

## Connections: TerraNova and the New York State Learning Standards for English Language Arts

On this three-page chart, TerraNova reading and writing objectives are listed in column one. Each category is related to the NYS Learning Standards for ELA listed in column two. Example questions from the TerraNova for this objective are listed in column three. In column four, examples of related “Best Practices” are listed.

TerraNova Objective	Related NYS ELA Standard	Examples of TerraNova Questions	Possible Instructional Practices
Basic Understanding	1.1 Gather and Interpret Information 1.2 Use details and examples to explain or clarify information 2.2 Present responses to make reference to the plot characters, ideas, vocabulary and text structure	<ul style="list-style-type: none"> <li>• <i>At the beginning of the story, what did the two sisters do?</i></li> <li>• <i>Find the word that means about the same as <u>phases</u>.</i></li> <li>• <i>Here is a timeline of events in this story. Which of these events belongs in the empty box?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Role-play to retell story</li> <li>• Making words and word sort activities</li> <li>• Look back strategy with text</li> <li>• Semantic map, Concept map, or Flow Map (for sequencing)</li> <li>• Ten important sentences</li> <li>• Story map organizer</li> </ul>
Analyze Text	1.1 Relayed ideas from one text to another 1.1 Select and use strategies for note taking, organizing and categorizing information 1.1 Support inferences with text references 1.2 Select a focus and point-of-view 3.1 Read and form opinions of works	<ul style="list-style-type: none"> <li>• <i>What happens in this story?</i></li> <li>• <i>Which of these would also be a good title for this article?</i></li> <li>• <i>Nelson is sent alone into the area that is on the fire because...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Relevant-irrelevant information hunt using text or tradebook</li> <li>• Follow the characters map</li> <li>• Venn diagrams and point-of-view story maps using two text characters causes &lt;-&gt; effect graphic organizer</li> <li>• SQ3R review of textbook or informational text</li> </ul>

Adapted from: Connecting Assessment and Instruction: Understanding and Using TerraNova Reports. Milwaukee Public Schools. March 2003, <http://www.milwaukee.k12.wi.us/fileBroker.php/10496/TerraNova%20Reading%20Handout.pdf>

TerraNova Objective	Related NYS ELA Standard	Examples of TerraNova Questions	Possible Instructional Practices
Evaluate and Understand Meaning	1.1 Ask specific questions to clarify and extend meaning 2.1 Use inference and deduction to understand the text 2.2 Explain the meaning of literary works beyond literal level	<ul style="list-style-type: none"> <li>• <i>Do you think the sisters will be scared the next time there is a storm? Explain your answer.</i></li> <li>• <i>Which of these is a <u>fact</u> given in the story?</i></li> <li>• <i>The way the author tells this story creates a feeling of ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Preview and predict using tradebook or textbook</li> <li>• Anchored predictions using look back strategy</li> <li>• Beck's questioning the author technique</li> <li>• K-W-L chart for textbook or informational text</li> </ul>
Identify Reading Strategies	1.1 Make appropriate and effective use of strategies to construct meaning, such as prior knowledge, context cues, and decoding 2.1 Understand setting, character, plot, theme, POV and compare features to other works	<ul style="list-style-type: none"> <li>• <i>The story says Rose took up the <u>reins</u>. Which picture shows what <u>reins</u> are?</i></li> <li>• <i>Which of these statements helped you to answer question #17?</i></li> <li>• <i>Choose the best summary for this passage.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Text gist-essential sentences-key words outline</li> <li>• Dual column text maps/parallel maps for two texts/stories</li> <li>• Compare-contrast feature maps</li> <li>• Double-bubble thinking map</li> <li>• Concept/definition mapping</li> </ul>

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TerraNova Objective	Related NYS ELA Standard	Examples of TerraNova Questions	Possible Instructional Practices
Writing Strategies	1.2 Include relevant information and exclude extraneous material 1.2 Use the process of pre-writing, drafting, revising, and proofreading 2.2 Create their own stories, poems, songs	<ul style="list-style-type: none"> <li>• <i>Find the sentence that best completes the story.</i></li> <li>• <i>Choose the best topic sentence for this paragraph.</i></li> <li>• <i>Which of these sentences does <u>not</u> belong in this paragraph?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Process writing</li> <li>• Teacher modeling of specific genre, key writing strategies, e.g. <i>topic sentences/related ideas, transition strategies</i></li> <li>• Teacher-student conferences</li> <li>• Editor's checklist to guide peer and self revision</li> <li>• Group revision activities using rubric to guide</li> </ul>
Sentence Structure / Editing Skills	1.2 Observe basic writing conventions, such as correct spelling, punctuation, as well as sentence and paragraph structures 2.2 Observe the conventions of grammar, spelling and punctuation 3.2 Use effective vocabulary and rules of grammar and spelling	<ul style="list-style-type: none"> <li>• <i>Find the sentence that is complete and is written correctly.</i></li> <li>• <i>Which of these is the best way to write sentence #1?</i></li> <li>• <i>Choose the best way to combine these sentences.</i></li> <li>• <i>This paragraph has 6 errors in grammar, capitalization, and punctuation. Draw a line through each mistake, and write the correction above it.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling of using conventions in context</li> <li>• Interactive/shared pen writing</li> <li>• Editor's checklist o guide peer/self editing of conventions</li> <li>• Separate revision step from editing step</li> <li>• Use of editor's marks for consistent editing cues</li> </ul>

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