

# **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 (K-2)**

## **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 . . .

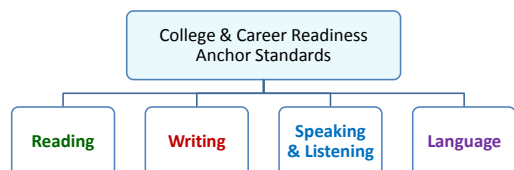


- Demonstrate Independence: comprehend complex texts in all content areas
- Build strong content knowledge across all subjects and disciplines
- Respond to varying demands of audience, task, purpose, and discipline
- Comprehend and critique
- Value evidence
- Use technology and digital media strategically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



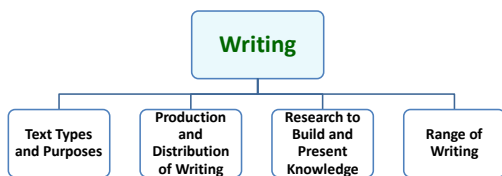
## CCR ELA/Literacy Strands

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/Domain**

**Standard**

First Grade
Production and Distribution of Writing
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.1.5**

## Writing



## 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 Kindergarten writing standards.
- Read the Kindergarten 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
  - Print Concepts
  - Phonological Awareness
  - Phonics and Word Recognition
  - Fluency
- Literature
  - 4 subheadings → 9 standards
- Informational Text
  - 4 subheadings → 10 standards

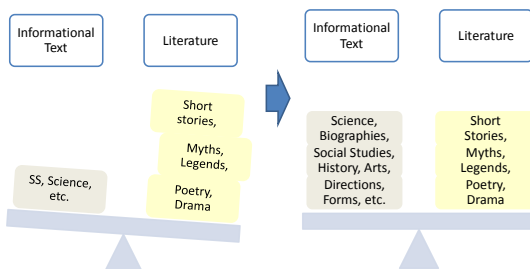


## CCSS Reading Standards: Foundational Skills

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

## 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!

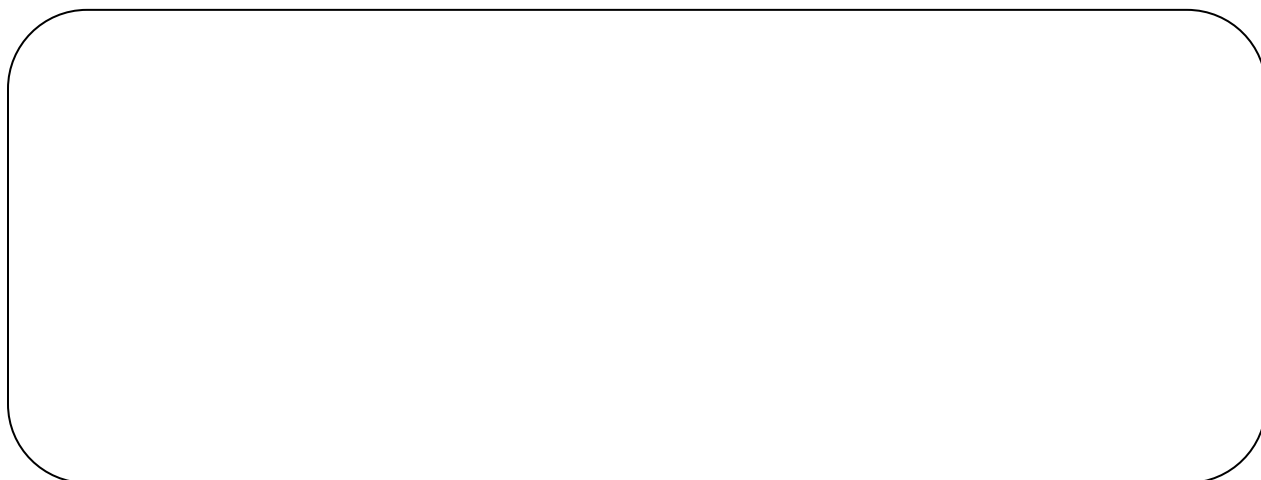
- I can create assessments that accurately measure student learning of the CCSS for ELA

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"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>
			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"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>
					

Language

# College and Career Readiness Anchor Standards for Reading K-5

## Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
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.
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.

## Range of Reading and Level of Text Complexity

10. 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\*\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. 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

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

## Research to Build and Present Knowledge

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

## 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 tasks, purposes, and audiences.

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

## Comprehension and Collaboration

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. 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

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

## Knowledge of Language

3. 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

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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

## Writing Standards K-5

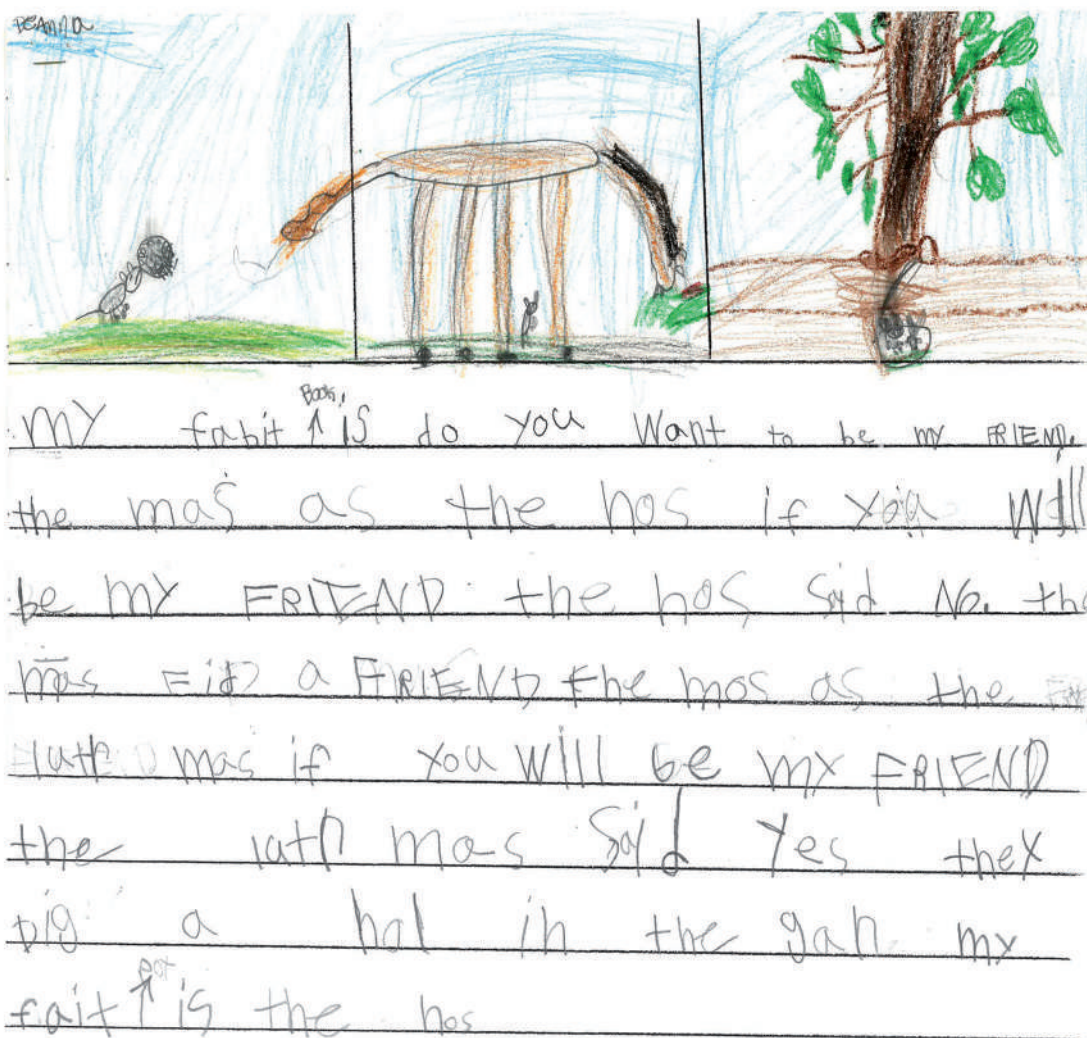
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The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:		Grade 1 students:		Grade 2 students:	
Text Types and Purposes					
1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ).	1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing					
4.	(Begins in grade 3)	4.	(Begins in grade 3)	4.	(Begins in grade 3)
5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge					
7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8.	Recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)	9.	(Begins in grade 4)	9.	(Begins in grade 4)
Range of Writing					
10.	(Begins in grade 3)	10.	(Begins in grade 3)	10.	(Begins in grade 3)

## Student Sample: K, Argument (Opinion)

This opinion piece about a work of literature was produced in class.



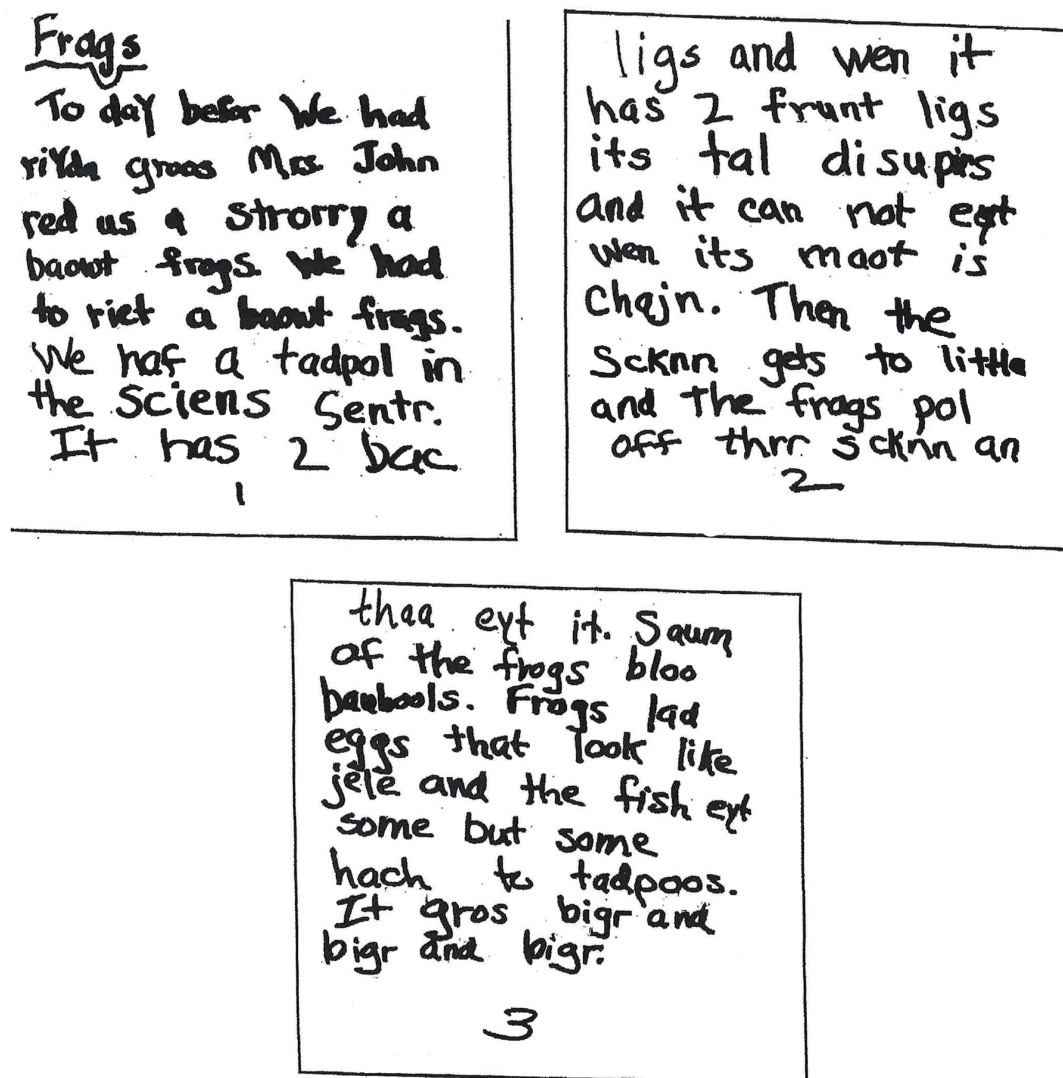
### Annotation

The writer of this piece

- tells the reader the name of the book (in the title of the paper).
  - My fabit (favorite) Book is do you Want to be my FRIEND
- states an opinion or preference about the book.
  - ... my fait (favorite) pot (part) is the hos (horse)

## Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.



### Annotation

The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
  - To day befor (before) We had riyda (writing) groos (groups) Mrs. \_\_\_\_\_ red (read) us a strorry (story) a baowt (about) frogs.
- supplies some information about the topic.
  - It has 2 bac (back) ligs (legs) and wen (when) it has 2 frunt (front) ligs (legs) its tal (tail) disupirs (disappears) . . . Then the scknn (skin) gets to (too) little and the frags pol (pull) off thrr (their) scknn (skin) . . .
  - Frogs lad (laid) eggs that look like jele (jelly) . . .

- **uses additive (adversative and temporal) linking words.**
  - *... and wen (when) ... Then ... but ...*
- **provides a sense of closure.**
  - *It gros (grows) bigr (bigger) and bigr and bigr.*
- **demonstrates command of some of the conventions of standard written English.**
  - As a kindergartener, the writer demonstrates remarkable control of the conventions of standard written English. As this was a process piece, it is reasonable to assume that the writer received feedback to correct possible errors with capital letters and periods.

## Teacher Checklist: Opinion/Argument Writing

<b><i>Introduction</i></b>	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?			
<b><i>Development of Ideas</i></b>			
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?			
<b><i>Content</i></b>			
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?			
<b><i>Conclusion</i></b>			
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?			
<b><i>Sources</i></b>			
If sources were used, were they credible?			

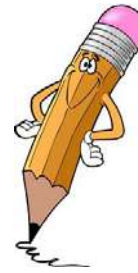


# 5 W's Chart

<b>What</b>	
<b>Who</b>	
<b>Why</b>	
<b>When</b>	
<b>Where</b>	



# 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.

- 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.

This tree grows in the country. It might grow in your yard, too. Do you know what kind it is? This is an apple tree.

This apple tree came from a seed. The seed was small. It grew inside an apple. Have you ever seen an apple seed? Ask an adult to help you cut an apple in two. The seeds are in the center. They look like this.

Most apple trees come from seeds that are planted. Sometimes an apple tree grows from a seed that falls to the ground. The wind blows leaves over the seed. The wind blows soil over the seed.

All winter the seed lies under the leaves and the soil. All winter the seed lies under the ice and snow and is pushed into the ground. Spring comes. Rain falls. The sun comes out and warms the earth. The seed begins to grow.

At first the young plant does not look like a tree. The tree is very small. It is only a stem with two leaves. It has no apples on it. A tree must grow up before it has apples on it. Each year the tree grows. It grows tall. In seven years it is so tall that you can stand under its branches. In the spring there are blossoms on the tree. Spring is apple-blossom time.

[...]

We cannot see the roots. They are under the ground. Some of the roots are large. Some of them are as small as hairs. The roots grow like branches under the ground. A tree could not live without roots.

Roots hold the trunk in the ground. Roots keep the tree from falling when the wind blows. Roots keep the rain from washing the tree out of the ground.

Roots do something more. They take water from the ground. They carry the water into the trunk of the tree. The trunk carries the water to the branches. The branches carry the water to the leaves.

Hundreds and hundreds of leaves grow on the branches. The leaves make food from water and air. They make food when the sun shines. The food goes into the branches. It goes into the trunk and roots. It goes to every part of the tree.

Fall comes and winter is near. The work of the leaves is over. The leaves turn yellow and brown. The leaves die and fall to the ground.

Now the tree is bare. All winter it looks dead. But the tree is not dead. Under its coat of bark, the tree is alive.

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**Aliki. *My Five Senses*. New York: HarperCollins, 1989. (1962)**

I can see! I see with my eyes.

I can hear! I hear with my ears.

I can smell! I smell with my nose.

I can taste! I taste with my tongue.

I can touch! I touch with my fingers.

I do all this with my senses.

I have five senses.

When I see the sun or a frog or my baby sister, I use my sense of sight. I am seeing.

When I hear a drum or a fire engine or a bird, I use my sense of hearing. I am hearing.

When I smell soap or a pine tree or cookies just out of the oven, I use my sense of smell. I am smelling.

When I drink my milk and eat my food, I use my sense of taste. I am tasting.

When I touch a kitten or a balloon or water, I use my sense of touch. I am touching.

Sometimes I use all my senses at once.

Sometimes I use only one.

I often play a game with myself.

I guess how many senses I am using at that time.

When I look at the moon and the stars, I use one sense. I am seeing.

When I laugh and play with my puppy, I use four senses. I see, hear, smell, and touch.

When I bounce a ball, I use three senses. I see, hear, touch.

Sometimes I use more of one sense and less of another.

But each sense is very important to me, because it makes me aware.

To be aware is to see all there is to see...

hear all there is to hear...

smell all there is to smell...

taste all there is to taste...

touch all there is to touch.

Wherever I go, whatever I do, every minute of the day, my senses are working.

They make me aware.

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**Hurd, Edith Thacher. *Starfish*. Illustrated by Robin Brickman. New York: HarperCollins, 2000. (1962)**

Starfish live in the sea. Starfish live deep down in the sea. Starfish live in pools by the sea.

Some starfish are purple. Some starfish are pink.

This is the sunflower starfish. It is the biggest of all. Starfish have many arms. The arms are called rays. Starfish have arms, but no legs.

Starfish have feet, but no toes. They glide and slide on tiny tube feet. They move as slowly as a snail.

The basket star looks like a starfish, but it is a little different. It doesn't have tube feet. It moves with its rays. It has rays that go up and rays that go down.

Tiny brittle stars are like the basket star. They hide under rocks in pools by the sea.

The mud star hides in the mud. It is a starfish. It has tiny tube feet.

A starfish has no eyes. A starfish has no ears or nose. Its tiny mouth is on its underside. When a starfish is hungry, it slides and it glides on its tiny tube feet.

It hunts for mussels and oysters and clams. It feels for the mussels, it feels for the oysters. It feels for the clams. It feels for something to eat.

The starfish crawls over a clam. Its rays go over it. Its rays go under it. Its rays go all over the clam. The starfish pulls and pulls. It pulls the shells open. It eats the clam inside.

Sometimes a starfish loses a ray. A crab may pull it off. A rock may fall on it. But this does not hurt. It does not bother the starfish. The starfish just grows another ray.

In the spring when the sun shines warm, and the sea grows warm, starfish lay eggs. Starfish lay eggs in the water. They lay many, many, many tiny eggs. The eggs look like sand in the sea. The tiny eggs float in the water. They float up and down. They move with the waves and the tide, up and down, up and down.

*Used by permission of HarperCollins Publishers.*

**Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York: Prentice Hall, 1965. (1965)**

**Crews, Donald. *Truck*. New York: HarperCollins, 1980. (1980)**

This is a largely wordless book appropriate for kindergarten.

## Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.	Use illustrations and details in a story to describe its characters, setting, or events.	7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.	Compare and contrast the adventures and experiences of characters in stories.	9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Reading Standards for Informational Text K-5

RI

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2.	With prompting and support, identify the main topic and retell key details of a text.	2.	Identify the main topic and retell key details of a text.	2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure					
4.	With prompting and support, ask and answer questions about unknown words in a text.	4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
5.	Identify the front cover, back cover, and title page of a book.	5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7.	Use the illustrations and details in a text to describe its key ideas.	7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8.	With prompting and support, identify the reasons an author gives to support points in a text.	8.	Identify the reasons an author gives to support points in a text.	8.	Describe how reasons support specific points the author makes in a text.
9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read informational texts appropriately complex for grade 1.	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# 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:**

You will now discuss the topic of astronauts.

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

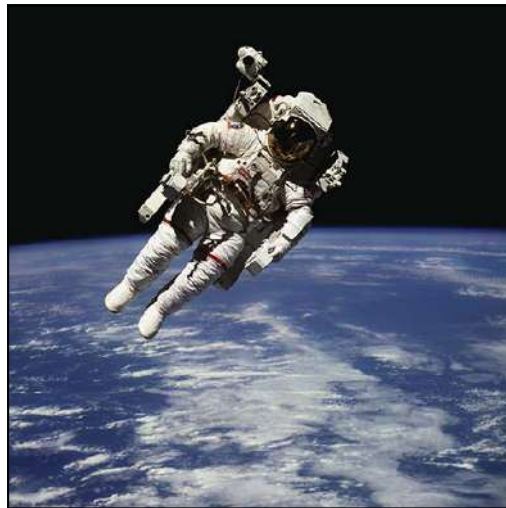
### **Classroom Activity Source**

#### **Source:**

Here is an article about astronauts.

#### **What is an Astronaut?**

by Talia Yee



Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts can see the Earth from space. They can see how it is round, like a ball. They can look down and see clouds, land, and water. They can even see the Moon up close. Astronauts get the chance to see more stars than you or I have ever seen.



Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Astronauts train for hundreds of hours. There are three different levels of training they must pass before leaving for space. During their training, they learn about science and space. They also learn medical skills so they can keep each other healthy and safe when they are in space. Astronauts learn about what life is like on the International Space Station (ISS) and they also practice riding in special vehicles that are meant just for space. They even take classes in scuba diving! The feeling in their suits underwater is very similar to walking in space. A very important thing astronauts must also learn is how to work together as a team. Each person has a special job to do as part of the team.



Since there are different kinds of astronauts who have different kinds of jobs, some of the training they get is also different. Some astronauts learn about how to put things together and become very good at fixing things. They go to space to fix things on spaceships. Some astronauts are pilots who know how to fly airplanes. They have to study how to fly and steer a spaceship.

They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders. They are in charge of all the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. They go into space to learn how living things change when they are in space.

**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 what you just read about the topic of astronauts, which should help you write your informational article. You will have 15 minutes to answer these questions.

**Question 1:** What kinds of jobs do astronauts do?

**Question 2:** Would you enjoy being an astronaut? If so, why?

**Question 3:** What would you not enjoy about being an astronaut? Why not?

**Class discussion:**

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

## **Astronauts Informational Performance Task**

### **Task:**

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to learn about a different job. Your assignment is to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.

### **Directions for Beginning:**

You will now look at two sources. You can look at either of the sources as often as you like.

### **Research Questions:**

After looking at the sources, use the rest of the 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 information you have read and looked at, which should help you write your informational article.

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

### **Part 1**

#### **Sources for Performance Task:**

##### **Source #1**

This article about astronauts is based on information in the following sources:

- <http://www.kidzworld.com/article/3084-becoming-an-astronaut>
- <http://www.whyyz.com/what-does-an-astronaut-do>
- [http://www.esa.int/esaKIDSen/SEM3RIWJD1E\\_LifeinSpace\\_0.html](http://www.esa.int/esaKIDSen/SEM3RIWJD1E_LifeinSpace_0.html)

## What is an Astronaut?

by Talia Yee

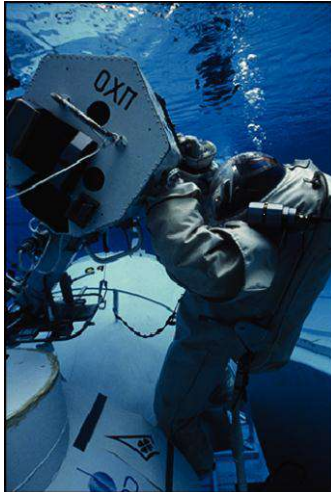


Astronaut floating in space © Corbis

Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts can see the Earth from space. They can see how it is round, like a ball. They can look down and see clouds, land, and water. They can even see the Moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Astronauts train for hundreds of hours. There are three different levels of training they must pass before leaving for space. During their training, they learn about science and space. They also learn medical skills so they can keep each other healthy and safe when they are in space. Astronauts learn about what life is like on the International Space Station (ISS) and they also practice riding in special vehicles that are meant just for space. They even take classes in scuba diving! The feeling in their suits underwater is very similar to walking in space. A very important thing astronauts must also learn is how to work together as a team. Each person has a special job to do as part of the team.



Astronaut under water  
© Pascal Parrot/Sygma/Corbis

Since there are different kinds of astronauts who have different kinds of jobs, some of the training they get is also different. Some astronauts learn about how to put things together and become very good at fixing things. They go to space to fix things on spaceships. Some astronauts are pilots who know how to fly airplanes. They have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders. They are in charge of all the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. They go into space to learn how living things change when they are in space.

When astronauts are in a spaceship that is moving around Earth, they can feel as though they don't weigh anything. They can float. This is because the spaceship is in constant free fall around Earth, which means that it is quickly dropping as it moves around Earth. When something is in free fall, it can feel as though it is weightless and floating. Many astronauts say that it is fun to float around the inside of a spaceship. Other objects in the spaceship also can float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts get to have many adventures. But they work hard, too.

## Source #2

This article about what it is like to be an astronaut is based on information in the following sources:

- <http://news.discovery.com/videos/cool-jobs-astronaut.html>
- [http://www.nasa.gov/audience/forstudents/5-8/features/F\\_When\\_Space\\_Makes\\_You\\_Dizzy.html](http://www.nasa.gov/audience/forstudents/5-8/features/F_When_Space_Makes_You_Dizzy.html)

### Life in Space

by Aaron Higgins

Many people say they want to be an astronaut, but do they know what it is really like? Because astronauts have to know many things, they spend many years studying. They go to school for 12 years. Then they go to college for four years. After that, they have to study for at least two more years. That is 18 years of school in total! Some astronauts spend even more time studying. After all that time in school, they still have to do special training to learn how to live in space.

When astronauts are in space, they feel weightless. They can float. This sounds like fun, but it is not that simple. The human body is used to being on Earth. Some people stay out in space for months. A lot of strange things happen to the body when it feels weightless and floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more blood flows to the astronauts' heads. Their faces get puffy. Their necks get bigger. At the same time, less blood flows to their legs making them skinny. They call this condition "bird legs."

The heart is a muscle. It pumps blood around the body. The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can get weaker, too, because they do not have to work as hard to move the astronaut's body.

Astronauts have to do exercises when they are in space so they do not get too weak. They use big rubber bands. They attach them to the walls of the spaceship and hook them over their shoulders. Then they bend their knees and press against them to make their legs stronger.

When astronauts come back from space, they feel weak. It takes time for them to get used to being on the ground again.

Explain why it is hard to be an astronaut. Give three reasons, using information from both sources. Be sure to tell which source you used for each reason.

Type your answer in the space provided.

A two-point response includes a total of three reasons why it is difficult to be an astronaut. Reasons must be provided using information from both sources, only one of which may be cited. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample Two-Point Response:**

- Even though it's an exciting job, being an astronaut can be difficult for many reasons. In both sources, we learn that astronauts have to study for a long time to prepare for jobs in space. Source 1 explains that astronauts go through three different levels of training before they leave the ground. From Source 2, we learn that astronauts can become weak and sick as they adjust to life on a spaceship. The astronauts need to work hard to stay in shape.. Both sources show us how hard it can be to be an astronaut, both before and after they go into space.

A one-point response includes two reasons why it is difficult to be an astronaut, using information from both sources. **A response that includes two or three reasons why it is difficult to be an astronaut, using information from only one source also receives one point.**

**Sample One-Point Response:**

- Being an astronaut sounds really hard. The first source says that astronauts need to study for hundreds of hours to learn how to live in space. The second source says that astronauts need to exercise in space to stay healthy.

A response that provides one reason why it is difficult to be an astronaut or does not provide any relevant reasons from the sources receives no credit.

**Sample Zero-Point Response:**

- Being an astronaut is very exciting because astronauts can float.

Which source best tells how feeling “as though they are floating in space” affects the astronauts? Explain your answer by giving two examples from that source.

Type your answer in the space provided.

A two-point response identifies Source 2 and provides two examples from that source to describe how the feeling of “floating in space” affects astronauts. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample Two-Point Response:**

- Both sources mention floating in space, but the second source really describes what floating feels like for the astronauts. Floating may sound like fun, but it can make people sick after months in space. When their blood flow changes, their necks and faces get puffy, and their legs get thin and weak. Even their bones can get weaker because they don’t have to carry weight.

A one-point response identifies Source 2 and provides one example from that source or provides two examples and does not identify the source that describes how the feeling of “floating in space” affects astronauts.

**Sample One-Point Response:**

- Source 2 explains that astronauts’ hearts get weaker when they’re in space because they don’t have to pump the blood as hard.

A response that does not identify Source 2 and does not provide any relevant examples or only identifies the source or one example to describe how the feeling of floating affects astronauts receives no credit.

**Sample Zero-Point Response:**

- Astronauts float inside their spaceships.



Which topic can be found in both sources?

- Ⓐ Astronauts train to do different kinds of jobs in space.
- Ⓑ Astronauts have a special view of the Moon and Earth.
- Ⓒ It is important for astronauts to get plenty of exercise.
- Ⓓ Floating in space can have strange effects on astronauts.

The correct response, option C, receives a score of 1 point.

## 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 informational article will be scored; then begin your work.

### Your assignment:

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to write about a different job.

Your assignment is to write an informational article that is several paragraphs long that will help the students in your class know what the job of an astronaut is like. The magazine will be read by the students in your class, parents, and your teacher.

Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

### REMEMBER: A well-written informational article:

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

**Now begin work on your informational 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 Informative-Explanatory 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"> <li>controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> </ul>	<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"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> </ul>	<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"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>
	<ul style="list-style-type: none"> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> </ul>	<ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> </ul>	<ul style="list-style-type: none"> <li>inconsistent use of transitional strategies and/or little variety</li> </ul>	<ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> </ul>	
	<ul style="list-style-type: none"> <li>effective introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>adequate introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>introduction or conclusion, if present, may be weak</li> </ul>	<ul style="list-style-type: none"> <li>introduction and/or conclusion may be missing</li> </ul>	
	<ul style="list-style-type: none"> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<ul style="list-style-type: none"> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<ul style="list-style-type: none"> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<ul style="list-style-type: none"> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	

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

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

<b>2-Point</b> <b>Informative-Explanatory</b> <b>Performance Task Writing Rubric (Grades 3–5)</b>				
<b>Score</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NS</b>
<b>Conventions</b>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <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](http://www.smarterbalanced.org) (English Language Arts Content Specifications)

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

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

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				
		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)**

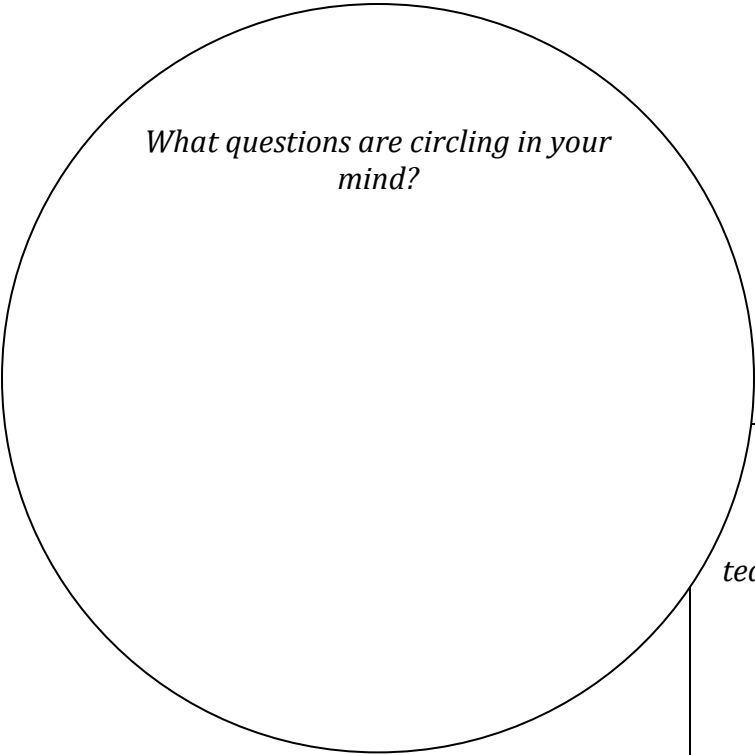
**Assessment Items**

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

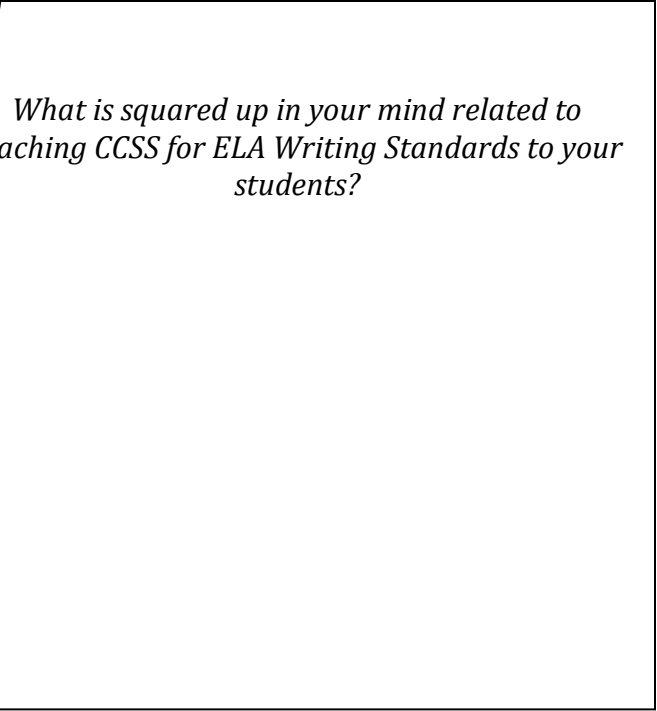
## **Possible Interventions**

## **Possible Extensions**

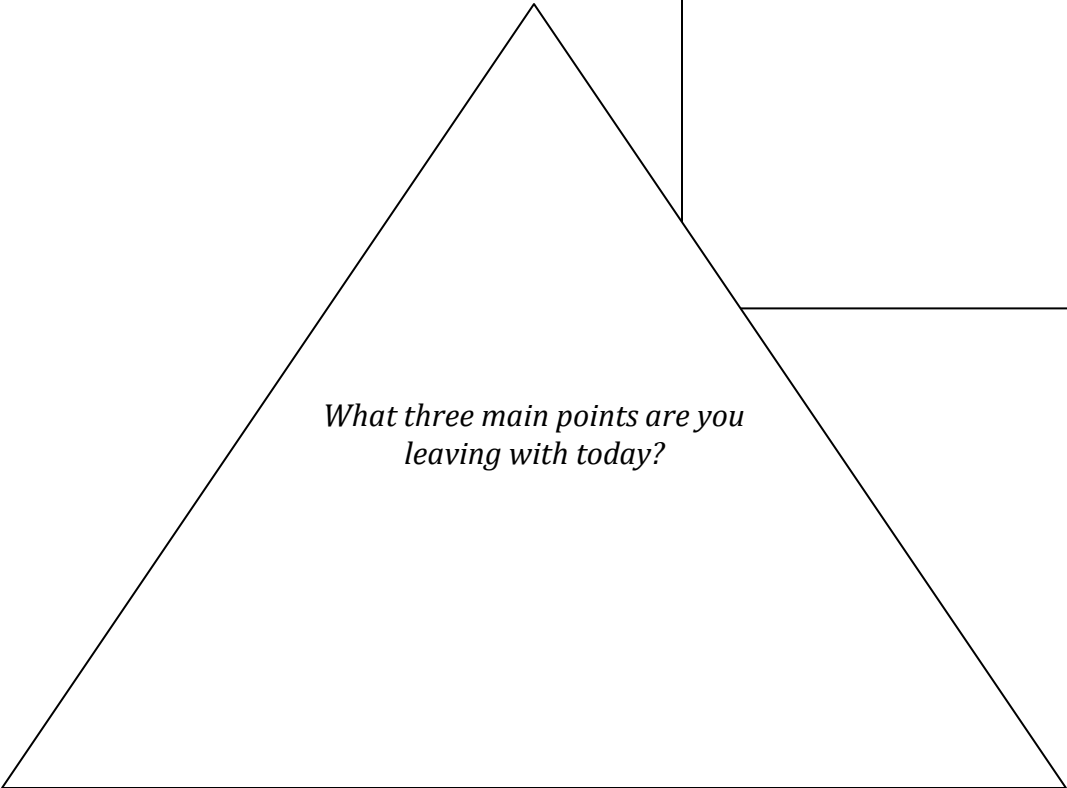
## EXIT SLIP



*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?*