b>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I showed why characters did what they did by including their thinking. I made some parts of the story go quickly, some slowly. I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life. I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language Conventions</b>				
<b>Spelling</b>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Punctuation</b>	When writing long, complex sentences, I used commas to make them clear and correct.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

My goal: I will watch out for too much dialogue. I will add actions and thoughts around it

Grade 4		NOT YET	STARTING TO	YES!
<b>Structure</b>				
<b>Overall</b>	I wrote the important part of an event bit by bit and took out unimportant parts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<b>Ending</b>	I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Development</b>				
<b>Elaboration</b>	I added more to the heart of my story, including not only actions and dialogue but also thought and feelings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I showed why characters did what they did by including their thinking. I made some parts of the story go quickly, some slowly. I included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring my story to life. I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Language Conventions</b>				
<b>Spelling</b>	I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries when needed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation</b>	When writing long, complex sentences, I used commas to make them clear and correct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My goal: I will add more details to the heart of the story



# Creating Checklists

Instructions: As you are listening to the speaker, take note of the criteria and circle the questions the speaker discusses.

- ❖ Is the presentation 5-7 minutes long? \_\_\_\_\_
- ❖ Does the quality of the presentation's speaker include:
  - > Eye contact \_\_\_\_\_
  - > Articulation \_\_\_\_\_
  - > Projection of voice \_\_\_\_\_
  - > Fluidity \_\_\_\_\_
- ❖ Question 1
  - > Does the speaker use specific examples to show how the characters develop? \_\_\_\_\_
  - > Does the speaker discuss conflict and resolution? \_\_\_\_\_
  - > Does the speaker highlight how the quotes relate to their answer of this question? \_\_\_\_\_
- ❖ Question 2
  - > Does the speaker discuss the setting? \_\_\_\_\_
  - > Does the speaker discuss the mood and how it relates to the setting? \_\_\_\_\_
  - > Does the speaker use specific examples that pertain to their answers? \_\_\_\_\_
  - > Does the speaker highlight how the characters are affected by the setting? \_\_\_\_\_
  - > Does the speaker highlight how the conflict resolved based on the setting? \_\_\_\_\_
- ❖ Question 3
  - > Does the speaker highlight relationships? \_\_\_\_\_
  - > Does the speaker talk about how relationships affect the main character? \_\_\_\_\_
  - > Does the speaker discuss how relationships contribute to the resolution? \_\_\_\_\_
  - > Does the speaker use specific examples? \_\_\_\_\_
- ❖ Question 4
  - > Does the speaker thoroughly explain symbolism? \_\_\_\_\_
  - > Does the speaker highlight the affective tool that the symbol has? \_\_\_\_\_
- ❖ Question 5
  - > Does the speaker discuss both stories? \_\_\_\_\_
  - > Does the speaker discuss the similarities between both stories? \_\_\_\_\_
  - > Does the speaker discuss the writer's style? \_\_\_\_\_

## Self-Created Checklist

Some things that I am SUCCESSFULLY doing in my writing: (Be specific!)

- ✓ I am good at starting the story
- ✓ I can set the setting and the mood
- ✓ I give the character
- ✓ My dialogue makes sense
- ✓ The problem is relatable for my age group.
- ✓ Giving my characters flaws and weaknesses, but also strengths.

Based on the things I am noticing in the mentor text, here are some goals that I want to work on in my writing:

- ❑ Being able to wrap up my story
- ❑ Giving characters life
- ❑ Details that set up the story
- ❑ Similes, personification, metaphor
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_
- ❑ \_\_\_\_\_

# 4 Types of Feedback

task feedback

process feedback

self-regulation feedback

self feedback

# Refining Scaffolds

whisper in  
drop a post it  
pause & teach  
proficient partner  
stop & rewind



greater  
independence

“A personalized learning model opens up the door for students to significantly shape what they do and how they demonstrate learning. They have a seat at the design table, the evaluation table, and the exhibition table.”

Bena Kallick & Allison Zmuda, *Students at the Center*

# Increasing Book Choices





# OBHS English Portfolios

**Narrative Checklist**  
Grade 9/10

Author:  YES  PARTIAL  NO

Voice	1. I can identify the author's voice, mood, and style.	YES	PARTIAL	NO
Content	2. I can identify the author's main idea and purpose.	YES	PARTIAL	NO
Style	3. I can identify the author's use of figurative language and other literary devices.	YES	PARTIAL	NO

Comments:

Page: 1 / 2

**Narrative Checklist**  
Grade 11/12

Author:  YES  PARTIAL  NO

Voice	1. I can identify the author's voice, mood, and style.	YES	PARTIAL	NO
Content	2. I can identify the author's main idea and purpose.	YES	PARTIAL	NO
Style	3. I can identify the author's use of figurative language and other literary devices.	YES	PARTIAL	NO

Comments:

Page: 1 / 3



**Literacy Analysis Checklist**  
Grade 9/10

Content and analysis:  YES  PARTIAL  NO

Content	1. I can identify the author's main idea and purpose.	YES	PARTIAL	NO
Analysis	2. I can identify the author's use of figurative language and other literary devices.	YES	PARTIAL	NO

Comments:

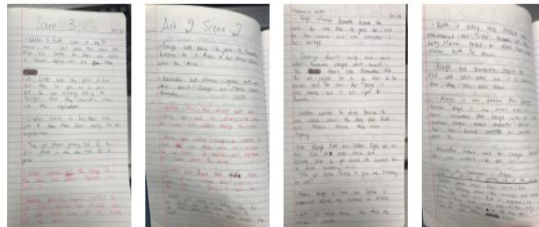
Page: 1 / 2

**Literacy Analysis Checklist**  
Grade 11/12

Content and analysis:  YES  PARTIAL  NO

Content	1. I can identify the author's main idea and purpose.	YES	PARTIAL	NO
Analysis	2. I can identify the author's use of figurative language and other literary devices.	YES	PARTIAL	NO

Comments:

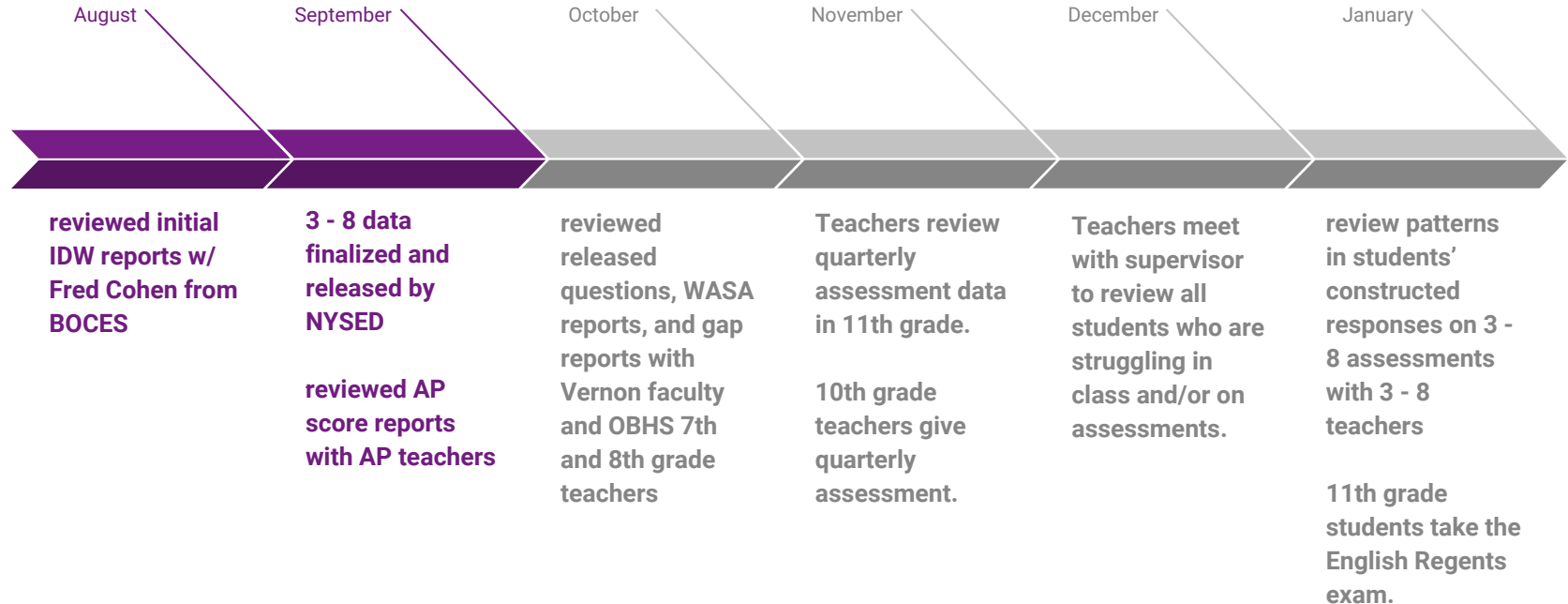


9th Grade:

- Of Mice and Men by John Steinbeck
- Shakespeare The World as Stage by Bill Bryson
- Mortal Instruments Series
- Ugliest Series
- Infernal Devices Series
- Lady Midnight
- Lord of Shadows



# Using Standardized Test Data



2018 Grades 3–4 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	4	3	7
Multiple-Choice Questions	24	0	24
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–4
	Total Number of Informational Passages		3–4

2018 Grades 5–6 English Language Arts Test Design			
	Session 1	Session 2	Total
	Reading	Writing	
Passages	5	3	8
Multiple-Choice Questions	35	0	35
Short-Response Questions	0	6	6
Extended-Response Questions	0	1	1
	Total Number of Literary Passages		3–5
	Total Number of Informational Passages		3–5

## Excerpt from *Wheels of Change*

by Darlene Beck Jacobson

- 1 We're bundled under wool blankets to keep most of the chill off. With a jug of hot chocolate and a sack of Mrs. Cook's sugar cookies, I hardly feel the cold.
- 2 Charlie does most of the talking, telling us about the things we'll see. He's been a couple times already, and since Rose and I are first timers, we nod our heads, nibble cookies, and listen. Charlie's excitement captures us like lightning bugs until we're glowing and buzzing with anticipation. Before I know it, we pull up in front of a store on Seventh Street. A huge sign in the window says: SEE THE WONDERS OF THE WORLD. HAVE SOME LAUGHS. ENJOY THE FINEST SONG AND DANCE ACTS AND MUCH MORE FOR ONLY 5 CENTS.
- 3 "Are we really going to see singing, dancing, and action all at once?" I ask. It's hard to imagine so many exciting things at the same time.
- 4 "Just wait until you see!" Charlie crows.
- 5 Mr. Cook ties up the horse and helps us all out of the wagon. "Bring the hot chocolate and cookies," he says.

*Emily lives in Washington, D.C., in 1908. This afternoon she has been invited by her friends to see her first motion picture. In 1908, motion pictures were silent, so piano music was played in the theater to help the audience understand what was happening on the screen.*

## Excerpt from *Wheels of Change*

*by Darlene Beck Jacobson*

- 1        We're bundled under wool blankets to keep most of the chill off. With a jug of hot chocolate and a sack of Mrs. Cook's sugar cookies, I hardly feel the cold.
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- 3        "Are we really going to see singing, dancing, and action all at once?" I ask. It's hard to imagine so many exciting things at the same time.
- 4        "Just wait until you see!" Charlie crows.
- 5        Mr. Cook ties up the horse and helps us all out of the wagon. "Bring the hot chocolate and cookies," he says.

- 11 I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.
- 12 The sights make me want to jump from my seat, but the piano music makes me want to dance, soar, and fly. It's almost as good as being in the forge.
- 13 Almost—but not quite.
- 14 Still, I can't take my eyes off the piano player. In the dark it's hard to see what he looks like. His music makes the crowd laugh, cry, shout, and swoon, at just the right moments.
- 15 When it's over and the lights come back on, the piano player faces the crowd and takes a bow.
- 16 My mouth falls open and I can't stop staring at what I see.
- 17 A woman.
- 18 "Well, what do you think?" Charlie asks.
- 19 "I loved the song and dance parts," Rose says, smiling.

**GO ON**

Session 2

Page 3

- 20 "Did you see the woman playing the piano? I didn't know girls could have such a job." I'm so excited I feel like it's my birthday and Mama made my favorite applesauce spice cake.
- 21 "It was a lady?" Charlie scratches his head.

- 26 What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

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- 27 How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

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26

What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

A theme that is supported by paragraphs 12 through 17 is don't judge people on what gender they are because both boys and girls can do the same things. For example the text says "My mouth falls open and I can't stop staring at what I see a woman." Another example is that it says "Did you see the woman playing the piano? I didn't know girls could have such a job." This clearly proves that a theme that is supported by paragraphs 12 through 17 is that a theme is don't judge people on their gender.



- 11 I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.
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Session 2

Page 3

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26

What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

The theme that is supported by paragraphs 12 through 17 is excitement because Emily was super excited. For example Emily was excited in paragraph 12 and she felt like she could fly. Another example is that she felt like she should dance. This clearly proves the theme is excitement.

26

What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

The theme supported by paragraphs 12-17 is excitement. Because of the show Emily went to. For example the text says "The sights make me want to jump from my seat but the piano music makes me want to dance, soar and fly. Another example is the text says "Still I can't take my eyes off the piano player in the dark it's hard to see what he looks like. His music makes the crowd laugh, cry, shout and swoon at just the right moments. This clearly proves the theme supported by paragraphs 12-17 is excitement."

26

What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

A theme through paragraphs 12-17 of "Excerpt from *Wheels of Change*" is excitement because the piano music makes an exciting touch. For example, the text says "His music makes the crowd laugh, cry, shout, and swoon at just the right moments." Another example is that the text states "The piano music makes me want to dance, soar, and fly." This clearly reveals a theme through paragraphs 12-17 of "Excerpt from *Wheels of Change*" is excitement because the piano music.

26

What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

A theme supported by paragraphs 12 through 17 was excitement because Emily is really excited. For example the text says "The sights make me want to jump from my seat." Another example is that when she sees the piano player take a bow her mother says because it was a girl and she didn't know girls could have such an exciting job like that. This clearly illustrates a theme in paragraphs 12 through 17 was excitement.

# Design a Tool for Small Groups

## Responding to Questions about Theme

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A theme in *Jabari Jumps* is fear. For example, Jabari says, “I think tomorrow might be a better day for jumping,” because he is scared. Also, the text states, “sometimes if I feel a little scared, I take a deep breath and tell myself I am ready.”

I used one word to describe a theme.

\*\*

A theme in *Jabari Jumps* is that people can overcome their fear. For example, Jabari says, “I think tomorrow might be a better day for jumping,” because he is scared. Also, the text states, “sometimes if I feel a little scared, I take a deep breath and tell myself I am ready.”

I used a statement to describe a theme.

- 11 I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.
- 12 The sights make me want to jump from my seat, but the piano music makes me want to dance, soar, and fly. It's almost as good as being in the forge.
- 13 Almost—but not quite.
- 14 Still, I can't take my eyes off the piano player. In the dark it's hard to see what he looks like. His music makes the crowd laugh, cry, shout, and swoon, at just the right moments.
- 15 When it's over and the lights come back on, the piano player faces the crowd and takes a bow.
- 16 My mouth falls open and I can't stop staring at what I see.
- 17 A woman.
- 18 "Well, what do you think?" Charlie asks.
- 19 "I loved the song and dance parts," Rose says, smiling.

**GO ON**

Session 2

Page 3

- 20 "Did you see the woman playing the piano? I didn't know girls could have such a job." I'm so excited I feel like it's my birthday and Mama made my favorite applesauce spice cake.
- 21 "It was a lady?" Charlie scratches his head.

- 26 What theme is supported by paragraphs 12 through 17 of "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

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- 27 How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

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How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

Rose's and Charlie's reactions to the piano music are different because Rose was paying attention and Charlie's wasn't. For example, the text says "Did you see the woman playing the piano? I didn't know girls could have such a job." I was a lady. Charlie scratches his head. Another example is the text says Charlie says "I was so caught up in the action I didn't pay attention to anything else." This clearly proves Rose's and Charlie's reactions to the piano music are different.



11 I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.

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How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Raft

Rose's and Charlie's reactions to the piano player are different in "Excerpt from *Wheels of Change*". Rose reacts excited to the piano player, and Charlie couldn't believe the piano player was a girl. For example, Emily was shocked but happy about the piano player in paragraphs sixteen through thirty. Another example was Charlie was shocked and just couldn't believe the fact that the piano player was a girl in paragraphs twenty-one through twenty-six.


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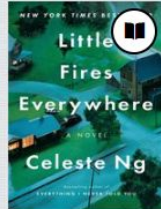
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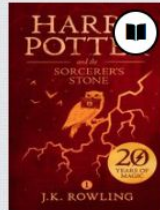
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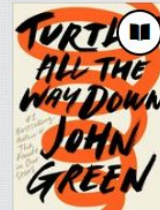
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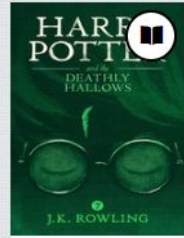
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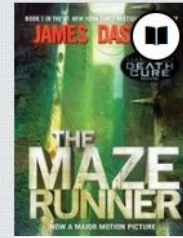
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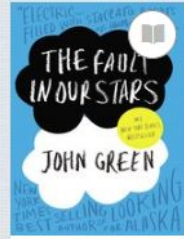
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## CHAPTER 1

# The One-Boy Insurgency

In the predawn darkness of August 26, 1929, in a small house in Torrance, California, a twelve-year-old boy sat up in bed, listening. There was a huge, heavy rushing sound, growing ever louder, coming from directly above the house. The boy swung his legs off his bed, raced out the back door, and loped onto the grass. The yard was otherworldly, shivering with sound. The boy stood beside his brother, head thrown back, spellbound.

The sky had disappeared. An object he saw only in silhouette, reaching across a massive arc of space, was suspended low over the house. It was longer than two and a half football fields and as tall as a city. It was putting out the stars.

It was the German airship *Graf Zeppelin*. Nearly 800 feet long and 110 feet high, it was the largest flying machine ever crafted. It was the wonder of the world.

The airship was three days from completing a sensational feat, a journey around the globe. It had begun on August 7, when the *Zeppelin* had slipped its tethers in

New Jersey and headed for Manhattan. On Fifth Avenue that summer, construction was soon to begin on a new skyscraper, the Empire State Building. At Yankee Stadium in the Bronx, Babe Ruth prepared to hit his five hundredth home run. On Wall Street, stocks raced toward an all-time high.

After a lap around the Statue of Liberty, the *Zeppelin* banked north, then turned over the Atlantic. In time, it reached Europe. The ship passed over Nuremberg, Germany, where an obscure politician named Adolf Hitler had just called for the killing of the “weakest” babies to strengthen the German race. Then it flew east of Frankfurt, where a Jewish woman was nursing her newborn, Anne Frank. Sailing northeast, the *Zeppelin* crossed over Siberia, where villagers, so isolated they’d never even seen a train, fell to their knees at the sight of it.

On August 19, as four million Japanese waved handkerchiefs, the *Zeppelin* circled Tokyo and sank onto a landing field. Four days later, the ship rose into a typhoon that whisked it over the Pacific, toward America. Passengers gazing from the windows saw the ship’s shadow, following it on the clouds “like a huge shark.” When the clouds parted, they glimpsed giant creatures, turning in the sea, that looked like monsters.

On August 25, the *Zeppelin* reached San Francisco, where crowds thronged the streets to see it. Turning south, it slid through sunset, across midnight, and over Torrance, where the boy in his pajamas stood.

Under the airship, his feet bare in the grass, he was transfixed. In the dark, he felt the rumble of the craft’s engines but couldn’t see the ship itself. He saw only



# The Vernon Voice

Of the students, by the students and for the students.

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## VERNON SCHOOL RECESS SHOULD BE LONGER

By Ellie Mazur

I think Vernon school recess should be longer. One reason is that when you go outside for recess and run around and play, fresh air is good for you. One example is if you play for a while and it's a cold day you will not be so cold from running around. Another reason is that kids have lots of fun on the playgrounds. Another example is that you can go on the monkey bars, slides, cool staves, basketball court and more. So that's why Vernon school should have longer recess.

## Gym Recess Should be Optional!

By Mosie Bradley

Gym recess should be optional. One reason is it would give Ms. Doxee a break. Another reason is some people don't like gym recess and would rather go outside.

One reason is it would give Ms. Doxee a break. One example is she will have less kids to watch. Another example is she might get no one on a nice day so she could go out. This shows how having optional gym recess would give Ms. Doxee a break.

Another reason is some people don't like gym recess. One example

## John Vs George

By Sofia Munoz and Julianna Tamayo

Who really was the first president of the U.S. Something that you might have learned in 4th grade might actually be a lie...

George Washington was elected the first president on January 7, 1789 and John Adams was elected the vice president with the second largest votes. The new president lived in New York City because Washington D.C had yet to be built. The U.S was a small country when George had taken the job of president. The U.S was made up of only 11 states and 4 million people. Washington worked super hard for a splendid example of equality and fairness. In 1787, he was elected president of the convention that wrote the U.S constitution. Two years later, George Washington became America's first U.S president. But the only question that still remains: was Washington in office during those two years?

John Hanson, was a descendant or ancestor to one of the founders of the early American colonies which made John Hanson a big

## What's the Scoop

By Anya Schade, Mia Bencal, and Zoe Cohen

Ice cream, ice cream we all scream for ice cream. It's the classic treat everyone loves. I mean who doesn't love ice cream? No one. If you want to learn more about the history of awesome ice cream, keep reading.



## Timeline



## A Scoop Of Facts

- It takes about 50 licks to get through a single scoop of ice cream
- Ice cream used to be called 'cream ice'

# Fall Drama

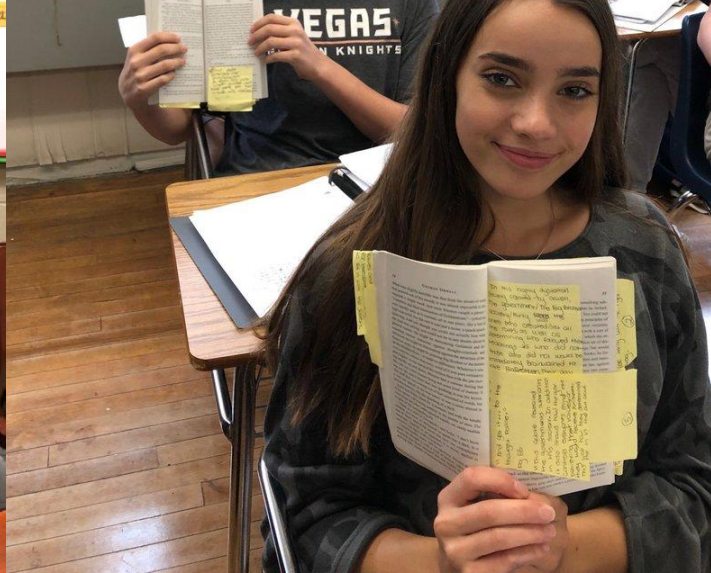
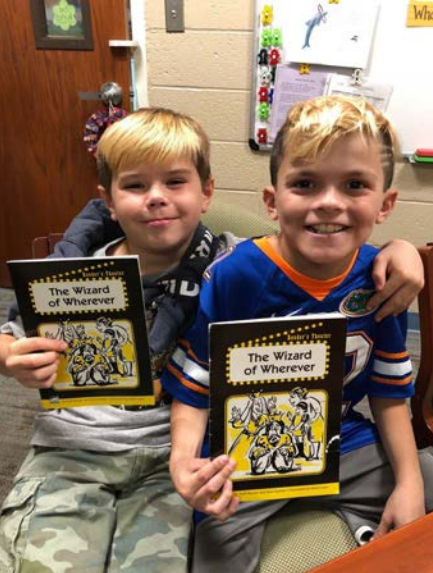
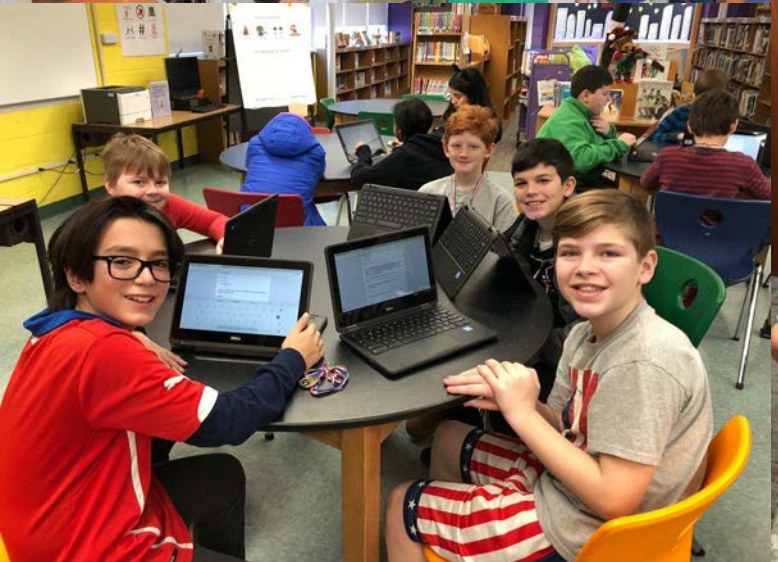
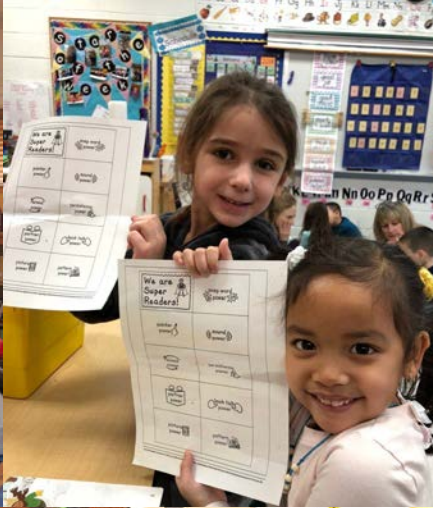


Fall 2017  
Romeo & Juliet



Fall 2018  
Antigone





Questions?