

Getting Ready

for Common Core Assessments

**Presented by
Charlotte Knox**

KnoxEducation

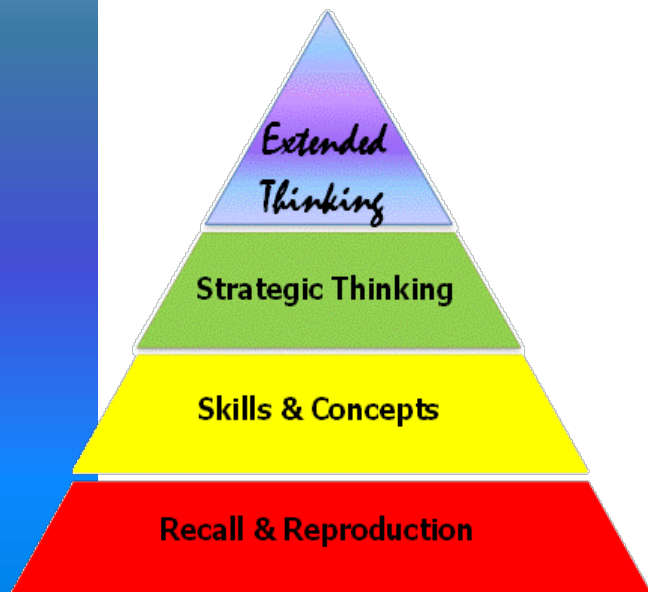


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Why take time for test prep?

Unfortunately, we live in a world where how you do on tests impacts the choices you will have throughout your education and on into your career opportunities. Life is punctuated with testing hurdles and the results can either open up possibilities or close doors to potential aspirations. By setting aside a small part of each week, about 20-30 minutes each for math and ELA test prep, students can acquire the skills needed to become confident test takers. Reading and writing on tests is akin to understanding a genre of literature, there are simply some different strategies one must attend to when taking a test. These can be taught explicitly, and in doing so, students' anxiety will be reduced as well as their results improved.

The new Smarter Balanced tests require students to CREATE effective answers in writing during the constructed response items and writing performance tasks. No longer can students rely primarily on a process of elimination to simply locate the right answer on multiple choice tests. Building confidence with writing their own answers will be key.

What does research say about test prep?

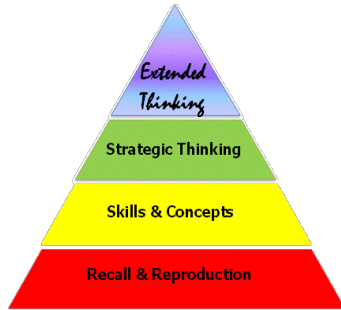
Practice testing, or low stakes/no stakes tests used as a learning activity seem to have a dramatic effect on student achievement as indicated in the Dunlosky study of the top ten most effective student learning techniques. The authors explain that practicing the act of retrieving information improves long term memory of that information, and that it also enhances how students mentally organize information.

From: Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., and Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest* 4(1) 4–58.

Depth of Knowledge (DOK) and the Common Core

What is DOK and why is it important to understand and use this concept in order to prepare students for the new CAASPP assessments?

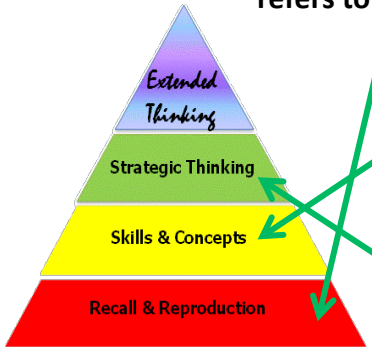
What is Depth of Knowledge (DOK)?



- **DOK** was developed by Norman L. Webb. Webb is a senior research scientist with the Wisconsin Center for Education Research and the National Institute for Science Education.
- **DOK** is based on, but not identical to the work of Bloom (1956).
- **DOK** measures the degree to which students have to think during an academic task.
- **DOK** is the suggested tool for designing assessments of learning for the **Common Core**.

Same Verb – Three DOK Levels:

Depth of Knowledge is not just determined by the verb in the question, but refers to the complexity of thinking required for the task. For example:



- **DOK 1** – Describe three characteristics of _____.
Requires simple recall.
- **DOK 2** – Describe the difference between _____.
Requires cognitive processing to determine the differences
- **DOK 3** – Describe a model that you might use to represent the relationships that exist within _____.
Requires deep understanding of the topic and a determination of how best to represent it

DOK Levels and Testing the Common Core:

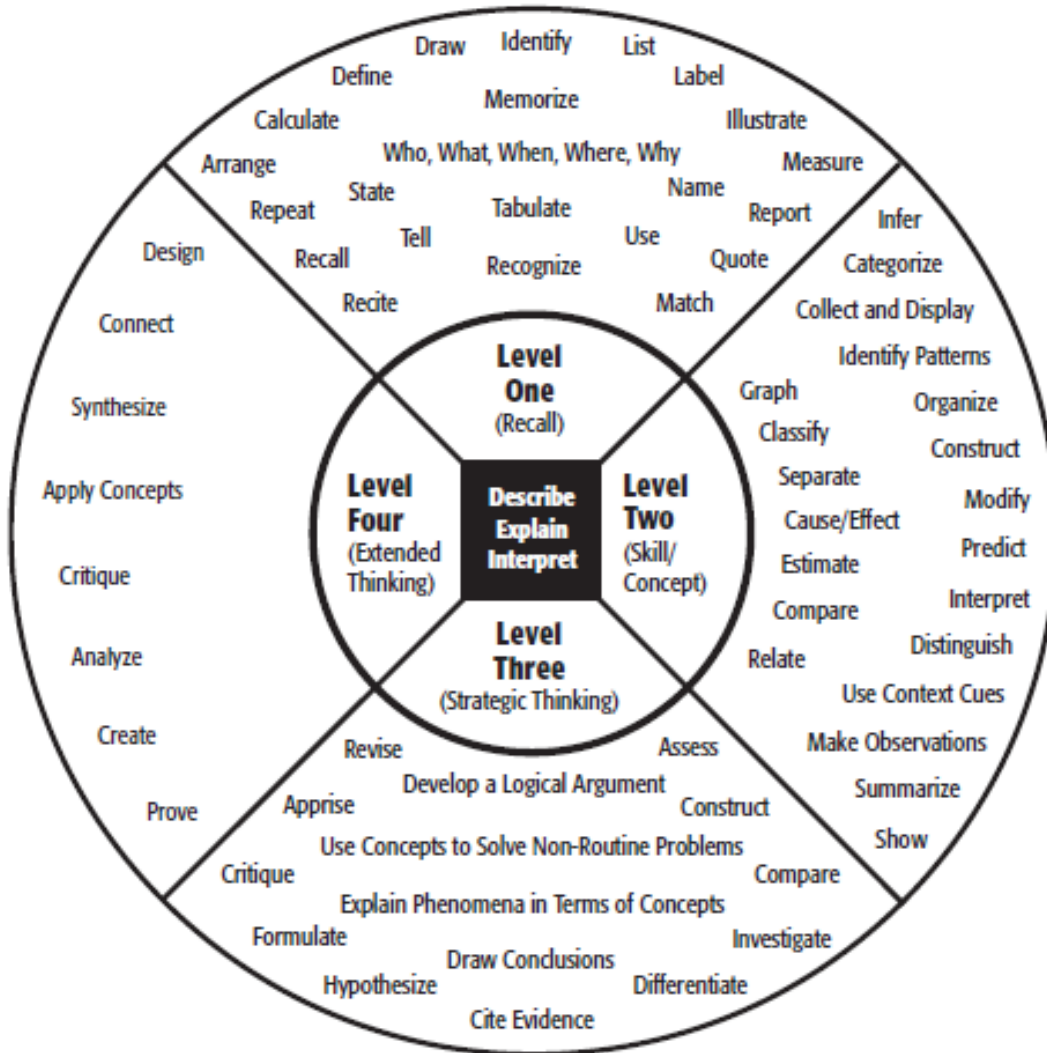
Depth of Knowledge is the suggested tool for designing assessments of learning for the Common Core. The Scoring Guides (2013) for the SBAC tests indicate the DOK level along with the standard being tested for each question. (example at http://sbacportal.aircast.org/wp-content/uploads/2013/08/G3_Practice_Test_Scoring_Guide_ELA.pdf.)

	Mathematics	Mathematics	ELA/Literacy	ELA/Literacy
	DOK 3	DOK 4	DOK 3	DOK 4
Old CST Assessments	<2%	0%	20%	2%
New SBAC/CAASPP Assessments	49%	21%	43%	25%

Some text in DOK section adapted from Loma Portal Elementary PPT presentation.

The DOK Wheel of Activity

Depth of Knowledge (DOK) Levels



DOK Level 1- Recall and Reproduction

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
<ul style="list-style-type: none"> • Definition • Fact • Label • List • Categorize • Outline • Highlighting 	<ul style="list-style-type: none"> • Tells • Directs • Shows • Questions • Demo • Compares • Listens 	<ul style="list-style-type: none"> • Responds • Remembers • Memorizes • Restates • Describes • Recognizes • Recalls 	<ul style="list-style-type: none"> • Make a timeline • Write definitions • Recite a fact • Write in your own words • Paraphrase a chapter in the book • Outline the main points • Use a basic calculation • Basic measurement • Make a chart

DOK Level 2- Skill/Concept

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
<ul style="list-style-type: none"> • Demonstration • Interview • Illustration • Simulation • Performance • Model 	<ul style="list-style-type: none"> • Shows • Observes • Organizes • Facilitates • Questions 	<ul style="list-style-type: none"> • Solve problems • Calculates • Completes • Constructs • Demonstrates • Compiles • Illustrates 	<ul style="list-style-type: none"> • Construct a model to demonstrate how something looks or works • Practice a play and perform • Make a diorama to illustrate an event • Make a map • Make up a puzzle or game about a topic • Routine application tasks • In writing, explain the meaning of • Make a flowchart • Write a bibliography • Use the steps of the writing process

DOK Level 3 – Strategic Thinking

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
<ul style="list-style-type: none"> • Spreadsheet • Graph • Survey • Mobile • Report • Debate • Publishing 	<ul style="list-style-type: none"> • Probes • Observes • Acts as a resource • Clarifies • Guides • Questions • Dissects 	<ul style="list-style-type: none"> • Discusses • Debates • Examines • Judges • Justifies • Uncovers • Questions • Disputes • Decides 	<ul style="list-style-type: none"> • Use a Venn diagram that shows how two topics are the same and different • Design a questionnaire • Conduct a survey • Classify actions of characters • Prepare a list of criteria to judge • Write a persuasive speech • Write a commercial to convince others to purchase your product • Tasks that involve proposing solutions or making predictions • Design something

DOK Level 4 – Extended Thinking

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
<ul style="list-style-type: none"> • Film • Story • Project • Plan • Game • Media product • Song 	<ul style="list-style-type: none"> • Facilitates • Reflects • Evaluates • Extends • Analyzes 	<ul style="list-style-type: none"> • Designs • Takes risks • Proposes • Formulates • Modifies • Plans • Creates 	<ul style="list-style-type: none"> • Formulate and test hypotheses over time • Research writing • Collaborate with a group • Persuasive writing • Develop a menu for a new restaurant • Participate in an internship • Analyze multiple sources of evidence and draw a conclusion: support conclusion

Question Stems for the 4 Levels of DOK

(These 8x11 DOK Questions Stems posters are available on our website at www.knoxeducation.com assessments and the Common Core)

DOK Level 1 Question Stems

- Can you recall _____?
- When did _____ happen?
- Who was _____?
- How can you recognize _____?
- What is _____?
- How can you find the meaning of _____?
- Can you recall _____?
- Can you select _____?
- How would you write _____?
- What might you include on a list about _____?
- Who discovered _____?
- What is the formula for _____?
- Can you identify _____?
- How would you describe _____?



DOK Level 2 Question Stems

- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you compare _____? Contrast _____?
- How would you classify _____?
- How are _____ alike? Different?
- How would you classify the type of _____?
- What can you say about _____?
- How would you summarize _____?
- How would you summarize _____?
- What steps are needed to edit _____?
- When would you use an outline to _____?
- How would you estimate _____?
- How could you organize _____?
- What would you use to classify _____?



DOK Level 3 Question Stems

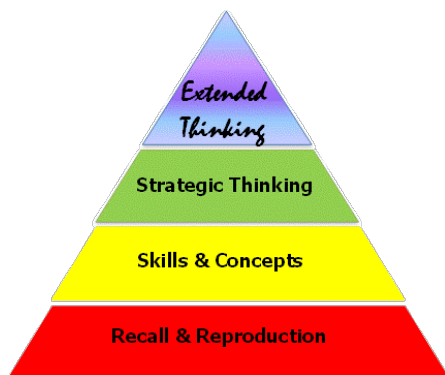
- How is _____ related to _____?
- What conclusions can you draw _____?
- How would you adapt _____ to create a different _____?
- How would you test _____?
- Can you predict the outcome if _____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of _____?
- What facts would you select to support _____?
- Can you elaborate on the reason _____?
- What would happen if _____?
- Can you formulate a theory for _____?
- How would you test _____?
- Can you elaborate on the reason _____?



DOK Level 4 Question Stems

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about _____?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.





Teaching Writing to the Highest Level: Depth of Knowledge and Teaching Strategies for Writing

Webb's Depth of Knowledge 2002




http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge.htm




DOK Level and Descriptors	Week	Writing Strategies to use over the course of a unit:
Level One: Recall and Reproduction: <i>Identify, list, label, match memorize , arrange</i>	1	<ul style="list-style-type: none"> ○ State elements of a writing type with an acronym such as OREO for opinion writing ○ Highlight/color code/label the parts of a writing type from a mentor text, shared, or modeled writing piece ○ Arrange a cut up piece of writing in logical order
Level Two: Skill/concept: <i>Apply, categorize, modify, organize, draft, collect, cause/effect</i>	2-3	<ul style="list-style-type: none"> ○ Plan writing using a graphic organizer, or categorizing notes ○ Write with guidance a piece containing all the elements of the writing type—use shared writing, “how to” charts, and student friendly rubrics ○ Collect examples of mentor texts for a writing element or type ○ Collect vocabulary to use in writing--aka “grow lists” ○ Use “key words” strategy to summarize information ○ Use “quick tries” to practice a new writing technique ○ Modify writing to match a rubric or checklist with peer or teacher feedback
Level 3: Strategic Thinking <i>Assess, cite evidence, critique, develop logical arguments, revise, elaborate</i>	3-5	<ul style="list-style-type: none"> ○ Select and evaluate evidence to use in informative and opinion/argument texts ○ Participate in peer revision techniques, “round robin revision” ○ Collaborate on paired or group writing projects and argue for choices in the writing process ○ Elaborate on evidence or argument during writing ○ Use rubric to score own writing or others ○ Revise an anchor paper to improve score
Level 4: Extended Thinking: <i>Analyze, compose, apply in new situation, defend, design, prove, synthesize</i>	6++	<ul style="list-style-type: none"> ○ Choose writing type and format to meet goals for writing audience, for example, design a magazine, or multi-media presentation ○ Write a thesis after examining multiple sources ○ Conduct an extended research project around an in-depth inquiry question. ○ After conducting an “author study” write an original narrative drawing on the author’s signature techniques. ○ Use writing within a Project Based Learning unit to communicate understanding and convince audience of your approach.







Sample Unit Planner for Informative Writing Grades 4-8. There are unit planners utilizing the DOK levels for all writing types K-6 on our website, www.knoxeducation.com.




CCSS Unit Planner for Informative Writing 4-8 "Begin with the end in mind."	
Grade	Topic
Big Enduring Ideas and Concepts Use "Look At" document for content standards. http://www.cde.ca.gov/cdr/cdrp/levels/curriculum.asp	
Authentic Mode for Publishing/Sharing: Format (something you would see in the real world— magazine, brochure, webpage, poster etc.) Style is covered under Writing: W.4 and publishing in W.4 and Speaking and Listening: SL.1,5.	
PLANNING	CCSS Grade level writing expectations: Writing Standard 2: Informative and others
	Authentic Audience (parents, classroom website/blog, other grade level peers, little buddies, library display, author's tea, etc.) Audience is covered in Writing: W.4 and W.2; and Speaking and Listening: SL.4.
	Assessment: district rubric, peer commentary, portfolio, self reflection Revision is covered under Writing: W.5, and peer assessment under Speaking and Listening: SL.1 and 4.

CCSS Unit Planner for Informative Writing continued	
READING and RESEARCH SOURCES	Possible Sources: INTERNET Internet resources are covered under Reading: RI.7 and Writing: W.6.
	Possible Sources: TEXTBOOKS/BOOKS Other resources are covered under Reading: RI.2-10, RI.9 and Writing: W.6-8.
	Possible Sources: OTHER (Guest speakers, community organizations, skype with expert etc.) Interaction with people & resources is covered under Writing: W.5 and Speaking and Listening: SL.2,3.
	Evaluating Sources and Resources Include a lesson on how to evaluate websites and conduct effective website searches. http://www.scholix.org/curriculum/evaluation.html . Guided source of website evaluation lessons Evaluation of resources is covered under Reading: R.7,8,9.

WEEK 1 6-Week Plan: Backwards Planning for Success in Informative Writing	
Week 1 Dates:	Number of lesson periods
During Reading	<ul style="list-style-type: none"> Connect learn to see (page 37-39) brainstorm about what students already know about topic Generate questions about topic with students: QFT (page 40-42), use photos/images/videos, chart questions Textbook walk: T.H.I.E.V.E.S. (page 43) or picture walk Potential Narrative Input (page 78-79) Draw/chart overall understanding of topic to research 
	<ul style="list-style-type: none"> Model writing a full piece. Label the parts of your piece showing elements of informative writing. Make sure to cover those listed on your rubric. Encourage "quick tries" with elements of writing you are modeling (go-phrasing, topic sentences, etc.) 
During Writing	

WEEK 2 6-Week Plan: Backwards Planning for Success in Informative Writing	
Week 2 Dates:	Number of lesson periods
During Reading	<ul style="list-style-type: none"> Shared reading (page 46-52) of facts about topic with a high level of guidance Teach "got" and "key words" strategies (page 53-60) Build a matrix or other graphic organizer with notes about what learning while reading 
	<ul style="list-style-type: none"> Shared Writing (Language Experience Approach, pages 83-96) of an informative piece about a sub topic of the overall unit with class input. Walk through the process, encourage input with subgroups or small group discussion, create a "how to" chart. Continue to encourage "quick tries." 
During Writing	

WEEKS 3-4 6-Week Plan: Backwards Planning for Success in Informative Writing	
Weeks 3-4 Dates:	Number of lesson periods
During Reading	<ul style="list-style-type: none"> Students read and research about subtopics/individual questions about the overall unit. One guidance and support as students read, note the gist, select key words, and take notes in a matrix or graphic organizer. Students may work in small groups and teacher rotates to support. Use shared reading to teach students close reading strategies (page 46-52) and asking and answering text dependent questions (81-86)  
	<ul style="list-style-type: none"> Guided Writing: students choose a focus, plan, and draft one or more pieces following the process modeled in weeks 1-2. Mini-lessons: provide short targeted lessons on aspects of informative writing as needed. Write anchor papers with students to match their rubric.  
During Writing	 

WEEKS 5-6 6-Week Plan: Backwards Planning for Success in Informative Writing	
Weeks 5-6 Dates:	Number of lesson periods
During Reading	Students continue to read and research as needed. Consider giving more time for writing during the last couple of weeks of the unit so that students have time to revise, edit, word process, and create visuals for their piece. (Editing and revision, see page 102)
	<ul style="list-style-type: none"> Revise: students select one piece to take to publication. Conduct mini-lessons on revision using student work, conference with individuals as possible. Edit and Publish: use self and peer techniques as well as word processing to edit and publish. "Dress Rehearsal": conduct a trial of an on-demand write if time before assessment (page 103). (Editing and revision, see page 102).  
During Writing	



Backwards Mapping for CAASPP

Skills to Consider:

All year long:

1. **Overall Reading Stamina:** Can students read and process text on their own for 30 plus minutes?
2. **Overall Text Handling:** Have your students internalized the ability to independently “warm up” or prepare to read a new text? Do they know how to identify the main ideas in texts? Can they highlight evidence to match the information they are looking for in a text?

Specific Test Taking Skills to Backwards map up to your school’s testing date:

3. **Selected Response Items:** (Multiple Choice) Do your students know how to consider each answer choice and ask themselves why one or more might be right, while others are wrong? Can they justify their choices? Do they know how to read the questions carefully and find the key academic terms that tell them what they are supposed to do while they are answering those questions?
4. **Constructed Responses:** (Written Response) Have they learned to deconstruct the question to know what they are supposed to include in their written answer? Do they know how to rewrite the question into the topic sentence for their written response? Do they know how to find the right evidence from the text to include in their written answer?
5. **Performance Tasks:** Have they learned how to synthesize understanding from two or more texts on the same topic? Can they turn that understanding into a writing task with an audience that may be different than the audience in the articles or videos they watched about the topic?

Before the CAASPP if possible:

1. **Selected Response Items:** Use the student practice and training tests with your class: <http://sbac.portal.airast.org/ca/practice-test-ca/>

Have all students do the test with your guidance and discussion together at the same time. Display the test on the screen so that as a whole class you can discuss why an answer or selection is “right” or why others may be wrong. Have students work in pairs to discuss their choices and why they made them, then have pairs share their justifications so that the whole class can hear the thinking behind the choosing. Focus on **Thinking Aloud** with the students so that all students can acquire good test taking strategies and be dissuaded from just “guessing and moving on.” Talk about process of elimination, and “distractors” or trick answers that test takers put on tests to challenge students.

2. **Format:** Teach the students how to do all of the different formats on the practice test. Make sure to call these out, especially for the two part questions.
3. **Academic Language:** Review the question stems and academic language terms from the test with your students. Provide them with a copy (see activities listed on page 31 in the handbook).
4. **Constructed Response Items:** Use the side-by-side template to teach students how to answer in a paragraph that responds directly to the question and uses evidence from text. Teach this initially with easy text, but use the question stems from the samples included in this handbook. You can paste text from readworks.org passages into the template and can get a “two for one” out of the practice by using articles on topics you want to teach anyhow. Have students analyze their responses with the simple hamburger rubric, or write responses yourself that would give a 0, 1, or 2 score and have the students compare theirs to yours. Have students practice with the released items available from the practice tests as well.
5. **Performance Tasks:** Teach students how to handle these tasks by using the sample items available for practice. Plan for two class sessions for this. You may also use the performance tasks (prompts) we’ve developed for each of the writing types which are available on the website here: <http://www.knoxeducation.com/common-core-writing>

Our Plan:

Month of	Activity/Times
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	

All Year Long Strategies to Increase Student Achievement on Tests

Reading Stamina

The Importance of Wide Reading

"I think it is arguable that **nothing** in the school day matters more to a child's education than time for children to read, with the teacher there to instruct and coach. If children become readers, if they develop the habit of gulping down lots and lots of texts, they end up having a wider knowledge of history, science, vocabulary...and so on. Reading truly is a magic carpet that can take our students anywhere."



"....although artwork may turn a book into something concrete, it's questionable whether the art work has turned **reading** into something concrete. Perhaps, instead, the artwork has lured children away from the very thing we are trying to support."

Calkins, Montgomery and Santman (1998)

A Teacher's Guide to Standardized Reading Tests. Portsmouth, NH: Heinemann.

Findings on the Power of Independent Reading

from Stephen Krashen: (Independent Reading is termed Free Voluntary Reading-FVR)

- Among all the ways children spent their time, reading books was the best predictor of success on several **measures of reading achievement.** (p.5)
- Elementary school children acquire from 8-14 new vocabulary words per day. The majority of these words are picked up incidentally through reading. It is argued that word meanings are picked up ten times faster through reading than direct vocabulary instruction. (p.15)
- Students who read 1 million words per year (about 20-30 minutes per day) acquire 3-5000 new vocabulary words for free! These words are understood and remembered through the rich context of reading texts that interest students.
- More reading is associated with better performance on tests of reading comprehension, but more workbook exercises are not. (p.19)

Source: Krashen, S. (2004) *The Power of Reading: Insights from the Research, Second Edition.* Westport, CT Heinemann.

All Year Long Strategies to Increase Student Achievement on Tests Reading Stamina

Variation in Amount of Independent Reading

<i>Percentile</i>	<i>Minutes per day</i>		<i>Words read per year</i>	
Rank	Books	Text* (see below)	Books	Text
98	65	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1	8,000	51,000
2	0	0	0	8,000

* **TEXT** = textbooks read in class and books (pleasure reading at home).

Anderson, Wilson and Fielding (1998) – 5th grade

All Year Long Strategies to Increase Student Achievement on Tests

Reading Stamina

Procedures for Setting Up an Independent Reading Program

1. Students must have access to as wide a range of reading materials possible.

A classroom library for elementary school should include:

- Reading material which represents the reading level range of your students
- A wide range of genres (multicultural, folk & fairy tales, poetry etc.)
- Nonfiction material on a variety of topics interesting to the students
- Magazines, newspapers and comic books
- Dictionaries usable by students



2. Reading material needs to be organized in such a way that students can select and return books easily.

Ideas for Book Organization

- Establish **ground rules** for independent reading time through role play, teacher modeling, clearly posted rules and procedures, and consistent consequences for students who do not follow the ground rules.
- Provide additional **support** to foster independence for students as needed. This may include help with selecting appropriate books, buddy reading of more difficult material, and review of strategies used to handle unknown words.
- During independent reading time allow students to **choose** what they would like to read. If the goal of any literacy program is to produce independent readers and writers who choose to read what interests them and fulfills their needs, then we must allow a time for this to occur on a daily basis. Providing choice gives students the opportunity to develop their own tastes and preferences as readers.
- Many teachers choose to hold **book talks** during independent reading time once per week. Students sign up to share their opinions about the books they are reading with their peers. This process generates much student interest in reading a wide range of material.



Reading Stamina

Repeated Reading of Familiar Books for Beginning Readers

Repeated reading shows a .67 effect size in Hattie's rating – well in the range of promising practices that accelerate achievement.

<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Children need to have access to copies of books they are familiar with through guided and shared reading experiences in order to:

- Practice effective strategies on easy material
- Read with fluency and expression
- Experience the pleasure of revisiting favorites
- Become more familiar with story structure and vocabulary
- Problem solve independently



Give children easy access to these familiar books by placing book baskets containing recent guided reading selections around the room. Create a designated area for recent shared reading texts in large or small format so that students can reread the material.

Adapted from p. 31 Apprenticeship in Literacy (See Chapter 3 for more information)

"When readers are allowed to reread familiar material, they are being allowed to learn to be readers, to read in ways that draw on all their language resources and knowledge of the work. The orchestration of these complex behaviors cannot be achieved on a hard book."

p. 184 Clay (1991) *Becoming Literate*. Heinemann

Informal Reading Assessment with Reading Conferences

Independent reading time (SSR) is the ideal time to monitor individual reading strategies, levels, and habits. Ask one or two students to read with you daily for a few minutes during this period and check for:

- **Reading level:** can they accurately read 90% or more of the words with ease?
- **Reading fluency:** does their oral reading include smooth phrasing and adequate speed?
- **Reading Comprehension:** can they answer both literal and interpretive questions such as:



Literal

Right there in the text sample questions:

Who are the main characters?

What was _____ doing in the beginning of the story?

How did _____ do _____?

- What happened after _____?

Inferential

Between the lines sample questions:

- Why do you think _____ did _____?

- What is the character like?

- How did the author feel about _____ ?

- What was the most important thing the story told you about _____ ?

- What do you think about the way _____

solved the problem in the story? Why?

All Year Long Strategies to Increase Student Achievement on Tests

Reading Stamina

Supporting Wide Reading

Standardized reading tests require students to be able to read a wide variety of text types including:

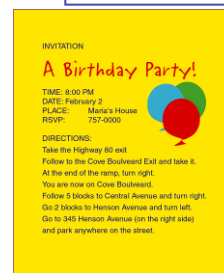
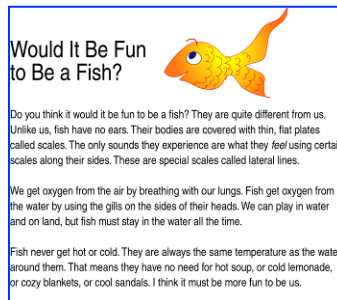
Functional Text types:

- Procedural passages with a question
- Lists of Rules
- Informal Flyer (i.e., Walkathon: who can participate, sign up, dates, etc.)
- Recipes
- Informational Flyer (i.e., Museum: hours, facility, activities, etc.)
- Directions (i.e., Seed Packet)
- Directions (i.e., How-To project & Game)
- Instructions for submitting writing to a magazine
- Coupon advertisement with order form



Expository Text types:

- Informative short essays
- Biography
- Persuasive editorials



Index	
Cats	page 89-91
Dogs	page 1-14, 47-53
Kangaroos	page 22
Pigs	page 2, 7, 80-91
Zebras	page 117

Other: Tables, charts and graphs

- Dictionary- guide words, entry (syllable division & definition), pronunciation guide
- Table of Contents and The Index
- Semantic Web
- Card Catalog, call #, Author, Title, Publishing Information
- Maps

shov-el (shuv'el) n. A tool with a long handle and a scoop, used for picking up material or for digging.
v. To move, dig, or scoop up with a shovel; to push or move large amounts rapidly.

Narrative Text types:

- Stories
- Poems
- Riddles Letters
- Mysteries
- Fables



Reading Stamina Table Talk

- How much time do you spend on reading and reading instruction per day?
- How much of that time are students actually reading?
- What is the longest amount of time that your students sustain reading?

All Year Long Strategies to Increase Student Achievement on Tests

Reading and Responding to Text Dependent Questions

Teaching Students to Read Closely with Text-Dependent Questions



Why Do We Need to Ask Text-Dependent Questions?

The CCSS Requires Three Shifts in ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

achievethecore.org

Common Core ANCHOR STANDARDS for Reading Across Grade Levels

READING (Literature and Informational Text)



Category	<input type="checkbox"/>	Anchor Standard
Key Ideas and Details <i>What does the text say?</i>	<input type="checkbox"/>	1. 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.
	<input type="checkbox"/>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<input type="checkbox"/>	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure <i>How does the text say it?</i>	<input type="checkbox"/>	4. 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.
	<input type="checkbox"/>	5. 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.
	<input type="checkbox"/>	6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas <i>What does it mean and how does it connect to other texts?</i>	<input type="checkbox"/>	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	<input type="checkbox"/>	8. 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.
	<input type="checkbox"/>	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

All Year Long Strategies to Increase Student Achievement on Tests Reading and Responding to Text Dependent Questions

Text Dependent Question Prompts

General Understandings

Literature



Informational Text



General Reading: both Literature and Informational Text

- What is the most important point in this ___(paragraph, piece, page, passage)?
- The beginning of this passage helps the reader recognize ____.
- The phrase ___ means ____.
- What ideas in the text support/validate ___?
- How do you know _____? Explain your thinking.
- What is the evidence of _____?
- _____ is an example of _____.
- Where does the author provide evidence of ____? What clues show you?
- Point to the evidence that _____?
- Share a sentence that _____?

Literature



Literature

- How does the main character change throughout the story? What evidence does the author include?
- How does the main character treat other characters? What evidence does the author include?

CCSS Reading Standard 1

Key Details

Literature



Informational Text



General Reading: both Literature and Informational Text

- Describe the major events of _____, in order.
- What supporting details does the author include to help you learn about____?

Literature



Literature

- How does the author show each character's feelings?
- How does the character react to the setting? How do you know?
- How does the setting change through the story? How do you know?
- What do you know about (character)? What words does the author use to show you?
- How does each detail about setting and characterization support the plot?
- How does the main character treat other characters? What evidence does the author include?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?
- How does the setting change through the story? How do you know?
- How does the sequence of events develop the story?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?

CCSS Reading Standard 2

All Year Long Strategies to Increase Student Achievement on Tests Reading and Responding to Text Dependent Questions

Text Dependent Question Prompts

Vocabulary & Text Structure

General Reading (both Literature and Informational Text)

Literature



Informational Text



- What text structure(s) does this author use (question/answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?
- What context clues tell you what ___ (word) means?
- What does ___ mean? How do you know?
- What words or phrases grab your attention?
- What does the word ___ mean as used on page ___?
- What word does the author use to show us how ___?
- How does the use of the word ___ contribute to ___?
- How does the author use transition words (such as first, last, suddenly, later) to help you transition from sentence to sentence, paragraph to paragraph, and section to section?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author's meaning?
- How do the author's words help develop sensory images?

Literature

Literature



- What do you notice about the author's use of punctuation?
- What words or phrases tug at your heart?
- What beautiful language does the author use?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author's meaning?
- How do the author's words help develop sensory images?
- What comparisons (simile, metaphor, personification) do you notice in the text? How do they help you understand the text?
- What onomatopoeia, interjections, and alliteration does the author use? How does it support you as a reader?

CCSS Reading Standard 4 & 5

All Year Long Strategies to Increase Student Achievement on Tests Reading and Responding to Text Dependent Questions

Text Dependent Question Prompts

Author's Purpose

Literature



Informational Text



General Reading: both Literature and Informational Text

- What is the author's purpose? How do you know?
- What does the author want us to know about ___?
- What is the purpose of paragraph/sentence x? What are the clues that tell you this?
- Why did the author use (specific text feature) on this page?

Literature



Literature

- What is the author's message to his/her readers?

CCSS Reading Standard 6

Inferences

Literature



Informational Text



General Reading: both Literature and Informational Text

- What new information did you learn from the captions?
- What do we know from the title and cover?
- What do you learn from the illustrations?
- Look at the illustration on page x. Why did the illustrator include details like ___?
- What do you learn from the text? From the illustrations?
- Where in the text can you make inferences? How does your

inference help you understand the text more deeply?

Literature



Literature

- How does the dialogue help you understand the interaction between characters?
- Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
- How does the author help you learn about the setting (time, place, season)?
- What does the author mean by this quote _____? What is the message in it? What would the text mean without it?

CCSS Reading Standard 3 & 7

Opinions, Arguments, Inter-textual Connections

Literature



Informational Text



General Reading: both Literature and Informational Text

- What is the author's point of view? How do you know?
- I think the author means ___ when he/she says ___.
- What does the author think about ___?

Literature

Literature



- An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
- The author addressed the opposing view when he/she says ____.
- What reasons does the book give for ____?

Practice with Constructing Response Questions


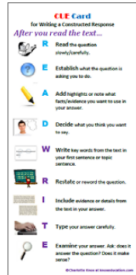
How to Build a Side-by-Side Practice for Written Response

The new online Common Core assessments ask students to read and comprehend text in a side by side format with the questions to the right of the text. The template below can be used to create opportunities to write about reading with any text of topic you are using in class. Simply locate a piece of text on a topic you want the students to read about. Online student magazines such as **Scholastic News**, **readworks.org**, and **newsela.com** are all good sources.

Type or paste the text into the left-hand box. It's formatted as a table and should grow to accommodate the volume of text you select. Then refer to the sample questions (constructed response samples) in this handbook to choose a question to respond to. Next guide the students through the steps below to help them understand how to tackle these challenging tasks. Follow the "gradual release of responsibility" approach as you teach: model and think aloud; then do the work together with input from the class; and finally have students work in pairs or on their own.

Writing about Texts: Practice with Constructing Response Questions

Directions: Read the passage on the left. Don't forget to warm it up! Read the question carefully. Highlight the key words in the question that are telling you what you need to write about. Use the highlighter to locate evidence from the text to use in your answer. Use words from the question in your first sentence. Write your answer in several sentences and include evidence from the text. Reread to make sure you answered the whole question.

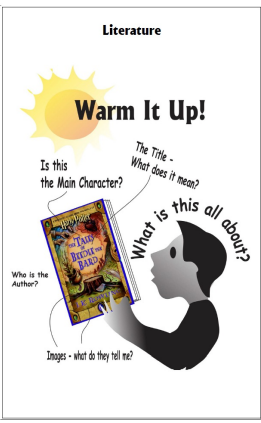
Writing About Texts: Practice with Constructing Response Questions		
Directions: Read the passage on the left. Don't forget to warm it up! Read the question carefully. Highlight the key words in the question that are telling you what you need to write about. Use the highlighter to locate evidence from the text to use in your answer. Use words from the question in your first sentence. Write your answer in several sentences and include evidence from the text. Reread to make sure you answered the whole question.		
<p>Type Sample Story Here</p>		<p>Question</p> <p>Paste in question from SBAC samples list</p>
		<p>Student types in answer here.</p>

Modeling Great Answers

Modeling how to write a "great answer" to a constructed response question:

Using the sample of the article on clean energy (see back pages of this mini-lesson), here are the steps you can follow to model "Great Answers."

1. Show students how to "warm up" the text: In this example one would read the title and think about what kinds of energy they use, and what might make it "clean" or "friendly" as a way to begin predicting what information they will learn in the text.



"Clean Energy

Power from the Sun and Wind

Learn about Earth-friendly energy."

What "energy" do I use?

What makes it clean? What makes it friendly?

What will this be about?

2. Show students how to read the question carefully and highlight the key words in the question that are telling them what to do. Use one color for the question and another for the evidence.

Question	Author
Explain how the author defines "clean energy".	Explain
Use details from the text to support your answer .	Defines
	Use details
	Support your answer

3. Read the passage and use a highlighter to choose which evidence you are going to use to answer the question in writing. Keep reminding the students that they are looking for evidence about what the question asked, in this case: "How does the author define clean energy."

Now more people are using clean energy. Such energy does not pollute the air. Two kinds of clean energy are wind power and solar power.

4. Use some of the key words in the question to write the topic sentence for your answer. Show them how to do this.

Explain how the author defines "clean energy". Use details from the text to support your answer.

Topic Sentence:

Clean energy is a term defined by the author in this passage as any form of energy that doesn't pollute the air.

5. Have students write their responses and then use a highlighter to locate information in their answer that is also highlighted in the passage.




Text

Now more people are using clean energy. Such energy does not pollute the air. Two kinds of clean energy are wind power and solar power.

Answer

Clean energy is a term defined by the author in this passage as any form of energy that doesn't pollute the air. The two kinds described in the passage are solar and wind power.

6. Have students compare their answers to the three levels you've written as models, or have them rate their own answers and compare to their classmates.

		
<p>The author thinks clean energy is good. The energy is friendly.</p>	<p>The author defines clean energy as energy that is friendly for the earth. These kinds of energy don't pollute. You can use the wind or the sun to make energy.</p>	<p>Clean energy is a term defined by the author in this passage as any form of energy that doesn't pollute the air. The two kinds described in the passage are solar and wind power. Solar power comes from solar panels on the roof of people's houses. The energy can be turned into electricity for lights or warm water for bathing. Wind power comes from turbines that turn when the wind blows. This makes electricity for houses. Many wind turbines make up wind farms and there is one in Texas that can light up 230,000 homes.</p>

Great Answers Poster is on the website at

http://www.knoxeducation.com/sites/main/files/file-attachments/great_answers_poster_11x17.pdf

Make Great Answers

Great Answer!

- Has key words from the text in the first sentence.
- Includes details and evidence from the text.
- Answers the question well.
- Makes sense.

Good Answer!

- Has key words from the text in the first sentence.
- Answers the question.

Answer...

- Provides an answer.

Clean Energy Sample Constructed Response Template

(A blank version of the template is available on our website at www.knoxeducation.com)

Writing About Texts: Practice with Constructing Response Questions – Sample “Clean Energy”

Directions: Read the passage on the left. Don't forget to warm it up! Read the question carefully. Highlight the key words in the question that are telling you what you need to write about. Use the highlighter to locate evidence from the text to use in your answer. Use words from the question in your first sentence. Write your answer in several sentences and include evidence from the text. Reread to make sure you answered the whole question.

Clean Energy

Power from the Sun and Wind

Learn about **Earth-friendly** energy.

What do people need to light their homes and drive cars? Energy! It gives power to many things we need and use.

Most of the energy people use comes from coal, oil, and gas. They are called fossil fuels. Those fuels come from fossils under the ground. Fossils are the remains of plants and animals that lived long ago.

Burning fossil fuels pollutes the air. The air becomes dirty. That can be harmful to people, animals, and plants.

Now more people are using **clean energy**. Such **energy does not pollute the air**. **Two kinds** of clean energy are **wind** power and **solar** power. Solar means “from the



Question

Explain how the **author defines “clean energy”**. Use **details** from the text to support your answer.

Type your answer here:

sun.”

Solar Power:

The sun gives Earth heat and light. Some homes have **solar panels** on the **roof**. The panels collect sunlight and turn it into **electricity**. That is a kind of energy. It lets people do many things. For example, we use electricity to light our homes and watch television. Solar power can also be used to **warm up** **the water** in our homes.

Wind Power

People can turn wind energy into electricity. Wind **turbines** are machines that **spin** when the wind blows. They make electricity. Wind turbines are often as tall as 20-story buildings. The blades can be more than 100 feet long.










Wind turbines are grouped together in **wind farms**. Some wind farms have hundreds of wind turbines. The Roscoe Wind Farm in **Texas** has 627 turbines. They can power **230,000 homes**.

Student Practice Help – the Cue Card

CUE Card

for Writing a Constructed Response

After you read the text...

- 
R **Read** the question slowly/carefully.
- 
E **Establish** what the question is asking you to do.
- 
A **Add** highlights or note what facts/evidence you want to use in your answer.
- 
D **Decide** what you think you want to say.
- 
W **Write** key words from the text in your first sentence or topic sentence.
- 
R **Restate** or reword the question.
- 
I **Include** evidence or details from the text in your answer.
- 
T **Type** your answer carefully.
- 
E **Examine** your answer. Ask: does it answer the question? Does it make sense?

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Cue cards can be used to teach students initially the steps in a complex thinking task. As always, using the “gradual release of responsibility” approach for introducing this process will bring the best results for all learners.

At first the teacher will model each step and think aloud during the steps so that students can see what is meant by each. Next, the teacher uses shared writing and input from the class to walk the students through each step, and write a quality response. Finally students can use the bookmark and try it on their own, or with a partner. Once students are working on their own, it’s helpful to find a way for them to compare each other’s responses to the same question to help them see that there are many ways to respond to these kinds of questions. Students will benefit from getting ideas from each other.

These cue cards are available on a document with 3 to a page for printing for students to use as a bookmark for individual practice. On our website at http://www.knoxeducation.com/sites/main/files/file-attachments/cue_card_constructed_response_-_3_across_bookmark.pdf



The A.C.E. Cue Card

These cards help students see the art of “A.C.E –ing” a Written Response, with lots of examples to help them remember. These cue cards can be found on our website at

http://www.knoxeducation.com/sites/main/files/file-attachments/ace_answer-cite-extend_cue_card_final_10-17-2015.pdf

How to A.C.E. a Written Response Question

Read



- Read the question slowly/carefully.
- Figure out what the question is asking you to do.
- Highlight or note the evidence you want to use in your answer.

Write

A.C.E.



Answer the question being asked.

Reread and restate the question, using your answer to write your topic sentence.



Cite evidence from the text to support your answer.

Include details from the text in your answer. DO NOT COPY TEXT word-for-word unless it is a QUOTE.



Extend your answer.

Explain your answer using your own prior knowledge and your personal experience.

- Group your ideas together.
- Use *transition words* to link your ideas.
- Close your answer at the end.
- Reread your answer and ask yourself, “Does it answer the question? Does it make sense?”

Adapted from information in Interactive Writing Notebook at www.knoxeducation.com
Available on our website at http://www.knoxeducation.com/sites/main/files/file-attachments/ace_answer-cite-extend_cue_card_final_10-17-2015.pdf

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Answer the question being asked.

Example Question:

What can you infer about Goldilocks' personality from the *Goldilocks and the Three Bears* story?

Example Answer:

You can infer from the Three Bears story that Goldilocks' personality is naughty.



Cite evidence from the text to support your answer.

Example Sentence:

An example from the story is when Goldilocks enters the house of the three bears without permission.

Sample Citing Words:

On page 12, the author explains...
In paragraph 4, the evidence shows that...
The illustration on page 3 shows...
The author states, "..."
According to the article, ...
An example in the story is...



Extend your answer.

Use *transition words* to link your ideas.

Example Sentence:

Goldilocks was naughty to all the bears. For example, she tasted the cereal from all three bowls so they were all ruined.

Sample Transition Words

Another	First
For example	Next
Also	Then
In addition to	Lastly
Because	So
Therefore	Since

Close your answer at the end.

I think she was naughty because, in my experience, people who are naughty do not wait for permission before doing what they want to do, just like Goldilocks.

Sample Closing Words:

This proves...because...
This shows...because...
I can infer from...
I can prove it by...
I know this because...
I believe that...because
In conclusion...

Using Teacher Academic Language Sheets (with Standards)

Here is a reference guide we've created for you to be able to see the common core standards side-by-side with sample questions stems from the SBAC practice tests as well as an indication of the DOK level for that question/task. You can use this tool to create questions for everyday assignments, monitor teaching and assessing standards, and help your students connect academic language to the standards as you go through the year.

Academic Language – Grade 3 (2014) (From SBAC Practice Test Scoring Guide 2014 for Grade 3)				
G	DOK	STD. #	Standard	Question
3	1	L-1,L-2, L-3.b	To complete this task, students must identify the subject-verb agreement error.	Which of the following sentences has an error in grammar usage?
3	1	L-2	The student will apply or edit the use of spelling in a text.	Choose that contains a spelling error.
3	3	L-5	The student will analyze the impact of word choice on reader interpretation of a text.	Why did the author use the phrase " _____ " in the sentence?
3	3	L-5	The student will interpret the literal and non-literal meanings of words and phrases used in context and analyze their use in the text.	What does the phrase " _____ " tell the reader about _____ (character)?
3	2	L-6	The student will identify and use the best academic or domain-specific word(s) or phrase(s) to make meaning clear.	The writer wants to replace the underlined word to make her meaning clearer. Which two words would make her word choice better?
3	2	RI-1	The student will identify text evidence to support a GIVEN conclusion based on the text.	Many items made from _____ are used every day. Pick three from the passage that best support this idea.
3	2	RI-2	The student will identify a central idea in a text.	What is the main idea of the paragraph?
3	3	RI-3	The student will analyze how information reveals the author's point of view within a text.	Choose the sentence that best describes what the information in the paragraph shows about the author's point of view.
3	3	RI-3	The student will form a conclusion about an informational text and identify details within the text that support that conclusion.	Click on the sentence that gives the best conclusion about people who _____. Click on two sentences that best support your answer in part A.
3	1	RI-4, L.4.a	The student will determine the meaning of a word based on its context in an informational text.	The authors uses a word that means _____. Click on the word in the paragraph that is closest to that idea.
3	3	RI-5	The student will analyze why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	What is the most likely reason the author used paragraph headings for each part of the passage?
3	3	RI-8	The student will make an inference about an informational text and identify details within the text that support the inference.	What inference can be made about why the author includes the _____ in the passage? Support your answer with details from the passage.
3	2	RL-1	The student will identify text evidence to support a GIVEN conclusion based on the text.	Click the two details that best support this conclusion.
3	2	RL-2	The student will determine a main idea of a text.	Which sentence best describes the lesson of the passage? Part B: Which sentence best supports your answer?
3	2	RL-2	The student will identify and sequence key events in a text.	Arrange the events from the passage in the order in which they happen.
3	3	RL-3	The student will make an inference about a literary text and identify details within the text that support that inference.	What inference can be made about the author's message about animals? Include information from the passage to support your answer.
3	2	RL-4	The student will determine the meaning of a word or phrase based on its context in	What does the word _____ most likely mean?

Using Student Academic Language Sheets

These are academic language terms highlighted in the context of sample questions. You can print these out for your students and ask them to annotate them with their own understandings of what the terms and questions mean. One suggestion from a group of teachers was to have the students re-write these into “kidspeak,” so they will make sense to them. Students could also use these to create their own questions for assignments or reading tasks.

Academic Language – Grade 3 (2013) (From SBAC Practice Test Scoring Guide 2013 for Grade 3)

What is the **lesson** of the passage?

What does the **phrase** “_____” **suggest** about (character)_____?

Which sentence **supports the idea** that _____ will likely _____ at the end of the passage?

Arrange the events from the passage **in the order in which they happen**. Click on the sentences to drag them to the correct locations.

Part A: Which word **best describes** (character) _____? Part B: Which sentence **best supports** your answer in part A?

What does the word _____ **mean** as it is used in the sentence?

Explain how the author **supports his statement** that _____. Use details from the passage to support your explanation.

Select **two sentences** from the passage that **best support** this statement.

What does the **phrase** _____ **mean** as it is used in the sentence?

Explain why the author is interested in _____. Use details from the passage to support your explanation.

Explain why the author **uses sections in the passage**. Use details from the passage to support your answer.

Which sentence **summarizes** the **main idea** of the section _____?

Which sentence would **best begin** this paragraph?