

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue, set against a white background. The shapes are primarily triangles and quadrilaterals, creating a modern, dynamic feel.

High Leverage Leadership to Support SBAC and the CCSS

COSA 2015

Smarter Balanced Interim Examples

Grade 3 ELA CAT Constructed Response: What is the main idea of the passage? Use details from the passage to support your answer.

Grade 3 ELA Performance Task/Full-Write: Your assignment is to use the information from the sources to write an opinion article in which you explain why you think the class should keep the beetle, or why the beetle should be set free again.

Grade 4 ELA CAT Brief Write: In one paragraph, write an ending for the story using details and description.

Grade 4 ELA Performance Task/Research Question: The sources describe ways that animal friends show they like each other. Explain how the animals show that they like each other. Give one detail from Source #2 and one detail from Source #3 to support your explanation. For each detail give the source title or number.

Grade 5 ELA Brief Writes: Using the science project notes, write one paragraph that adds more information about the ideas in the first paragraph. Type your answer in the space provided.

Grade 5 ELA Performance Task/Research Question: Explain why whales use different types of sounds. Give two reasons, using information from two different sources. Be sure to give the title or number of the sources you use.

Close Reading of Complex Text

Strategy 1

What is Close Reading?

The goal of close reading is to enable students to deeply engage with challenging and high quality text.

- assimilate new **textual** information with their existing background knowledge and prior experiences to expand their schema.
- Build the necessary habits of readers when they engage with a complex piece of text.

-Douglas Fisher and Nancy Frey

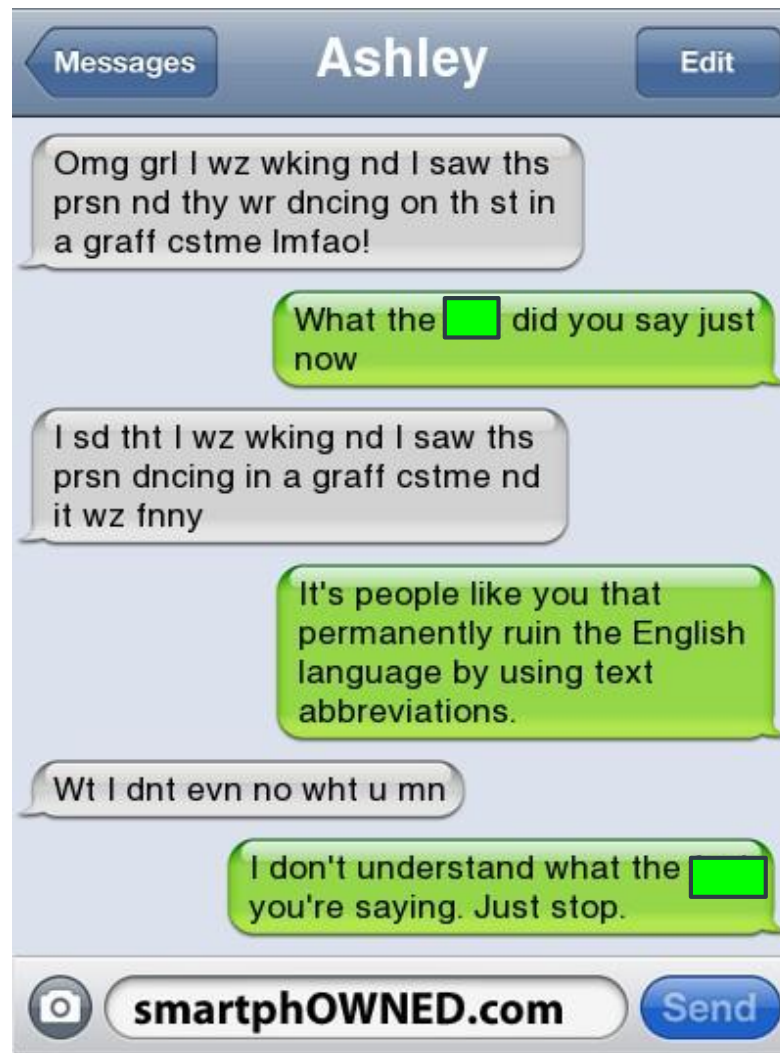
Elements of Close Reading

- Short passages
- Complex text
- Repeated readings (by teacher and/or students)
- Annotation (“reading with a pencil”)
- Discussing text with others
- Text-dependent questions

Short passages

- portion of a text (3 paragraphs to 2 pages)
- shorter complex text in its entirety
- “interrogating ideas in the text”

Complex Text- Not this. . .



Complex Text- Or this. . .



Which text is more complex?

Text 1

Lincoln was shaken by the presidency. Back in Springfield, politics had been a sort of exhilarating game; but in the White House, politics was power, and power was responsibility. Never before had Lincoln held executive office. In public life he had always been an insignificant legislator whose votes were cast in concert with others and whose decisions in themselves had neither finality nor importance. As President he might consult with others, but innumerable grave decisions were in the end his own, and with them came a burden of responsibility terrifying in its dimensions.

Text 2

According to those who knew him, Lincoln was a man of many faces. In repose, he often seemed sad and gloomy. But when he began to speak, his expression changed. “The dull, listless features dropped like a mask,” said a Chicago newspaperman. “The eyes began to sparkle, the mouth to smile, the whole countenance was wreathed in animation, so that a stranger would have said, ‘Why, this man, so angular and solemn a moment ago, is really handsome.’”

A complex text is a text worth reading again

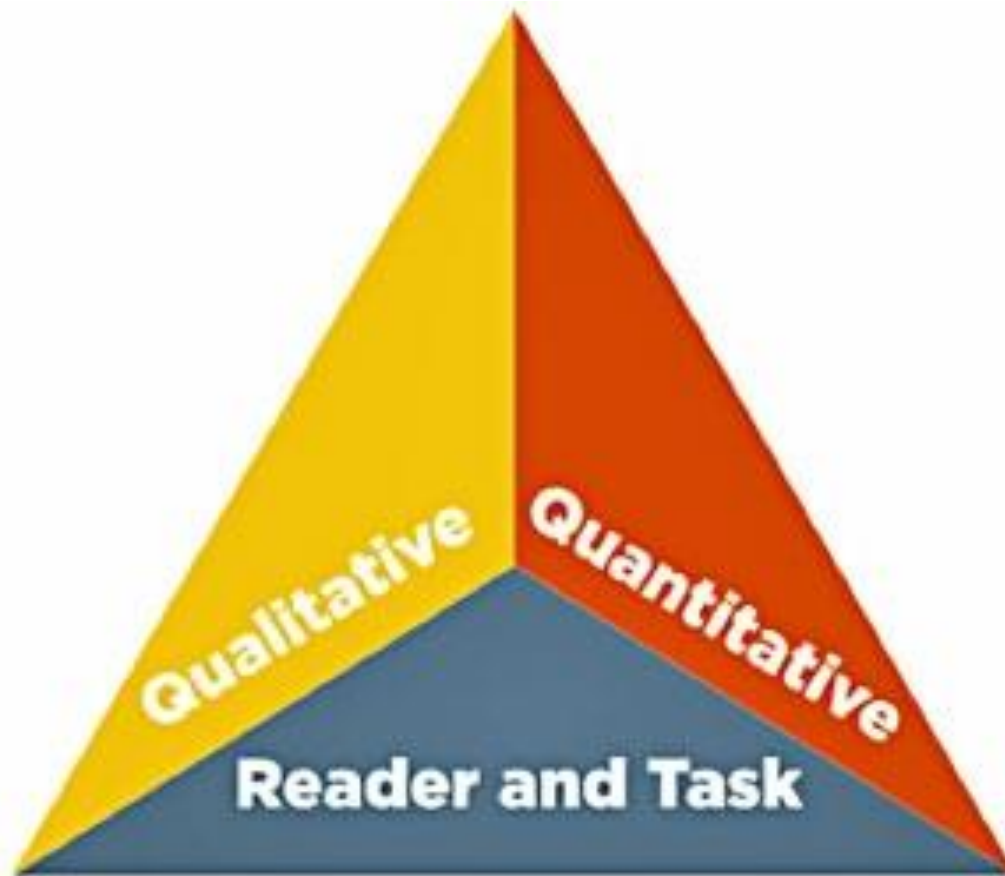


Figure 1: The Standards' Model of Text Complexity

Text Complexity: Quantitative measures

- Word length
- Sentence length
- Can be measured with computer software such as:

Lexile <https://lexile.com/>

Text Complexity: Quantitative measures

Letter from Birmingham Jail

Lexile Measure

1180L

Mean Sentence Length

19.68

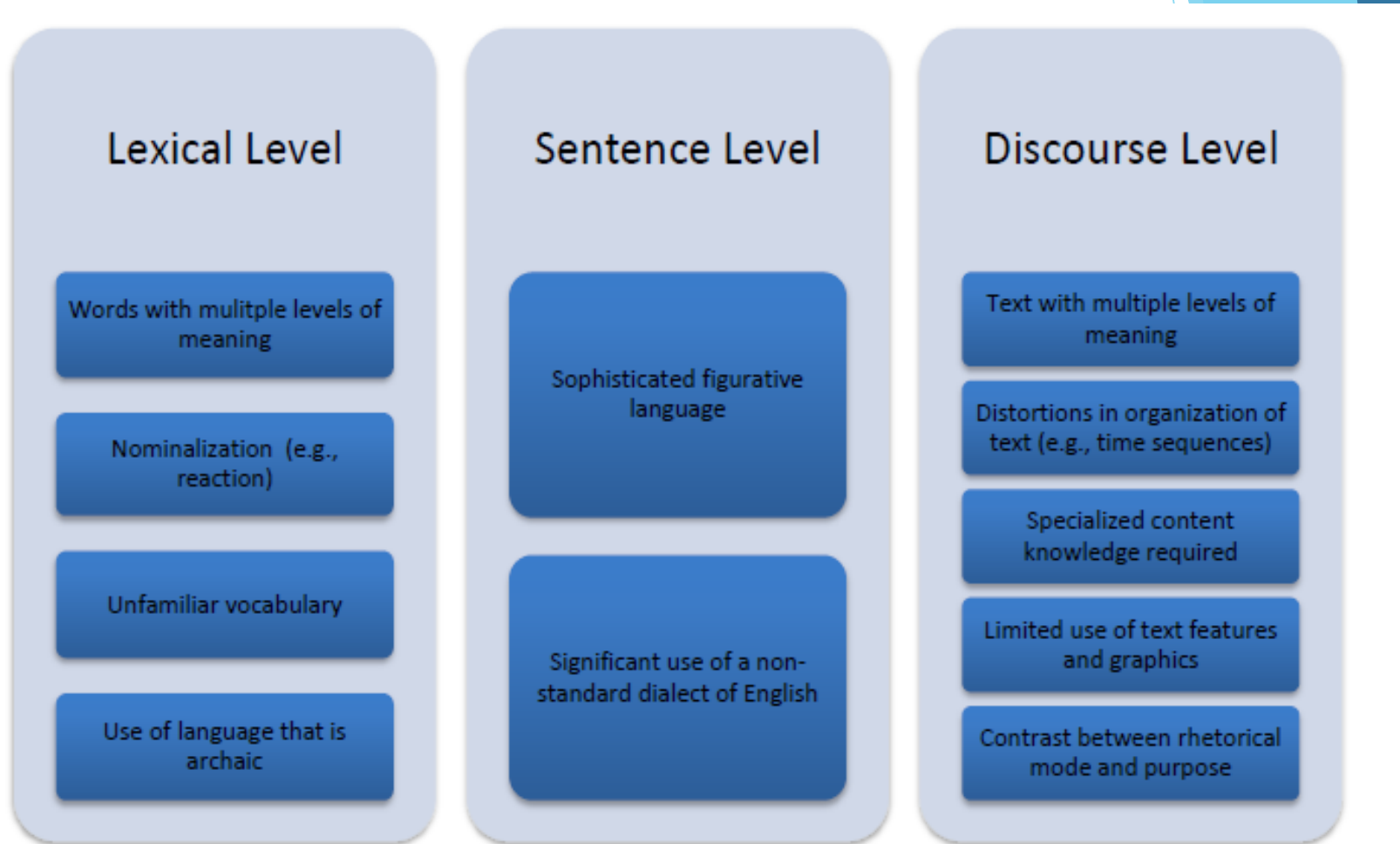
Mean Log Word Frequency

3.51

Word Count

551

Text Complexity: Qualitative measures



Text Complexity: Reader and Task

- Cognitive abilities
- Reading skills
- Motivation and engagement with the task
- Prior knowledge and experience
- Content/theme concerns
- Complexity of associated tasks

Still more considerations

- Try to use text that lends itself to opposing views and deep discussion
- Try to use text that allows for cross-curricular connections
- Try to use text that will encourage students to think more globally

But mostly. . .

- It's about text that is worth a second read

How is close reading different?

<http://www.pbslearningmedia.org/resource/engny.pd.ccvs.ela10/close-reading-of-text-mlk-letter-from-birmingham-jail/>

Limited frontloading

Do:

- Set a purpose for reading
- Support limited vocabulary and background knowledge

Don't:

- Don't remove the need to read the text
- Don't take readers away from the text to their own experiences too soon.

Setting the purpose-

Is modern technology a social experiment? Has instant communication (email, text messages, and instant messages) negatively impacted our ability to communicate well?

These questions and others like these are raised in Donna St. George's article "Texting Changes Life for Teens, Families." While reading St. George's text, circle the names of people and underline what they say. Who are these people? And how does St. George use cited authors to explore the phenomenon of text messaging?

Setting the purpose- “Letter from Birmingham Jail”

In this excerpt from “Letter from Birmingham Jail”, Martin Luther King, Jr. responds to his critics.

As you read, pay attention to the arguments King makes. What evidence does he cite to support his arguments?

Repeated Reading

- Have students reread text several times
- In early elementary, teacher may read aloud the first time
- State the purpose for each time- limit focus
 - 1 st time: Read for the “gist” or “flow”
 - 2nd time: Read for details such new vocabulary, evidence, etc.
 - 3rd time: Examples of the author’s craft
- Protocols are helpful and there are many different ones

Annotation

- “reading with a pencil”
- Essential for analytic reading
- Students reference notes to support analytic writing
- Focus on annotating with purpose
- Many protocols for re-reading and annotating exist

Sample annotation protocols

Close reading



UNDERLINE key terms.

CIRCLE what you don't understand.

ANNOTATE in the margins.

Left margin: What is the author SAYING? (summarize)

Right margin: What is the author DOING? (power verb)



Close Reading Protocol

Introduce

- Number each of your paragraphs in the left margin.

Read

- Read the text all the way through to get the "gist".

Reread

- Reread to interpret the ideas in the text.

Analyze

- Read again differently to analyze the author's methods.

Explain

- Write and talk to demonstrate understanding of ideas and genre.

Annotation in AVID

- Number the paragraphs
- Circle key terms, cited authors, and other essential words or numbers.
- Underline the author's claims and other information relevant to the reading purpose
- Left margin- What's the author saying?
- Right margin- Dig deeper into the text

Discussing Text With Others

- Partner checks
- Small group work
- Teacher-led discussion

Text-Dependent Questions

Strategy 2

Examples and Non-Examples of Text Dependent Questions

Not Text-Dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent

What makes Casey's experiences at bat humorous?

What can you infer from King's letter about the letter that he received?

"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

17

Text-Dependent questions

- Require students to refer explicitly back to the text being read.
- They do not rely on any particular background information, experiences or knowledge outside the text.

Text Dependent Questions

The types of questions students are asked influence how they read a text. If students are only asked recall and recitation questions, they only learn to read for that information. If they are asked to analyze, synthesize, and evaluate, they learn to read more closely and actively

Sample Text-dependent Questions

Question type	Questions from Chapter 10 in <u><i>A Night to Remember</i></u> (Lord, 1955) in sixth grade
General understandings	
Key Details	
Vocabulary and text structure	
Author's purpose	
Inferences	
Opinions, arguments, intertextual connections	

Sample Text-dependent Questions

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1) General understandings	Whose story is most represented and whose story is under-represented?
2) Key Details	Compare this book with (Ken Marshall's) <u><i>Inside the Titanic</i></u> . What are the similarities and differences?
3) Vocabulary and text structure	How does the chronological structure help the reader understand the events?
4) Author's purpose	Why would the author title the chapter "Go Away"?
5) Inferences	What are two things that could have prevented this tragedy?
6) Opinions, arguments, intertextual connections	Why would Mrs. Brown run lifeboat number 6 with a revolver?

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Opinions, arguments, intertextual connections	Compare this book with (Ken Marshall’s) <u><i>Inside the Titanic</i></u> . What are the similarities and differences?

Sample Text-dependent Questions

Question type	Questions for “Letters from Birmingham Jail”
General understandings	
Key Details	
Vocabulary and text structure	
Author’s purpose	
Inferences	
Opinions, arguments, intertextual connections	

Small “Tweak” = Major Rigor Gain

Central Ideas from an Literary Text

“What is the main idea of the story? *Use details from the text to support your answer.*”

“What is the author’s message about? *Use details from the passage to support your answer.*”

Reasoning & Evidence

“What can you infer about.....?” *Use details from the text to support your inference.*”

“What can you conclude about.....fromthe text/story?
Use details from the passage in your answer.”

Analysis Within the Text

“How does the author compare the points of view between the characters?

Use evidence from the text to support your answer.”

Elements of Close Reading

- Short passages
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Close Reading in Action

Which elements can you identify?

https://www.youtube.com/watch?x-yc-cl=85027636&v=9emLkXlMcOs&x-yts=1422503916&feature=player_detailpage

Constructed Response

Strategy 3

Constructed Response

- Providing constructed-response opportunities in ALL content areas aligns with the rigor needed for Common Core Standards instruction.
- SBA requires students to do deeper thinking & communicate it.
- Classroom instruction in constructed-response builds that higher level thinking.
- Constructed-response questions are a component of the performance task. It leads students to the full write of a performance task.

Components of Constructed Response

- **R**estate the question in the form of a topic sentence
- **A**nswer **ALL** parts of the question
- **C**ite examples from the text that support the answer
- **E**xplain how the evidence supports the answer



Citing Evidence Examples

- ▶ According to the text....
- ▶ I know... because....
- ▶ On page... the author stated.....
- ▶ The text explicitly states....
- ▶ I can infer..... from.....
- ▶ The graphic/picture shows..... so I know.....
- ▶ One example from the text is....

Provide **EVIDENCE**.

- *To begin with,...*
- *Then,...*
- *Next,...*
- *For example,...*
- *Furthermore,...*
- *For instance,....*
- *However,...*
- *Finally,...*

CONCLUDING STATEMENT.

▶ Refer back to the question

- *That is how,...*
- *That is why,...*
- *As a result,...*
- *For this reason,...*
- *Therefore,...*
- *In conclusion,...*

Grade 4 Reading

1. Read this poem and the prompt that follows it.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
 On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.
The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
 The bat that lies in bed at noon,
All love to be out by the light of the moon.
But all of the things that belong to the day
 Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Explain how the moon is connected to the animals in the poem. Use details from the poem to support your response.

Constructed Response Example

The moon is connected to the animals in the poem because it helps the animals to express themselves. The poem talks about many animals that love to be out by the light of the moon. In the poem it says that the animals that are awake and active at night are dogs, mice, cats, and bats. At night we are asleep, but these animals are awake and the moon gives them light to be able to see and live.

← R

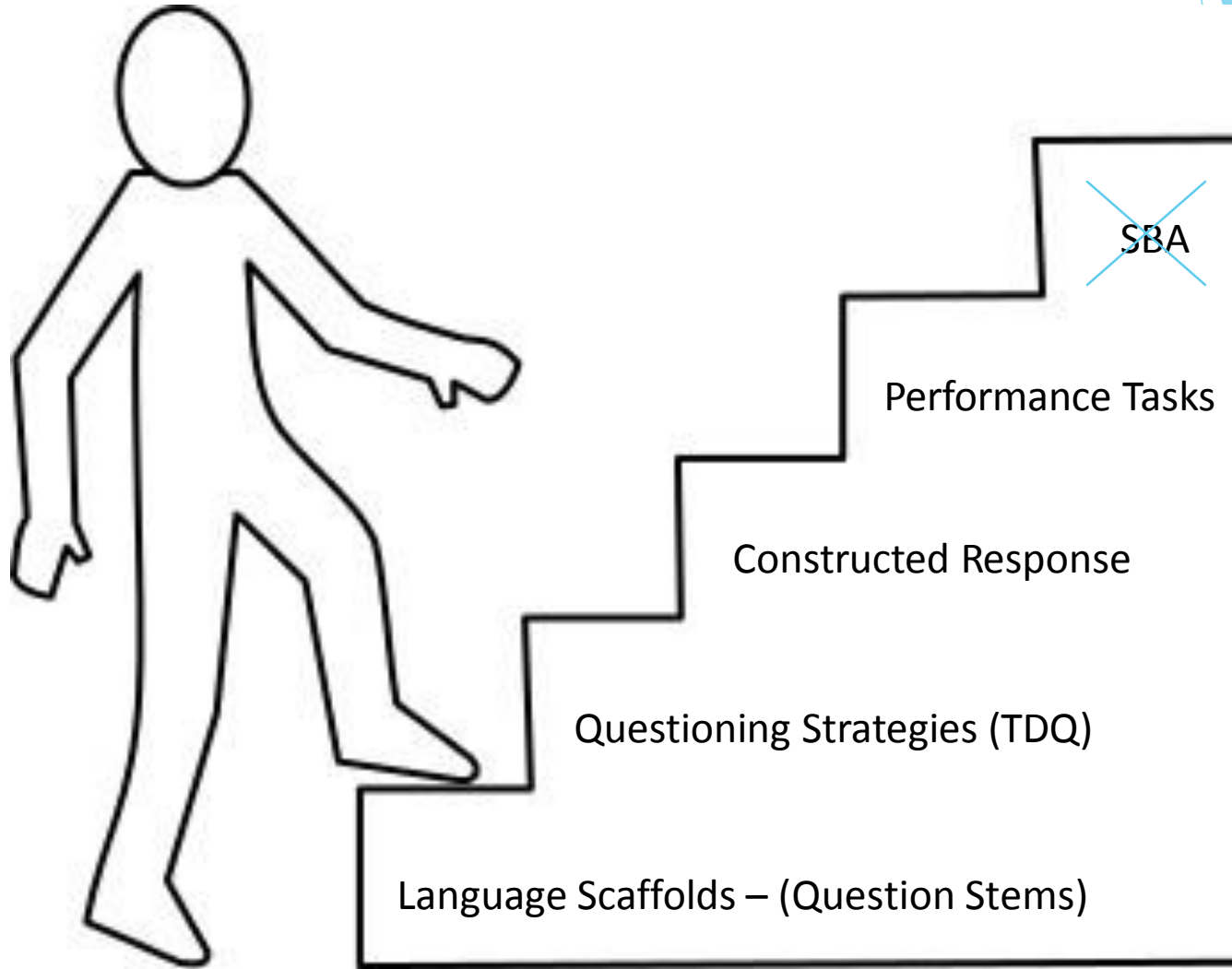
← A

← C

← E

-4th Grade SBA Example

What leads to successful Performance Tasks?



Do more of this. . .

- ▶ Teach and use short constructed responses as formative assessments
- ▶ Practice identifying a source (text, paragraph and/or page) for supporting evidence.
- ▶ Teach students to distinguish between text structures & write for different purposes - narrative, informational, opinion. Students draw graphic organizers to plan the writing
- ▶ Teach academic vocabulary for both ELA and Math
- ▶ Incorporate performance tasks regularly as formative assessments connected to ELA content in the classroom
- ▶ Keep working on typing skills
- ▶ Keep working on fluency in reading and writing
- ▶ Write across the curriculum; less workbooks & worksheets

Resource Links

- ▶ ELA Templates - Full-page, per standard, resource provides all of the information found on the ELA CCSS Bookmarks (essential skills and concepts, academic vocabulary, question stems, and references the related College and Career Readiness Standards.

<http://commoncore.tcoe.org/Search/1/Resources/ba37899c-d9ec-449b-aa9d-6626224114a1>

- ▶ Text-dependent questions that align to HM basal stories:

<http://achievethecore.org/page/527/basal-alignment-project-lessons-grade-5-list-pg>

- ▶ Source for quality reading passages, comprehension lessons, and vocabulary.

www.ReadWorks.org