

COSA Common Core State Standards Regional Series

“Reading and Writing in the Classroom”

A Statewide Regional Series for District and School Leaders of CCSS

Elementary (3-5)

English Language Arts Session



Locations:

April 14, 2014 – Eagle Crest Resort, Redmond, OR

April 28, 2014 – Linn County Expo Center, Albany, OR

May 6, 2014 - Convention Center, Pendleton, OR

ELA Presenter:

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Reading and Writing in the Classroom



Jon Schuhl
SMc Curriculum
Spring 2014

Goals of CCSS

- U.S. students will become more competitive with A+ countries.
- Colleges will have less remediation for incoming students.
- Students across the country will have standards that are of equal rigor.
- Allows for development of common assessments and teaching materials.



The Standards Define:

- what is most essential
- grade level expectations
- what students are expected to **know** and be able to **do**
- cross-disciplinary literacy skills
- mathematical habits of mind



The Standards Do NOT Define:

- how teachers should teach
- all that can or should be taught
- the nature of advanced work
- intervention methods or materials
- the full range of supports for English learners and students with special needs



ELA Features

Reading

- Balance of literature and informational texts
- Text complexity and growth of comprehension
- The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.



ELA Features

Writing: Text types, responding to reading, and research

- Writing arguments/opinions
- Writing informative/explanatory texts
- Writing narratives



Strong and growing across-the-curriculum emphasis on students writing arguments and informative/explanatory texts

ELA Features

Speaking and Listening: Flexible communication and collaboration

- Standards require students to develop a range of broadly useful oral communication and interpersonal skills, not just needed for formal presentations



ELA Features

Language: Conventions (grammar), effective use, and vocabulary

- Standards include the essential rules of standard and written English, but they also look at language as a matter of craft and making choices.
- Vocabulary



Important CCSS Shifts in ELA: Moving Today Into Tomorrow

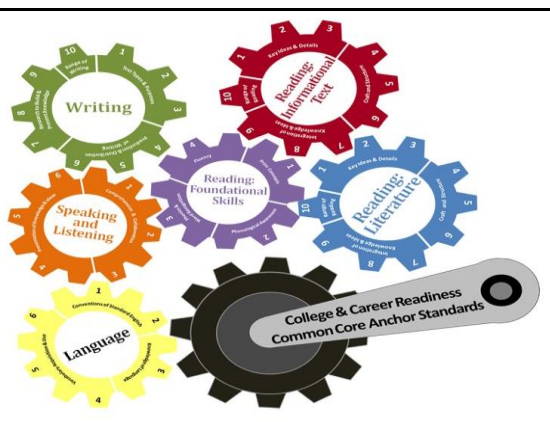
- Focus on Reading and Writing to **Inform, Argue, and Convey Experiences**
- Focus on Increasing **Text Complexity**
- Focus on **Speaking and Listening**
- Focus on **Text Based Evidence for Argumentation**
- Focus on **Academic Vocabulary and Language**



Students are College & Career Ready when they can . . .

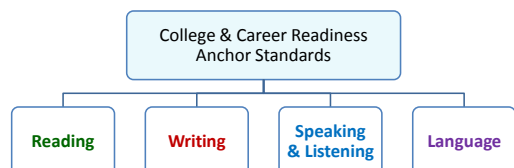


- Demonstrate Independence: comprehend complex texts in all content areas
- Build strong content knowledge across all subjects and disciplines
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend and critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures



CCR ELA/Literacy Strands

College and Career Readiness (CCR) Anchor Standards are divided into four interrelated literacy strands.



Subheadings Divide the CCR Strands

The CCRs in each literacy strand are grouped into sections by subheadings. For example,



Other CCR Strand Subheadings

- **Reading**
 - ❖ Key Ideas and Details
 - ❖ Craft and Structure
 - ❖ Integration of Knowledge and Ideas
 - ❖ Range of Reading and Level of Text Complexity
- **Speaking and Listening**
 - ❖ Comprehension and Collaboration
 - ❖ Presentation of Knowledge and Ideas
- **Language**
 - ❖ Conventions of Standard English
 - ❖ Knowledge of Language
 - ❖ Vocabulary Acquisition and Use

College and Career Readiness (CCR) Anchor Standards for Grades K-12

Strand	Number of Subheadings	Number of Standards
Reading	4	9 for Literature 10 for informational text
Writing	4	10
Speaking & Listening	2	6
Language	3	6

CCSS Appendices: A, B and C

Appendix A: Research Supporting Key Elements of the Standards (43 pages)

Appendix B: Text Exemplars and Sample Performance Tasks (183 pages)

Appendix C: Samples of Student Writing (107 pages)

Reading the CCSS

Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade Level

Subheading

	Fourth Grade	
	Production and Distribution of Writing	
Standard	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.5

Writing



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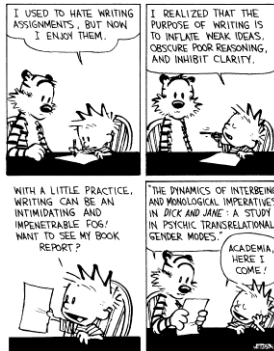
CCSS for Writing

Three Text Types:

Argument

Informational/
Explanatory

Narrative



What is the instructional shift?



Increased emphasis through the grades on:

Analysis of literary and informational texts
Argument and evidence
Informative/explanatory writing
Frequent short, focused research projects
Comparison and synthesis of multiple sources



Decreasing emphasis through the grades on:

Narrative, especially personal narrative
Writing in response to decontextualized prompts

What is "writing from sources?"

- Analytical writing tied to literary and informational texts; writing *in response* to texts; writing *about* texts.

Students *analyze* the text, *make valid claims* about the text, and *support* those claims with evidence from the text.

- Writing arguments and informational reports from sources.
- Generating reports from research; writing from multiple sources.

The Habit of "Because"

- Engage students in the creation of reason from evidence:

Teacher: "Why do you think/believe...?"

Student: "Because..."

- Integrate the practice into formal and informal settings to develop as a habit:
classroom, cafeteria, recess, etc.



This is a picture in _____ because....
(place)

Writing Sample (Appendix C)



- Read the Grade 5 writing standards.
- Read the Grade 5 writing samples. How do they show evidence students are learning the writing standards?
- How do I need to teach writing so my students can demonstrate learning of the standards?

ACTIVITY: Writing in my Class



- Locate the writing activity/assessment you brought from your own class
- Locate the grade-specific writing standards for your class
- Use your writing activity/assessment and the grade-specific writing standards to complete the "Writing in My Class" handout

Reading



CCSS Reading Standards

- Foundational Skills
 - K-1: 4 subheadings**
2-5: 2 subheadings

- Print Concepts
 - Phonological Awareness
 - Phonics and Word Recognition
 - Fluency
 - Literature
 - 4 subheadings → 9 standards
 - Informational Text
 - 4 subheadings → 10 standards

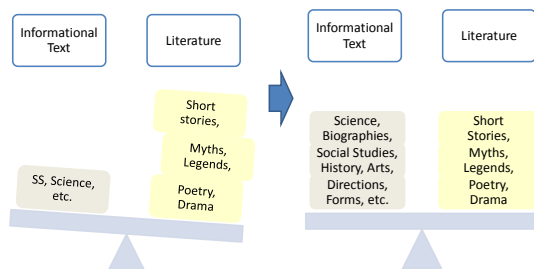


CCSS Reading Standards: Foundational Skills

- Print Concepts
 - follow words:** left to right, top to bottom, page to page
 - recognize letters:** spoken = written = spoken
- Phonological Awareness
 - demonstrate understanding of spoken words, syllables, and sounds
- Phonics and Word Recognition
- Fluency



A balance of informational text K-5



Reading Distribution in the NAEP

The CCSS follow NAEP's lead in balancing the reading of literature with informational texts, including texts in history/social studies, science, and technical subjects.

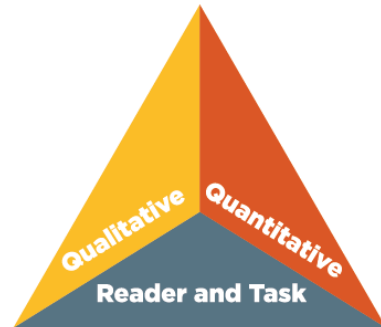
Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

What is informational text in K-5?

- Literary nonfiction and historical, scientific, and technical texts. Includes
 - Biographies and autobiographies;
 - Books about history, social studies, science, and the arts;
 - Technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and
 - Digital sources on a range of topics
- Emphasis is on text structure **other** than narrative
 - Cause and effect; chronological/sequential
 - Compare/contrast; enumeration and description
 - Opinion and supporting arguments

Which type of informational text is most read in your class? What might be new?

Text Complexity



Close Reading



- What kind of questions should you ask?
- Develop questions to **guide** learning and tasks to **assess** learning
- Scaffold the questions from simple to complex with an emphasis on **text-dependent** questions that require the reader to re-engage with the text

ACTIVITY: Questions to Guide Close Reading

- Locate the handout: **“A Guide to Creating Text Dependent Questions for Close Analytic Reading”**
- Read the handout silently to yourself, annotating the strategies with questions and observations
- Identify the processes that you already incorporate into reading instruction and also the ideas that you could give more focus to
- Compare your findings and discuss similarities/differences with colleagues



Classroom snapshot: You would see

- Time spent with informational texts
- Books on a wide variety of topics that interest students
- Informational texts and stories grouped in a thematic unit (see <http://commoncore.org/free/>)
- Graphic organizers
- Explicit comprehension strategy instruction
- Teachers and students using a core set of questions



Classroom snapshot: You would hear

- Teacher and student-initiated questions about the text
- Teacher-facilitated read-alouds and text-based discussions (teacher-led close reading)
- Use of before-during-after reading components to discuss the text and apply comprehension strategies
- Students retelling what they learned from an informational text with a partner
- Teachers and students using content language and text-related academic language



ACTIVITY: Reading In My Class . . .

- Locate the informational and literature texts from your classroom
- Select at least one standard from RI and RL to study in light of each text
- Determine how you might approach instruction of both texts in your classroom in order to help students meet the grade-specific CCSS



How do we know students have learned the CCSS for ELA?

Summative vs. Formative Assessments

Summative

- An event after learning
- Chapter tests, state assessment, end-of-year placement tests
- Used to measure achievement

Formative

- A process during learning
- Descriptive feedback, use of rubrics, student self-assessment
- Used to support ongoing growth, improvement



Paul Black and Dylan Wiliam

“The research reported here shows conclusively that **formative assessment** does improve student learning. The gains in achievement appear to be quite considerable, ..., among the largest ever reported for educational interventions.”

—Black & Wiliam, *Assessment in Education* (1998), p. 61

An Assessment is Formative when...

- it identifies students struggling to learn a standard/target
- gives those students additional time and support to learn the standard/target
- “the students are given another opportunity to demonstrate that they have learned.”

—DuFour, DuFour, Eaker, & Many, *Learning by Doing* (2010), p. 63

What do you do with formative assessment results?

- Give descriptive feedback to students
- Student self-reflection
- Plan instruction
 - Stop and re-teach
 - Review pieces of standards in future lessons
- Implement interventions for students not getting it
- Implement extensions for student who have “got it”



SBAC Claims Are Aligned With CCSS

- **Claim 1:** Students can **read** closely and analytically to comprehend a range of increasingly complex literary and informational texts
- **Claim 2:** Students can produce effective **writing** for a range of purposes and audiences.
- **Claim 3:** Students can employ **speaking and listening** skills for a range of purposes and audiences
- **Claim 4:** Students can engage in **research/inquiry** to investigate topics and to analyze, integrate, and present information.

Table 2: Estimated testing times for Smarter Balanced Summative Assessments

Test Type	Grades	CAT	Perf Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
COMBINED	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

Assessment Item Types

- **Selected Response (SR)**
 - Variety of multiple choice and true/false
- **Technology Enhanced (TE)**
 - Technology embedded into items
- **Constructed Response (CR)**
 - Free response questions in the Adaptive portion of the test
- **Extended Response (ER)**
 - Non-computer graded constructed response item
- **Performance Tasks (PT)**
 - Rich, real-world scenarios where multiple math topics are addressed

Design of Performance Tasks

Use 1-2 Stimuli for Grade 3. Use up to 5 stimuli for high school.
Emphasis on stimuli related to science, history, and social studies.

Components of a Performance Task

Stimulus	Information Processing	Product/Performance
<ul style="list-style-type: none"> • Readings • Video clips • Audio clips • Graphs, charts, other visuals • Research topic/issue/problem • etc. 	<ul style="list-style-type: none"> • Research questions • Comprehension questions • Simulated Internet search • etc. 	<ul style="list-style-type: none"> • Essay, report, story, script • Speech with/without graphics, other media • Responses to embedded constructed response questions. • etc.

Parts of Performance Task

- **Part 1:** Student reads research sources and responds to prompts (Claim 1 or 4)
- **Part 2:** Student plans, writes, and revises his or her full essay (Claim 2) or plans and delivers a speech (Claim 3)

Common Formative Assessment Plan

- Identify learning targets.
- Write assessment questions.
- Determine proficiency.
- Identify possible interventions.
- Identify possible extensions.

Time to Create an Assessment

- Which ELA standard(s)/target(s) are you assessing?
- What do students have to demonstrate for proficiency?
- How will the question(s) be scored?

Putting It All Together

- Look at your first unit next school year.
- What standards will students be learning? What student targets can be used?
- How will students be assessed summatively? Formatively? Which questions will be used?
- What informal and formal writing prompts can be used? How will each be used?



Contact Information

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Me and the CCSS ELA

Where am I now? Where am I going?

1. What do I most **enjoy** and what is my greatest **challenge** when teaching reading and writing to my students?



2. What have I heard about the Common Core State Standards for English Language Arts?

3. What questions or concerns do I have about teaching the CCSS for ELA in my classes?



4. What do I hope to learn today?



Track Your Progress: Reading and Writing in the Classroom

Shade each rectangle to show your current understanding of each learning target.

- I can recognize the critical ideas in the CCSS for ELA for my grade level(s)

Starting...

Getting There...

Got It!

- I can develop class activities that support learning the CCSS for ELA

Starting...

Getting There...

Got It!

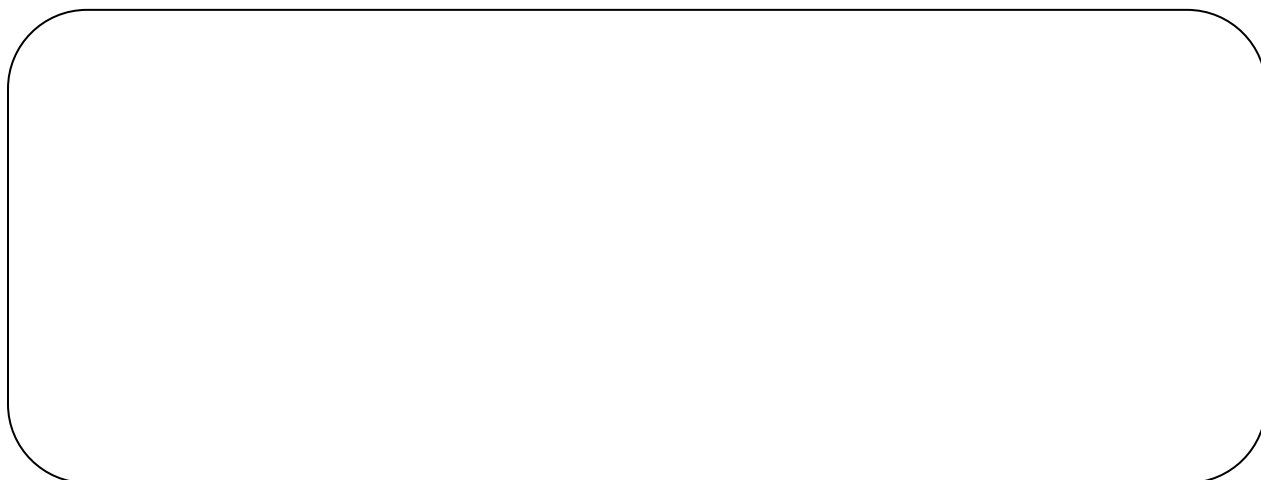
- I can create assessments that accurately measure student learning of the CCSS for ELA

Starting...

Getting There...

Got It!

What I understand and can do:



Questions I still have:






ELA Critical Areas of Focus

K	1	2	3	4	5
Balancing Informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 45% literary text • 55% informational text*
Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes
Use of multiple texts	Use of multiple texts	Use of multiple texts	Use of multiple texts	Use of multiple texts	Comparing and integrating multiple texts
80-90% of the CCSS reading standards require text-dependent analysis. Therefore, building knowledge from multiple sources and making connections between texts are both critical.					
Asking text-based questions to focus rigorous conversations and writing assignments on dependency on comprehension of text	Asking text-based questions to focus rigorous conversations and writing assignments on dependency on comprehension of text	Asking text-based questions to focus rigorous conversations and writing assignments on dependency on comprehension of text	Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions
Increasing Text Complexity	Increasing Text Complexity	Increasing Text Complexity	Increasing Text Complexity	Increasing Text Complexity	Increasing Text Complexity

Reading



ELA Critical Areas of Focus

K	1	2	3	4	5
				Writing to/from sources	Writing to/from sources
Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative 	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative 	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative 	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative 	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative 	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> • 30 % opinion • 35% explain/inform • 35% narrative
			Multiple short research projects 	Multiple short research projects 	Multiple short research projects

Writing

K	1	2	3	4	5
Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary 	Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary 	Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary 	Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary 	Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary 	Address the vocabulary gap by <ul style="list-style-type: none"> • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary

Language

College and Career Readiness Anchor Standards for Reading K-5

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing K-5

Text Types and Purposes**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening K-5

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language K-5

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Transition Words and Phrases for Primary Grades

description	looks like, such as
placement	above, across, behind, below, beside, between, in back of, in front of, near, next to, on top of
compare	alike, both, compared to, just like, in common, same as, similar to
contrast	although, but, however, instead of, on the other hand, unlike
sequence	after, at first, before, beginning with, during, earlier, ending with, finally, first, from then on, last, later, next, second, then, third
cause and effect	as a result, because, because of, caused by, for this reason, leads to, that is why, therefore
to add information	also, another, furthermore, in addition
to conclude	in conclusion, in other words, in short, finally, to conclude
to stress a point	above all, in fact, in other words, most important, to repeat
to provide an example	an example, for example, for instance, such as

Transition Words and Phrases

<i>To indicate a time relationship</i>	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while
<i>To indicate spatial placement</i>	below, beside, between, beyond, farther on, here, next to, parallel with
<i>To list or present a series of ideas</i>	after, after that, finally, first, lastly, next, second, third
<i>To add information or continue a line of thought</i>	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
<i>To summarize or show conclusion</i>	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
<i>To show comparison</i>	by comparison, compared to, in like manner, likewise, similarly
<i>To show contrast</i>	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
<i>To repeat information or stress a point</i>	above all, in fact, in other words, most important, once again, to repeat
<i>To provide an example or illustrate a point</i>	for example, for instance, such as, to illustrate, that is
<i>To show cause and effect</i>	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
<i>To state the obvious</i>	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt
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Writing Standards K-5

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Text Types and Purposes					
Grade 3 students:		Grade 4 students:		Grade 5 students:	
1.	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K-5

W

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Production and Distribution of Writing					
4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge					
7.	Conduct short research projects that build knowledge about a topic.	7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9.	(Begins in grade 4)	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing					
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Sample: Grade 5, Informative/Explanatory

The informative writing that follows was produced in class.

Author Response: Roald Dahl

By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about

something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

Annotation

The writer of this piece

- **introduces the topic clearly, provides a general observation and focus, and groups related information logically.**
 - *Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.*
- **develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**
 - *He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.*
 - *Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.*
 - *In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.*
- **links ideas within and across categories of information using words, phrases, and clauses.**
 - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- **uses precise language and domain-specific vocabulary to inform about or explain the topic.**
 - *Roald Dahl uses a lot of similes.*
 - *I have noticed that the plot or the main problem of the story . . .*
 - *All the characters . . .*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Teacher Checklist: Opinion/Argument Writing

<i>Introduction</i>	Excellent	Getting There	Not Yet
Is there a lead that engages the reader?			
Does the introduction identify claim?			
Does the introduction acknowledge alternate or opposing claims?			
Does the introduction preview what is to follow with clear organization?			
<i>Development of Ideas</i>			
Is claim supported with logical reasons and relevant evidence?			
Are the reasons and evidence presented in an organized way?			
Is evidence from sources integrated effectively?			
Is the counter-claim presented clearly?			
Is the rebuttal supported with logical reasons and evidence?			
Are transitions used to link and to create cohesion among claim(s), reasons, and evidence?			
Is precise language (words, phrases, and clauses) used to clarify the relationships among claims, reasons, and evidence?			
Is there a formal style and an objective tone established and maintained throughout the piece?			
<i>Content</i>			
Are the content requirements met?			
Are the reasons and evidence clear and focused?			
Is the content explained sufficiently?			
Does the writing demonstrate understanding of content?			
Is the information presented accurate and relevant?			
Does the piece include precise and subject-specific vocabulary?			
<i>Conclusion</i>			
Does the conclusion highlight and support the claim?			
Does the concluding statement or section follow from and support the argument presented?			
Does the conclusion bring closure to the piece?			
<i>Sources</i>			
If sources were used, were they credible?			

5 W's Chart

What	
Who	
Why	
When	
Where	

Writing in my Class



1. Look at or describe a writing activity or assessment you use in your class.

2. Which grade-specific standard(s) in writing does this activity or assessment address?

3. Identify two grade-specific standards in writing that this activity does not address.

Revise or replace your current activity/assessment with an activity/assessment that will address each of the new standards you selected.

Text Type Writing Prompts

**More
Writing
Prompts**

Use these writing prompts to give students more options or as additional writing topics for students who complete their writing assignment before the end of the week. These prompts can be used for collaborative or independent writing. A combination of drawing, dictation, and/or writing may be used to compose texts based on these prompts.

The Common Core State Standards for Writing indicate specific characteristics of each text type. For the Narrative text type, students should narrate an event or several connected events in the order in which they occurred and provide a reaction to the event or events. Informative/Explanatory text requires that students name their topic and provide information about the topic. Finally, Opinion text requires that students name their topic or a book they are writing about and state an opinion or preference about the topic or book. Descriptive text, which can be found across Narrative, Informative/Explanatory, and Opinion text types, requires students to use sensory language to describe a person, place, thing, or event.

The Literature prompts in each text type section of this document guide students to refer to a text they have read or listened to in order to compose their writing. This will provide practice with the kind of writing tasks that will be required of students in Common Core State Standards assessments.

NARRATIVE WRITING

Art/Music

- Write a letter to a friend about a visit to a museum.
- Write a letter to a friend about a musical performance you saw.
- Write a story about an image or artwork.

Literature

- Listen to a story. Then write a story about a character from the story you heard.
- Listen to a story. Then write a letter to a character in the story you heard.
- Write a letter to an author.
- Listen to a story. Write a retelling of the story you heard.

Math

- Write a story about a character who counts something.
- Write a story about shapes.
- Write a fairy tale about a character who must use money.

Personal Interest

- Write a letter to a friend telling a story about something you did.
- Write a personal narrative about when you were younger.
- Write a personal narrative that begins *I play...*
- Write a personal narrative that begins *When I grow up.../ If I were a...*
- Write a narrative about an event.
- Write a story about something you want to do.

NARRATIVE WRITING *continued*

- Write a story about something you lost.
- Write about somewhere you went (e.g., field trip, family trip, bus to school).
- Write about a time when you were happy (or mad, sad, surprised, etc.).
- Write a personal narrative about your best day.
- Write about a day out with family.
- Write a story that begins *Once upon a time...*
- Write a story that begins *One day...*
- Write a letter to a pen pal about something you did at school.
- Write about the first day of school.
- Write a narrative about a picture card or photograph.
- Write about a time you had fun with a friend.
- Write about a party you attended.
- Write about what you did over break.
- Write about a vacation or trip.

Science

- Write a story about an animal.
- Write a narrative about a weather event.
- Write a narrative about a plant.

Social Studies

- Write a story about going to a specific place. Example: *When I went to the arctic, I...*
- Write a letter to a family member about what you did to celebrate a holiday.
- Write a letter to the United States president (or governor, mayor, or other leader).
- Write a story about a holiday.

INFORMATIVE/EXPLANATORY WRITING

Art/Music

- Write a biographic sketch of an artist.
- Write a biographic sketch of a musician.
- Write about a color and include items that are that color.
- Write about musical instruments.

Literature

- Write about how to choose a book.
- Listen to someone read a nonfiction book. Then write a summary of the book.
- Use facts that you have heard to write a biographic sketch of an author or poet.
- Listen to a story. Then write a compare-and-contrast book about two characters from the story.

Math

- Write an all about book about money.
- Write a book of facts about numbers and items that are equal to each number.

- Write about how to carve a pumpkin using shapes.
- Write a recipe that includes the amount of each ingredient.
- Write an observation that includes numbers or amounts.
- Write about how to make a snowman.

Personal Interest

- Write about what is important to you.
- Write about how to play a game.
- Write about how to tie shoelaces.
- Write a biographic sketch about a family member.
- Write facts about the members of your family.
- Write a fact poster about a sport.
- Write facts you learned from reading a nonfiction text.
- Write a how-to text about getting ready for school.

Science

- Write a compare-and-contrast book about animals.
- Write a compare-and-contrast book about seasons.
- Write about weather.
- Write about animals.
- Write a book of facts about ants or other insects.
- Write about apples or another fruit.
- Write about stages or steps in a process.
- Write a fact poster about dinosaurs.
- Write about flowers or plants.
- Write about rocks.
- Write about water.
- Write about the sky.

Social Studies

- Write a biographic sketch about a child or children from another country.
- Write a biographic sketch about a community helper.
- Write a biographic sketch about a famous or important person.
- Write a biographic sketch about a friend.
- Write a biographic sketch about a U.S. president.
- Write a fact poster about feelings.
- Write a book of facts about places you have been.
- Write a report about a place your class has studied.
- Write about school rules for a new student.
- Write a book of facts about the American flag.
- Write facts about a history topic.
- Write facts about a social studies topic.

OPINION WRITING

Art/Music

- Write an opinion piece that begins *My favorite color is _____ because...*
- Write about your favorite type of music.
- Write about your favorite work of art.
- Write about a recent musical performance.

Literature

- Listen to a story. Then write about how you would change the ending and provide a reason.
- Write about a book you like and provide a reason.
- Listen to a story. Then write about your favorite part and provide a reason.
- Listen to a book read aloud. Then write a letter to the author stating your opinion about the book.
- Listen to a story. Then write a letter to a character in the story stating your opinion about the character's actions in the story.

Math

- Write about your favorite number.
- Write about your favorite shape.
- Write about why counting is or is not important.

Personal Interest

- Write a letter asking for something you want and include reasons why.
- Write an opinion piece to persuade someone famous to come to your class.
- Write a letter to your teacher asking for something special you would like to have in your classroom.
- Write an opinion piece that begins *I am the greatest friend because...*
- Write an opinion piece that begins *I like _____ because...*
- Write an opinion piece that begins *I dislike _____ because...*
- Write an opinion piece that begins *I think...*
- Write an opinion piece that begins *I would love to have...*
- Write an opinion piece that begins *My _____ is the best because...*
- Write about something you want to do and why you should be able to do it.
- Write about your favorite food.
- Write an advertisement for your favorite place to eat.
- Write about your favorite sport.
- Write about your favorite activity.
- Write about your favorite day of the week.
- Write about your favorite game or toy.
- Write about your favorite thing to do at home.
- Write about your favorite thing to do in the spring/summer/winter/fall.

Science

- Write about why recycling is or is not important.
- Pretend you are a pumpkin. Write about why someone should pick you from a pumpkin patch.
- Write about your favorite animal.
- Write about why your class should or should not have a class pet.
- Write an opinion piece about why you like or dislike spiders.
- Write an opinion piece about your favorite type of weather.

Social Studies

- Write a letter to the U.S. president or another leader about an issue that is important to you.
- Write a letter to a local business requesting donations of goods or services for the class.
- Write a letter to the school principal about why students should or should not have recess.
- Write about where you want to go on a field trip and why.
- Write about why you should be chosen for student council.
- Write about why you do or do not need rules in school.

DESCRIPTIVE WRITING**Art/Music**

- Write a description of a photograph.
- Write a description of a song or musical composition.
- Write a description of the sound made by a musical instrument.
- Write a description of black and white things.
- Write a description of things that are all one color.
- Write a description of a drawing.
- Write a description of a photograph or picture from a magazine.
- Write a description of a scene.
- Write a description of an action picture.
- Write a description of an illustration.
- Write a description of artwork.

Literature

- Listen to a story. Then write a description of a character from the story.
- Add description to an already written piece of work.
- Write a description of a story your class has read.
- Listen to a story. Then write a description of the main character and setting in the story.
- Write a literature review of a story or book your class has read.
- Listen to a story read aloud without looking at the illustrations. Then write a description of a character, setting, or event from the story.
- Write three details about a story the class has read.

Math

- Write a description of a math manipulative.
- Write a poem about a number.
- Write a poem about a shape.

Personal Interest

- Write a description that begins *I like...*
- Write a description that begins *I see...*
- Write a description that begins *Look at my...*
- Write a description that answers the question *Who am I?*
- Write a description of your clothing.
- Write a description of how you like to play.
- Write a description of something you do on a daily basis.
- Write a description of what you do on the playground.
- Write a description of when you were younger.
- Write a description of yesterday.
- Write a description of your family.
- Write a description of your favorite food.
- Write a poem about a game you play.
- Write a description of how you look.
- Write a description of how you will look when you are 100 years old.
- Write a description of a familiar object.
- Write a description of an unfamiliar object.
- Write a description of something in the room.
- Write a description of a 'show and share' item.
- Write a description of something and let others guess what it is.
- Write a description of something you don't think your reader has ever seen before.
- Write a description of an everyday item, such as a toothbrush.
- Write a 'lost pet' description of a stuffed animal.
- Write an acrostic poem about your name.
- Write a description of a word (e.g., *summertime*).

Science

- Write a description of animal features/characteristics.
- Write a description of your favorite pet.
- Write a description of your pet for a 'lost pet' poster.
- Write a description of an animal home or habitat.
- Write a description of a dinosaur.
- Write a description of a food.
- Write a description of a butterfly's life cycle.
- Write an observation of something.
- Write a description of a fruit or vegetable.
- Write a description of clothes you wear in the summer or winter.

DESCRIPTIVE WRITING *continued*

- Write a description of your favorite season.
- Write a description of leaves.
- Write a description of something you like to do in the winter.
- Write a description that begins *I like weather that is...*
- Write a description that begins *The weather outside today is...*
- Write a description of snow or rain.
- Write a description of things to do on a _____ (snowy, rainy, sunny, windy) day.
- Write a poem about nature.

Social Studies

- Write a description of your favorite holiday.
- Write a description of a holiday item, such as a Thanksgiving turkey.
- Write a description of feelings.
- Write a description of a mode of transportation.
- Write a description of a vacation or trip.
- Write a description of a friend.
- Write a description of a classmate.
- Write a description of a teacher.
- Write a description of things a firefighter does.
- Write a description of a place you have been.
- Write a description of nature.
- Write a description of where you live.

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards)

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

Banting, Erinn. *England the Land*. New York: Crabtree, 2004. (2004)
From “Living Fences”

Low fences, some of which are thousands of years old, divide much of England’s countryside. These fences, called hedgerows, were first built by the Anglo-Saxons, a group of warriors from Germany and Scandinavia who arrived in England around 410 A.D. As they gained control of sections of land, they protected their property with walls made from wooden stakes and spiny plants. Dead hedgerows, as these fences were called, were eventually replaced by fences made from live bushes and trees.

Recently, people building large farms and homes in the countryside have destroyed many live hedgerows. Other people are working to save the hedgerows, which are home to a variety of wildlife, including birds, butterflies, hedgehogs, and hares.

Hakim, Joy. *A History of US*. Oxford: Oxford University Press, 2005. (2005)
From Book 1: The First Americans, Prehistory to 1600; Chapter 7: “The Show-Offs”

In case you forgot, you’re still in that time-and-space capsule, but you’re not a baby anymore. You’re 10 years old and able to work the controls yourself. So get going; we want to head northwest, to the very edge of the land, to the region that will be the states of Washington and Oregon. The time? We were in the 13th century; let’s try the 14th century for this visit.

Life is easy for the Indians here in the Northwest near the great ocean. They are affluent (AF-flew-ent –it means “wealthy”) Americans. For them the world is bountiful: the rivers hold salmon and sturgeon; the ocean is full of seals, whales, fish, and shellfish; the woods are swarming with game animals. And there are berries and nuts and wild roots to be gathered. They are not farmers. They don’t need to farm.

Those Americans go to sea in giant canoes; some are 60 feet long. (How long is your bedroom? Your schoolroom?) Using stone tools and fire, Indians of the Northwest cut down gigantic fir trees and hollow out the logs to make their boats. The trees tower 200 feet and are 10 feet across at the base. There are so many of them, so close together, with a tangle of undergrowth, that it is sometimes hard for hunters to get through the forest. Tall as these trees are, there are not as big as the redwoods that grow in a vast forest to the south (in the land that will become California).

Media Text

“American Indians of the Pacific Northwest Collection,” a digital archive of images and documents hosted by the University of Washington: <http://content.lib.washington.edu/aipnw/>

Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*. Honesdale, Penn.: Boyds Mills Press, 2005. (2005)
From “Peru”

Children in Peru can receive their book in several different, innovative ways.

CEDILI-IBBY Peru is an institution that delivers books in bags to families in Lima. Each bag contains twenty books, which families can keep for a month. The books come in four different reading levels so that children really learn how to read. This project in Spanish is called El Libro Compartido en Familia and enables parents to share the joy of books with their children.

In small, rural communities, books are delivered in wooden suitcases and plastic bags. These suitcases and bags contain books that the community can keep and share for the next three months. The number of books in each suitcase depends on the size of the community. There are no library buildings in these small towns, and people gather outside, in the plaza, to see books they can check out. In the coastal regions, books are sometimes delivered by donkey cart. The books are stored in the reading promoter’s home.

In the ancient city of Cajamarca, reading promoters from various rural areas select and receive a large collection of books for their area. The program is called Aspaderuc. The reading promoter lends these books to his or her neighbors, and after three months, a new selection of books goes out to each area. Books in this system are for children and adults.

And last but not least, Fe Y Alegria brings a collection of children’s books to rural schools. The books are brought from school to school by wagon. The children, who are excited about browsing through the books when they arrive, are turning into avid readers.

Reading Standards for Literature K-5

RL

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas					
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

RI

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details					
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; using language that pertains to time, sequence, and cause/effect.	3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure					
4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or part of a text.	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.	Distinguish their own point of view from that of the author of a text.	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas					
7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8.	Explain how an author uses reasons and evidence to support particular points in a text.	8.	Explain how an author uses reasons and evidence to support particular points in a text; identifying which reasons and evidence support which point(s).
9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.	By the end of year, read and comprehend informational texts, including history/social studies, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading In My Class



Informational Text:

RI Standard:

How will I use this text to have students learn the standard?

How will I know they learned the standard?

Literary Text:

RL Standard:

The text complexity matches this standard in my grade because...

How will I use this text to have students learn the standard?

Student Directions for Classroom Activity

Classroom Activity

Directions for beginning:

Service animals trained to perform specific tasks help disabled people enjoy more independence and participate more fully in everyday activities in the home, at school, in the workplace, and in the community. In preparation for your performance task, you will now discuss the topic of service animals. You will first break into pairs and then meet as a class to study the topic further.

After reviewing the following source, you will discuss the topic first as pairs and then later as a class.

Classroom Activity Source

Source

Study these photos showing different types of service animals.



**Pairs discussion:**

Answer the following questions with your partner. Your answers to these questions will not be scored. They will help you and your classmates think about the topic of service animals, which should help you write your article. You will have 15 minutes to answer these questions.

Question 1: Examine the Source for Classroom Activity. Can you explain what is happening in each of the photographs? Describe the relationship you observe between the person and the animal.

Question 2: What needs of each person are being met by the animal?

Question 3: How might such assistance affect the life of a person with disabilities? What are some of the different activities in a person's daily life that a service animal could help with?

Class discussion:

After returning to class, share the ideas discussed with your partner, as directed by your teacher.

Service Animals Lend a Hand Opinion Performance Task

Task:

People with disabilities often face challenges as they strive to perform the tasks of daily living. With the help of a service animal that is trained to perform specific tasks, disabled people can enjoy more independence and participate more fully in everyday activities in their home, school, workplace, and community.

For this task, you will be writing an opinion article related to the topic of service animals. Before you write your article, you will review three sources (an audio presentation with photos and two articles) that provide information about different types of service animals and a new law regarding service animals.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and view or read the sources carefully for information you will need to answer the questions and write an article.

In Part 2, you will write an opinion article on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can look re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have viewed and read, which should help you write your opinion article.

You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Part 1

Sources for Performance Task:

Source #1

Listen to this presentation about monkeys being trained to help people with disabilities.

[Slideshow Presentation available online]

Source #2

Here is an article about service animals from *Click Magazine's* November/December 2002 issue.

Animals Helping People

Seeing eye dogs are trained to be the eyes for people who cannot see. All over the world, seeing-eye dogs are hard at work—guiding, protecting, and loving their blind masters.

A monkey who helps you drink out of a straw? A dog who opens the refrigerator door when you want a snack? A pony gentle enough to ride even if you cannot see? When people need extra care, special animals are there to help!

Horseback riding is good exercise. It also helps people feel happy and confident. Even riders who cannot see, or who have trouble moving their muscles, can have fun on a quiet, gentle, well-trained horse.

Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.



This boy needs both his hands and all his energy just to walk. Luckily, his assistance dog is there to carry his backpack. Assistance dogs are good helpers—and good friends!



It's hard to feel independent when you can't move your arms and legs. Assistance animals like this capuchin monkey are smart and nimble enough to help in lots of ways—they can turn the lights on and off, play a CD, or get their owners a cool drink!



This girl is part of a special program to help children with serious physical and learning difficulties. Swimming with dolphins helps the children relax—and who wouldn't love being around such wild and beautiful creatures!



When you're in a wheelchair, even the simplest activity becomes a challenge. Calm, strong, friendly assistance dogs fetch and carry and do other simple tasks to give their owners a sense of freedom and safety.

Source #3

This article about a new law about service animals is based on information in the following source:

- http://www.ada.gov/service_animals_2010.htm

Service Animal Laws

by Clare Mishica

A man has a large snake draped over his shoulders. He wants to enter a café to have lunch and says the snake is a service animal that comforts him. In the past, the law would have required the café to allow the man to bring his snake inside since people were allowed to choose any service animal as their partner. This included pigs, birds, cats, and lizards! However, the law changed in 2011. The new law permits the use of dogs only as service animals in public places.

This law change was necessary for several reasons. First, the new law protects people from diseases. Different animals carry certain diseases, and when the animals go into public places, they might pass the illness to the crowd. In addition, some animals have not learned how to keep an area clean. For instance, birds could leave droppings behind on a store floor. This would cause an unhealthy setting for others.

The new law also keeps people safe from danger. For example, monkeys can behave in ways that are hard to predict. They can become angry in a flash. Because of this, a monkey brought onto a bus could suddenly hurt a person sitting nearby. On the other hand, dogs are tame animals that have been pets for hundreds of years. People can better trust their actions.

People who run businesses are pleased with the law change, too. They can easily help people who have service dogs. These trained animals sit quietly by café tables. They do not bark during shows. They listen to commands. Under the old law, places like hotels were supposed to handle service animals like horses or goats! Such a task could create problems. For example, some animals are large or noisy. Others might cause damage or have special needs. A business must also consider the well-being of all its guests.

Some people prefer to use service animals other than dogs, and this is still possible. The new law limits only the kind of service animals permitted in public places. In private, people are welcome to choose other species. In fact, one group works to train capuchin monkeys to help people with severe disabilities do tasks in their home. These monkeys have similar hand and finger control as humans, so they can perform more tasks than other animals.

Would you like to learn more about the new laws for service animals? You can visit the Americans with Disabilities Act (ADA) website. It gives details and reasons for the law changes.

Why might people choose to use service monkeys instead of other service animals? Provide specific reasons from at least two sources in your answer. Be sure to name each source.

Type your answer in the space provided.

A two-point response provides two reasons, from at least two sources, why people choose to use service monkeys instead of other service animals. A response that only identifies one of the sources will still receive two points. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

- Service monkeys can use their hands to help people do delicate tasks. Source 1 discusses how Capuchin monkeys can even scratch an itch on a person's face or replace a CD in a player. The third source tells how monkeys are useful because they can be trained to help people with severe disabilities do everyday tasks in their homes.

A one-point response provides only one or two evidence-based reason(s) from only one source or two reasons but no source identified.

Sample One-Point Response:

- Source 1 shows why monkeys are more helpful than other service animals. They have hands and fingers, and they are good at operating equipment in people's homes. They can complete tasks dogs can't do, like pushing buttons and moving switches.

A response that provides one reason without identifying the source, identifies a source but provides no reason or does not provide any relevant evidence receives no credit.

Sample Zero-Point Response:

- Monkeys are better service animals than snakes or horses. Many people who need a service animal want a monkey.

Which of the sources provides the best support for the new law? What are three strong reasons presented by that source?

Type your answer in the space provided.

A two-point response may identify Source 3 but provides three reasons from that source that support the new law. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

- Source 3 provides the best support for the law that makes dogs the only service animals in public places. It explains how other animals could cause problems. Birds could carry diseases, monkeys could get angry and hurt people, and large animals could make noise or messes. The new law still allows people to have different kinds of service animals in their homes, just not in public.

A one-point response may identify Source 3 but provides only two appropriate reasons from that source to best support the law.

Sample One-Point Response:

- Source 3 explains why the new law is necessary. It makes sure that large animals like horses don't stay in hotels, where they might break things or bother people. The third source describes how businesses are happy to have dogs. They can be trained to sit quietly without bothering anyone.

A response that identifies Source 3, gives one reason, or provides no sufficient reasons receives no credit.

Sample Zero-Point Response:

- Service animals are really important. We need to have laws to let animals help people.



Which of the three sources would be the most useful in arguing against the new law? Explain why, and support your answer with at least two details from that source.

Type your answer in the space provided.

A two-point response explains why Source 2 provides the strongest arguments against the new law. The response provides at least two relevant details from the source, which may also explain why the source provides the strongest argument against the law. Identifying the source is not necessary to receive two points. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

- “Animals Helping People” is most useful in arguing against the new law because it describes how many different animals help people with disabilities. For example, monkeys can help people drink out of straws and riding horses can give people confidence. If they couldn’t bring these animals with them, people with disabilities would not get the rights they deserve.

A one-point response identifies Source 2 but provides only one appropriate detail from the source.

Sample One-Point Response:

- Source 2 shows why the new law is not a good idea. It tells how monkeys can help people with tasks that dogs can’t, like opening microwaves. In a cafeteria, people might need help to open a microwave.

A response that provides one detail but does not identify the source or identifies Source 2 but does not provide sufficient detail receives no credit.

Sample Zero-Point Response:

- The new law is not a good idea. People should be able to bring their animals anywhere.

Student Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. You may use your notes and go back to the sources. Now read your assignment and the information about how your opinion article will be scored; then begin your work.

Your assignment:

The legislature has passed a new law that allows only service dogs to go with their owners into public places. You are working on the school newsletter, and you have been asked to write a multi-paragraph article giving your opinion on the new law. In your article, you will take a side as to whether you think allowing only service dogs in public places is a good law or whether other service animals should also be permitted. Your article will be read by the teachers and students at your school. In your article, clearly state your opinion and support your opinion with reasons that are thoroughly developed using information from what you have read and viewed.

REMEMBER: A well-written opinion article:

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and a conclusion
- uses transitions
- uses details from the sources to support your opinion
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your opinion article. Manage your time carefully so that you can

1. plan your article
2. write your article
3. revise and edit the final draft of your article

Word-processing tools and spell check are available to you.

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific 	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general 	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague 	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose
	<ul style="list-style-type: none"> effective use of a variety of elaborative techniques* 	<ul style="list-style-type: none"> adequate use of some elaborative techniques 	<ul style="list-style-type: none"> weak or uneven use of elaborative techniques; development may consist primarily of source summary 	<ul style="list-style-type: none"> minimal, if any, use of elaborative techniques 	
	<ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> vocabulary is generally appropriate for the audience and purpose 	<ul style="list-style-type: none"> vocabulary use is uneven or somewhat ineffective for the audience and purpose 	<ul style="list-style-type: none"> vocabulary is limited or ineffective for the audience and purpose 	
	<ul style="list-style-type: none"> effective, appropriate style enhances content 	<ul style="list-style-type: none"> generally appropriate style is evident 	<ul style="list-style-type: none"> inconsistent or weak attempt to create appropriate style 	<ul style="list-style-type: none"> little or no evidence of appropriate style 	

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

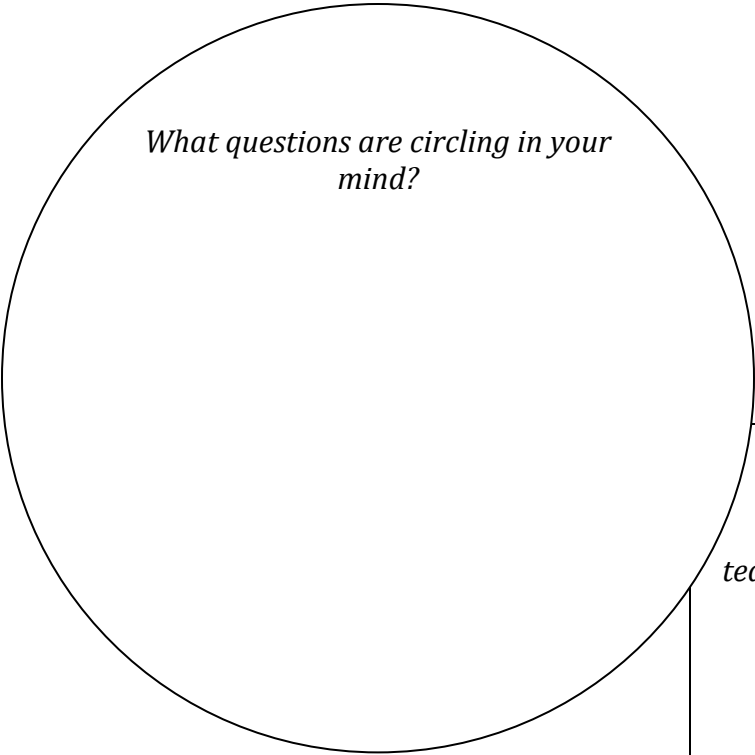
Depth of Knowledge (DOK)

Source: www.smarterbalanced.org (English Language Arts Content Specifications)

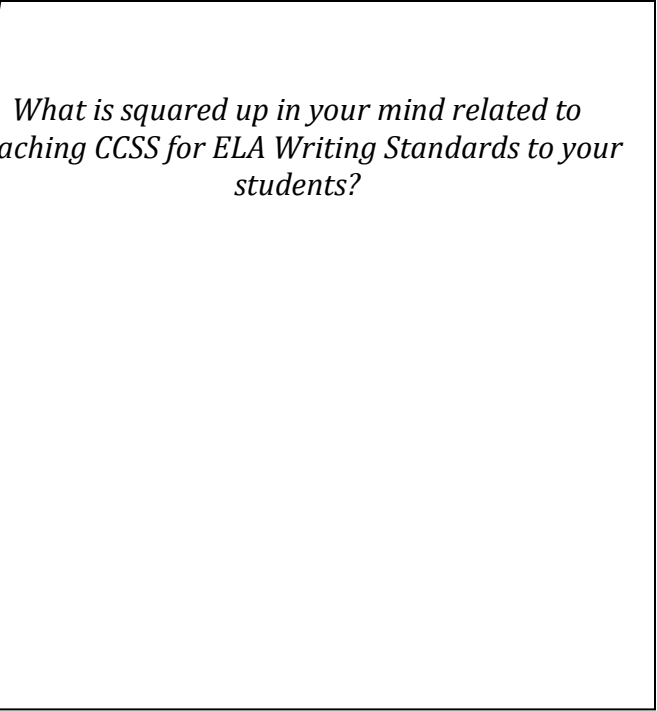
Table 5. A “Snapshot” of the Cognitive Rigor Matrix for English Language Arts/SMARTER Balance

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	<ul style="list-style-type: none"> Recall, locate basic facts, definitions, details, events 			
Understand	<ul style="list-style-type: none"> Select appropriate words for use when intended meaning is clearly evident 	<ul style="list-style-type: none"> Specify, explain relationships Summarize Identify central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example...) 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning 	<ul style="list-style-type: none"> Use context to identify word meanings Obtain and interpret information using text features 	<ul style="list-style-type: none"> Use concepts to solve non-routine problems 	<ul style="list-style-type: none"> Devise an approach among many alternatives to research a novel problem
Analyze	<ul style="list-style-type: none"> Identify the kind of information contained in a graphic, table, visual, etc. 	<ul style="list-style-type: none"> Compare literary elements, facts, terms, events Analyze format, organization, & text structures 	<ul style="list-style-type: none"> Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text 	<ul style="list-style-type: none"> Analyze multiple sources or texts Analyze complex/abstract themes
Evaluate			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures based on one text or problem 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information across texts/sources
Create	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> -Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

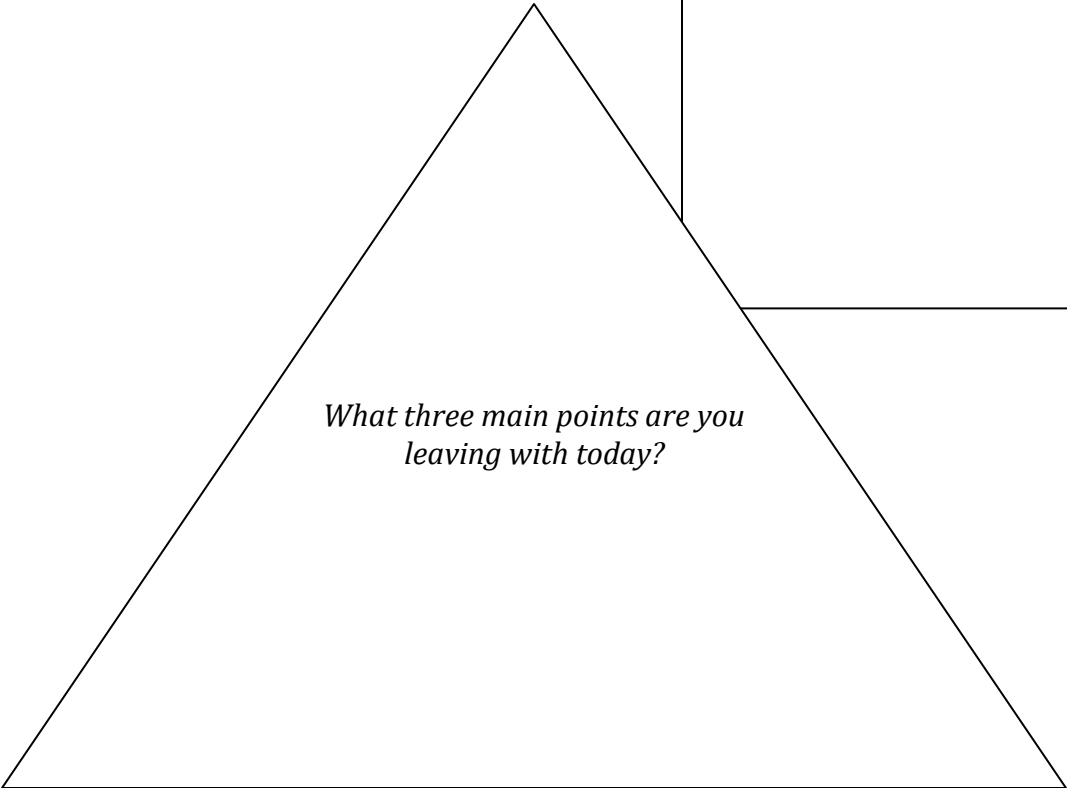
EXIT SLIP



What questions are circling in your mind?



What is squared up in your mind related to teaching CCSS for ELA Writing Standards to your students?



What three main points are you leaving with today?

Estimated Total Testing Time: 3:30 (without classroom component)

Claim	Content Category	Stimuli		Scored Tasks		Total CAT Items by Claim	Approximate Weight for Each Claim within Total Test
		CAT	PT	CAT Items	PT Ratings		
1. Reading	Literary	1	0	6-8	0	12-16	TBD
	Informational	1	0	6-8			
2. Writing	Purpose/Focus/Organization	0		2-3	1	7-10	TBD
	Evidence/Elaboration	0	1a	2-3	1		
	Conventions	0		3-4	1		
3. Speaking/Listening	Listening	2	0	8-10	0	8-10	TBD
4. Research	Research	0	1b	5-6	3	5-6	TBD

NOTES:

- All times are estimates. Actual time may vary widely.
- Each student receives 1 PT which includes a set of stimuli on a given topic.
- The CAT component of the test includes selected-response items (SRs) and constructed-response items (CRs); some of these items will be technology enhanced. The PT includes 3 research items (SRs and/or CRs) and 1 constructed-response essay that is scored across 3 categories: Purpose/Focus/Organization, Evidence/Elaboration, and Conventions.
- Each student receives an overall ELA score and claim scores at the individual level.
- Performance Task stimuli 1a and 1b reflect a single stimulus used to reflect Writing (1a) and Research (1b).

ELA/Literacy Preliminary Summative Assessment Blueprint Target Sampling ELA/Literacy Grades 3-5—Table 4a

Component	Claim	Content Category	Assessment Target	DOK	Min CAT Items	Min Item Type		Min, Max Items
						SR	CR	
CAT	1. Reading	Literary (1 long set)	1: Key Details	1,2	p(1)=0.5	3	1	6-8
			2: Central Ideas	2	p(1)=1.0			
			3: Word Meanings	1,2	p(1)=0.5			
			4: Reasoning and Evaluation	3,4	p(1)=1.0			
			5: Analysis within/across Text	3,4	p(1)=1.0			
			6: Text Structures and Features	2,3				
			7: Language Use	2,3				
		Informational (1 long set)	8: Key Details	1,2	p(1)=0.5	3	1	6-8
			9: Central Ideas	2	p(1)=1.0			
			10: Word Meanings	1,2	p(1)=0.5			
			11: Reasoning and Evaluation	3,4	p(1)=1.0			
			12: Analysis within/across texts	3,4	p(1)=1.0			
			13: Text Structures and Features	2,3				
			14: Language Use	2,3				
	2. Writing	Purpose/Focus/Organization	1/3/6: Write/Revise Brief Texts	2	p(2)=1.0	2	1	7-10
		Evidence/Elaboration	8: Language and Vocabulary Use	1				
		Conventions	1/3/6: Write/Revise Brief Texts	2				
	3. Speaking/Listening	Listening	9: Edit/Clarify	1	p(2)=1.0	3	2	8-10
			4. Listen/Interpret	1,2,3	p(8)=1.0			
	4. Research	Research	2: Interpret and Integrate Information	2	p(5)=1.0	1	0	5-6
			3: Evaluate Information/Sources	2				
			4: Use Evidence	3				

— DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

— Min CAT Items: This column describes the minimum number of CAT items each student will receive for each target. For example, for grades 3-5 ELA/Literacy *Key Details*, p(1)=0.33 indicates that each student will have a 50% likelihood of receiving at least 1 *Key Details* CAT item.

ELA/Literacy Preliminary Summative Assessment Blueprint Target Sampling ELA/Literacy Grades 3-5—Table 4a

Component	Claim	Content Category	Assessment Target	DOK	Tasks	Scores
PT	2. Writing	Purpose/Focus/Organization	2/4/7: Compose Full Texts	3,4	1 (Essay)	1
		Evidence/Elaboration	8: Language and Vocabulary Use	1		1
		Conventions	2/4/7: Compose Full Texts	3,4		1
	4. Research	Research	9. Edit/Clarify	1	p(3)=1.0	1
			2: Interpret and Integrate Information	2		3
			3: Evaluate Information/Sources	2		
			4: Use Evidence	3		

- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
- Min CAT Items: This column describes the minimum number of CAT items each student will receive for each target. For example, for grades 3-5 ELA/Literacy Key Details, p(1)=0.33 indicates that each student will have a 50% likelihood of receiving at least 1 Key Details CAT item.

Formative Assessment Plan

Learning Target(s)

Assessment Items

Proficiency Level (How many items need to be correct for a student to be proficient?)

Possible Interventions

Possible Extensions