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Common Core Teaching and Learning Strategies

*English & Language Arts
Reading Informational Text*

Grades 9 - 12

Draft
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Illinois State Board of Education

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100 N. 1st Street • Springfield, IL 62777

100 W. Randolph, Suite 14-300 • Chicago, IL 60601 •

Introduction

When implementing Common Core Standards in English language arts educators must be mindful of literacy research and continue to use those evidence-based practices within the framework of Common Core. For example, a primary grade teacher would continue to focus on areas of phonics, phonemic awareness, comprehension, fluency, vocabulary, writing and motivation within the context of the standards.

The following strategies have been compiled to connect the Common Core State Standards to best practices. All efforts have been made to align with research outlined in Appendix A of the Common Core State Standards for English and Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

This document has placed special emphasis on student interaction with increasingly complex text. Emphasis has also been placed on developing the skill of close analytic reading and increasing competency in the comparison and synthesis of ideas. In addition, the templates that follow have been designed to help students grapple with more complex vocabulary in preparation for college and careers. Common Core Standards for Writing, Speaking and Listening, and Language are layered within strategy suggestions to model the use of standards as vehicles for enhancing and assessing reading comprehension.

These strategies have been constructed with a vision of student success on the upcoming PARCC assessments. Formative assessment suggestions have also been embedded within each template in an effort to continually move learning forward toward skill mastery.

The suggestions included in this document combine familiar methods and tools with ideas for enhancement aligned to the Common Core State Standards. What follows is a framework to use as guidance when preparing the students of Illinois for success in college and careers. The strategies contained within this document are not intended to be used as a model curriculum. Rather, the strategy suggestions were designed to be used as a framework for generating ideas and inspiring collaborative dialog when implementing the Common Core Standards. It should be noted that specific texts mentioned within this document are targeted based upon their inclusion as text exemplars within the Common Core State Standards. Their presence is designed to generate similar ideas and discussions of appropriately complex texts. This version is a product of many perspectives and will continue to evolve.

The Common Core Standards implementation works in tandem with other agency initiatives. The Statewide System of Support and Response to Intervention processes, for example, are to be infused into Common Core implementation. Throughout all agency communication we hope to use the same language and definitions so the transition to implementing Common Core Standards will be seamless.

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RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Strategy/Lesson Suggestions <i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i>	Assessment FOR Learning Suggestions <p>Statement Starter. Students partner and provide each other objective feedback on their completed tables. The teacher then presents the class with a statement: “Ladies and gentlemen, Patrick Henry was a pacifist!”</p> <p>Or</p> <p>“Margaret Chase Smith believes people should have the right to criticize.”</p> <p>Students then work collaboratively with their partner to generate a cited summary in agreement with or dispute of the statement starter. As students write, they use the following questions to guide their responses:</p> <ol style="list-style-type: none"> 1. Are we interpreting the text correctly? 2. Are we citing specific language from the text? 3. Is our evidence convincing? <p>Continual objective feedback is evident throughout the exercise which utilizes both discussion and diagnostic questioning techniques.</p> <p>Upgrade. The teacher converts the citation table into a form within Google Docs. Students submit answers online. The following day, in small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author’s intent. Discussions are continually guided to focus on specific words, phrases and sentences the author used to deliver his/her message.</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4,6) (SL.9-10.1,3,4) (L.9-10.1,2,4,5)</p>
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References:

- PARCC (2011). PARCC Model Content Frameworks: English Language Arts/Literacy Grades 3-11. Partnership for Assessment of Readiness for College and Career; October 2011.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
	<p>Magnet Summary. Students conduct a close read of a short text within the 9-10 grade band text complexity range (e.g., Anna Quindlen's "A Quilt of a Country", Learned Hand's "I am an American Day Address", ...). While reading, they identify the specific words or phrases (<i>magnets</i>) that drive the text. Students record each magnet on a separate index card and list with them specific supporting words or phrases used by the author to anchor the <i>magnet</i> firmly within the text. The process is modeled with 9th grade students whereas 10th grade students are provided greater independence to complete the task. (Buehl, 1993)</p> <p>One Sentence Summations. Randomly selected members of the class read a selection of the text aloud (when appropriate pre-determine the random readers a day prior to the activity). Student facilitators lead the class in a brief whole group discussion of the section, resulting in a short list of significant ideas conveyed by the author. The student facilitators are then given a short amount of time to quickly transform the list of ideas into an objective, one sentence summary which includes the proper use of a colon or semicolon thus modeling the activity. The remaining text is divided into sections and students repeat the process independently (Santa, Havens and Valdes, 2004).</p> <p>Smart Art. Students utilize a SmartArt Funnel Graphic to construct their one sentence summation.</p>	<p>Magnet Summary. Students use the words on each card to construct a single sentence summary of the text. The teacher emphasizes the need to “use various types of phrases (<i>noun, verb, adjectival, adverbial, participial, prepositional, absolute</i>) and clauses (<i>independent, dependent; noun, relative, adverbial</i>) to convey specific meanings and add variety and interest to (<i>their writing</i>)” (L.9-10.1.b). Upon completion, students trade sentences within small groups. Students highlight the phrases and clauses utilized to communicate each <i>magnet summary</i> and utilize a style guide to provide each other objective feedback with regards to proper usage. The teacher facilitates small group discussions and utilizes student feedback to construct targeted language lessons. Students additionally engage in discussions with regards to accuracy in the interpretation of the text.</p> <p>Formative Assessment Tip. “Often a single assessment is used for multiple purposes; in general, however, the more purposes a single assessment aims to serve, the more each purpose will be compromised” (Pelligrino, Chudowsky, Glaser, 2001).</p> <p>One Sentence Summations. Upon completion of the activity, students trade sentences within small groups. Students utilize a style guide to provide specific peer-to-peer feedback regarding proper usage of a colon and semi-colon. The teacher listens intently and targets usage clarifications appropriately. Students additionally engage in discussions with regards to accuracy in the interpretation of the text. When finished, students repeat the process by funneling the section summations into an objective one sentence summation of the entire text.</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4) (SL.9-10.1,3,4) (L.9-10.1,2,4,5,6).</p>	

References:

- Buehl, D. (1993). Magnetized: Students are drawn to technique that identifies key words. *WEAC News & Views*, 29(4), 13.
- Pelligrino, J., Chudowsky, N., Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, D.C.: National Academy Press.
- Santa, C., Havens, L. & Valdes, B. (2004). *Project CRISS: Creating independence through student-owned strategies* (3rd Ed.). Dubuque: Kendall/Hunt.

RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
	<p>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Analysis & Connection. Utilizing Abraham Lincoln's "Second Inaugural Address" students conduct an analysis of the ideas that led to the Civil War, as outlined by the text. Students can conduct a similar analysis & connection of Martin Luther King's "Letter from Birmingham Jail" or similar texts with an appropriate level of complexity for this grade band. Students adhere to the following guiding questions as they investigate the text;</p> <ol style="list-style-type: none"> 1. In what order are the points made? 2. How are the points introduced and developed? 3. How does the author skillfully connect the various points? <p>While reading the text independently or in small groups, students begin their investigation by documenting the order in which the points are made. Examples of helpful graphic organizers are listed below.</p> <p>Graphic Organizers.</p> <p>Semantic Maps. Templates such as these can be used to illustrate how an author introduces a point, how he/she develops the point and how the point itself is finally stated. This can also be used to display connections between various points. (Santa, C., Havens, L. & Valdes, B.,2004).</p> <p>Venn Diagrams. These graphic organizers are used to illustrate the similarities and differences between various points (Santa, C., Havens, L. & Valdes, B.,2004).</p>	<p>Think-Pair-Share. Students independently analyze the text and complete a graphic organizer providing rationale for text placement. At a predetermined interval, students are paired with those working at a similar completion rate. Partners share ideas to complete their individual assignment. Each student completes an objective written analysis of how points were introduced, developed and skillfully connected. Students continually supply each other with objective feedback as they organize the framework for their written analysis.</p> <p>Feedback Tip. "...students prefer to see feedback as forward-looking, helping to address 'Where to next?', and related to the success criteria of the lesson. Regardless of their perceptions of achievement level, students see the value and nature of feedback similarly" (Hattie, 2012, p.131).</p> <p>Graphic Organizer Tip. Teachers and students work collaboratively to pre-determine a "set" of graphic organizers that will be utilized within the 9-12 grade band. A rubric is developed clearly outlining success criteria when using graphic organizers for textual analysis. Expectations are clear and continually foster a classroom environment that supports the sharing of quality objective peer-to-peer and self-feedback.</p>	<p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4) (SL.9-10.1,3,4)</p>

References:

- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge, 131.
- Santa, C., Havens, L. & Valdes, B. (2004). *Project CRISS: Creating independence through student-owned strategies* (3rd Ed.). Dubuque: Kendall/Hunt.

RI.9-10.4	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Vocabulary Overview Guide. Students record key words from the text on a template that categorizes and provides a contextual clue for each. Include the meaning of the word (Carr, 1985).</p> <p>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Written Comparison and Synthesis of Ideas. Students conduct a close read of texts such as Martin Luther King's "Letter from Birmingham Jail" and Elie Wiesel's "Hope, Despair and Memory". Words, phrases and sentences which significantly shape the meaning and tone of each text are highlighted as they read. Without the aid of classroom discussion, students independently proceed to complete a written comparison and synthesis of ideas (CSI) between the two pieces of text. Students portray a clear analysis of how the texts are similar and how they differ in terms of meaning and tone.</p> <p>Meaning & Tone Table. Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They utilize a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. Objective feedback is ongoing.</p>	<p>Meaning and Tone Table. Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They use a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. Objective feedback is ongoing.</p> <p>Color Coded Competency. A visible timer is used to establish a time limit for completion of the vocabulary overview guide, the meaning and tone table or a similar activity. When time has elapsed, each student puts a colored mark on their paper corresponding with their level of competency (Blue – good to go, Yellow – fairly comfortable, Red – oh boy, I need some help). Papers are turned in. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of 'Where to next?' (Hattie, 2012).</p> <p>Written CSI. Students and teachers work together to develop rubrics which clearly outline expectations and success criteria for a formal written product. Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the two pieces of text; how they are similar and how they contrast in meaning and tone. After breaking down each text, students "synthesize" the meaning of each and construct an original informative/explanatory essay "to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content" (W.9-10.2).</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.2,4,5,9,10)(SL.9-10.1,3,4)(L.9-10.1,2,3,4)</p>

References:

- Carr, E.M. (1985). The vocabulary overview guide: A metacognitive strategy to improve vocabulary comprehension and retention. *Journal of Reading, 28*, 684-689.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Strategy/ Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Close Read. Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. As students finish reading they are introduced to a focus question related to a text. Students return to the text for further study. Through text analysis, students develop viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn.</p> <p>Discussion Web. Students discuss a text analysis in small groups. Each group draws a conclusion about what the text says explicitly, what inferences can be made and what particular sentences, paragraphs, or larger portions of text support their conclusion (Alvermann, 1991).</p> <p>Online Discussion Forum. Students utilize an online discussion forum to engage in the discussion web. For example, a blog is created for an assigned text. Student "blog facilitators" post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each post as a way to engage in an online text analysis.</p> <p>Formative Assessment Tip. "Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we now know and what we could know; they are signs of opportunities to learn and they are to be embraced" (Hattie, 2012, p.124).</p> <p>Discussion Web. The teacher listens intently so as to support and enhance a discussion environment in which "new connections" are continually made. At the conclusion of the discussion web, students show comprehension competency by writing a summary in response to the focus question in which they cite specific portions of the text to support their conclusion. The classroom environment fosters quality self and peer-to-peer feedback continually inspiring students to "produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience" (W.9-10.4).</p> <p>Online Discussion Forum. Prior to using an online discussion forum, students and staff work collaboratively within the 9-12 grade band to develop a rubric that clearly outlines expectations and success criteria.</p>	<p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4,9,10) (SL.9-10.1-6) (L.9-10.1-5)</p> <p>References: Alvermann, D. (1991). The discussion web: A graphic aid for learning across the curriculum. <i>The Reading Teacher</i>, 45(2), 92-99. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. New York, NY: Routledge, 124.</p>		

RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Prior to the activity, students are competent in the key differences between argumentative, informative/explanatory and narrative writing. Students are given access to a text exemplar of appropriate complexity within each style of writing; one for each style.</p> <p>Read-Only, Purpose Statement, Support. Students begin the activity by deliberately reading one of the texts start to finish without highlighting or note-taking. After completing a deliberate read, students author a single sentence narrative highlighting the author's purpose of the text. Students clearly acknowledge that a quality "purpose sentence" includes appropriate clauses and phrases. When the purpose sentence is complete, students utilize sticky notes to cite specific words, phrases and clauses from the text the author used to advance their intent.</p> <p>Over a period of several days, students repeat the process with each text exemplar. Students conclude the unit by conducting a comparison and synthesis of ideas (CSI) amongst the texts. Each student constructs a list of distinguishing features from one style to the next and draws conclusions regarding author's point of view as it relates to overall purpose.</p> <p>Questioning the Author. After developing an understanding of authorship, students read a complex text and engage in objective discussions at pre-determined intervals. Students utilize Questioning the Author strategies to enrich and advance the discussion (Beck, McKeown, Hamilton and Kucan, 1997).</p> <p>Tier Two Words. "...many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading" (CCSS ELA & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A, p.33).</p> <p>Read-Only, Purpose Statement, Support. As students read, the teacher navigates the room and utilizes diagnostic questioning to determine competency with regards to Tier Two vocabulary appearing within the text. Feedback is provided that "models, cues, or hints to support improvements in learning...operating as an instructional scaffold" (Heritage, 2010, p.84).</p> <p>Through strategic text selection, this activity could be adapted so that students display competency in conducting a "sustained research project to answer a question (including a self-generated question) or solve a problem" (W.9-10.7).</p> <p>Questioning the Author. During the discussion, students provide objective peer-to-peer feedback to keep the dialog centered on "evaluat[ing] a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence" (SL.9-10.3).</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.1,3,5,7-10) (SL.9-10.1-4,6) (L.9-10.1-6)</p>			

References:

- Beck, I.L., McKeown, M.G.,Hamilton, R.L. & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press; 84.

RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Close Read and Comparison. Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. After a text is closely analyzed, students will view a video or theatrical interpretation of the same subject matter in order to compare the subject matter in both mediums.</p> <p><i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Comparison and Synthesis of Ideas. Students begin by conducting a close read of a text such as Ronald Reagan's "Address to Students at Moscow State University" or a text of similar complexity. After reading, students complete a written summary of the major points of Reagan's address. Within their written summary, students place special emphasis on how they anticipate the text of the address will be received by the audience. Upon completion of the summary, students watch the full video of the address and note audience reaction during delivery and contrast participant reaction with their predicted response. At this point students read an edited version of the text from one the top resources retrieved via an online search engine, as well as an abbreviated YouTube clip of the same event. Students conduct an analysis of which details are emphasized and which are absent in each account. Success criteria centers around the ability to "determine which details are emphasized in each account".</p> <p>Scaffolding Suggestion. Texts and videos can be segmented for students who struggle to determine which details are emphasized in each account of the same subject or event.</p>	<p>EXPLANATION - Tier Two words (what the Standards refer to as <i>general/academic words</i>)...appear in all sorts of text: informational texts (words such as <i>relative, vary, formulate, specificity, and accumulate</i>)...Tier Two words often represent subtle ways to say relatively simple things – <i>saunder instead of walk for example</i>" (CCSS ELA & Literacy Appendix A: 33).</p> <p>Tier Two words formative assessment tip. Students start a spreadsheet within Google Docs (a "Vocabulary Guide") that contains a variety of Tier Two words, clues, definitions and the specific text in which it was found. Each time a student encounters an unfamiliar or unrecognized word they check the online "Vocabulary Guide" for assistance. If the word is not on the list, it is added. The teacher and students continually acknowledge and inspire the use of Tier Two words within daily dialog.</p> <p>Formative Assessment Tip. "Formative assessment is not a test but a process—a <i>planned</i> process involving a number of different activities" (Popham, 2008).</p>	<p>Enhancement Suggestion. Students displaying competence can sharpen their skills by conducting further analysis of search engine results. Guiding questions can be used such as:</p> <ol style="list-style-type: none"> 1. How does this information compare with the original text/source? 2. How was the original edited? 3. As you analyze the editions, what can you infer with regards to author intent? 	<p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.1,2,4,5,7,9,10) (SL.9-10.1-6) (L.9-10.1-6)</p>

References:

Popham, W. J. (2008). *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Written Comparison and Synthesis of Ideas. Students closely read and conduct an analysis of texts such as George Washington's "Farewell Address" and Franklin Delano Roosevelt's "State of the Union Address". Students evaluate each text with the purpose of conducting a comparison and synthesis of ideas. Particular emphasis can be placed upon tone, purpose or how each text outlines the author's vision of America's place in the world.</p> <p>Save the Last Word for Me. Students are given a specific amount of time to read through a text. While reading, students highlight specific claims made by the author. When time has expired, students record a certain number of sentences from their collection of highlighted claims. As this task is completed, students organize into predetermined small groups and discuss their recorded claims. Each student reads one of the sentences that he or she selected aloud, then listens to the other student's responses to that sentence, and then explains his or her own response. This strategy can be adapted so that students record and discuss valid reasoning, relevant evidence, false statements and fallacious reasoning. (Vaughan & Estes, 1986).</p> <p>Exit Slip. Students analyze specific excerpts from the texts they have been reading closely. Students are given a certain amount of time to complete a brief summary explaining how the excerpts compare and contrast. For example, students are presented with a sentence from both Washington's and FDR's address;</p> <p><u>Washington</u> - "Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful foes of republican government."</p> <p><u>FDR</u> - "We have joined with like-minded people in order to defend ourselves in a world that has been gravely threatened with gangster rule."</p> <p>Prior to leaving the class, students turn in a brief comparison of the specific claims or arguments the authors attempt to make.</p> <p>Upgrade. Students submit their exit slip in digital form (e.g., blog post comment, Google+ comment, Tweet, Google Doc form). The teacher studies and organizes the exit slips for diagnostic purposes providing quality feedback that moves learning forward. A "hinge-point question" is crafted from the responses and utilized to start a lesson the following day.</p> <p>Hinge-point questions. A hinge-point question is a quick check on understanding (William, 2011).</p> <ol style="list-style-type: none"> 3. Ideally it takes less than a minute for all students to respond 4. Ideally it takes less than 30 seconds for the teacher to view and interpret the responses <p>These suggestions can also be adapted to diagnose competency in the following standards: (W.9-10.1,2,4,5,7,9,10) (SL.9-10.1,3-6) (L.9-10.1,2,4-6)</p>			

References:

- Vaughan, J. & Estes, T. (1986). *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

RI.9-10.9 Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p><i>The following strategy utilizes a CCSS text exemplar from the 9-10 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Written Comparison and Synthesis of Ideas. Students conduct a CSI between texts such as The Declaration of Independence, Abraham Lincoln's "Gettysburg Address", Martin Luther King's "I Have a Dream" Address, The Warren opinion of Brown vs. Board. As students analyze each text, the following guiding questions can be used; What does this word or phrase mean? What tone does this word usage convey? Why did the author write in this particular style?</p> <p>Change Frame. Students read a text and then organize the information in a change frame table which provides for relationships to be represented as well as comparisons to be made. Students work collaboratively with the teacher to create headings for each column. For example, when applied to history, headings can include; problems people faced, the causes of the problems and the solutions to the problems. When the template is complete students use the information to write an objective summary of their comparison and synthesis of ideas. (Buehl, 1992)</p>	<p>Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze the language used within this passage of Warren's opinion;</p> <p><i>"The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws."</i></p> <p>Students compare and contrast the language from Warren's opinion with this excerpt from Martin Luther King's "Letter from Birmingham Jail";</p> <p><i>"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny."</i></p> <p>Objective feedback is continually shared to diagnose competency in recognizing key concepts and themes. Students work individually or in pairs, using a variety of resources to define selected words (including a student constructed "Vocabulary Guide" for Tier Two words). Students compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward.</p> <p>Research Project. Students utilize strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.1,2,4,5,7-10) (SL.9-10.2-4,6) (L.9-10.1-6)</p>	

References:

Buehl, D. (1992). *Classroom strategies for interactive learning*, (2nd Ed.). Newark, NJ: International Reading Association.

RI.09-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Comparative Analysis of Literary Nonfiction. Similar to other standards, scaffolding is targeted to move learning forward so students are able to independently and draw cross textual connections among multiple texts with proficiency by the end of grade ten. The following guiding questions can be used as scaffolding as students build competency within this standard;</p> <ul style="list-style-type: none"> • How does word choice and text structure compare/contrast between texts of similar topic written in <i>different eras</i>? • How does word choice and text structure compare/contrast between texts of similar topic written for <i>different audiences</i>? • What symbols and/or images appear frequently in one or more texts? • How does each author view an important historical/cultural issue differently or the same? • How does each work use a particular meaning or tone to illustrate a point or support an argument? • How does the historical context of each work influence its meaning? • How does a specific social movement influence each work? <p>Close Read. Students read an appropriately complex text with varying levels of independence and support. Expectations are such that 9th grade students receive more support as they stretch their literacy levels toward independent reading and analysis of complex texts within this grade band by the completion of 10th grade. As students finish reading they are introduced to a focus question related to a text. Students return to the text for further study. Through text analysis, students develop viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn</p> <p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions &/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area. 4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. 5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area. 			

References:

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge, p.124

RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p><i>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Close Read. Students conduct a close read of a text such as Thomas Paine's <i>Common Sense</i>. After reading the text each student obtains a thesis table for recording data as they conduct a second read; in an effort to find the thesis of the reading and its supporting points. Within the table, students write a certain amount of specific phrases or sentences from the text and articulate the significance of each, emphasizing relationship to the thesis. The strategy is modeled prior to beginning the exercise and students are able to "read like a detective" (PARCC, 2011, 86) to determine the specific message the author is trying to convey.</p> <p>Online Collaboration. Students utilize a form within Google Docs as a graphic organizer as they closely analyze a text. All evidence is recorded online. The following day, in small groups, students study the compiled responses and select a certain number of sentences that combine to outline the author's thesis/premise and its supporting points. Discussions are continually guided to focus on specific words, phrases and sentences the author used to deliver his/her message.</p>	<p>Assessing Graphic Organizers. Teachers and students collaborate to establish/update graphic organizer rubrics. Expectations and success criteria are clear to foster an environment of objective self- and peer-to-peer feedback. The following questions are very useful as guides for student responses;</p> <ol style="list-style-type: none"> 1. Am I interpreting the text correctly? 2. Am I citing specific language from the text? 3. Is my evidence convincing? <p>Continual objective feedback is evident throughout the exercise which utilizes both discussion and diagnostic questioning techniques.</p> <p>Assessing Online Contributions. Similar rubrics are collaboratively designed for digital submissions ensuring success criteria are clear. The guiding questions listed above are also appropriate for digital work in relation to this standard.</p> <p>Formative Assessment Tip. Responding to the "I don't know."</p> <p>If a student responds to a classroom discussion question with a simple "I don't know", the teacher can respond with "I will get back to you". Then a few other students are asked to respond to the same question. After several responses are shared, the teacher returns to the original student and asks him/her which response they agree with the most and why (William, 2011).</p>		

These suggestions can also be adapted to diagnose competency in the following standards: (W.9-10.4.6) (SL.9-10.1,3,4) (L.9-10.1,2,4,5)

References:

- PARCC (2011). PARCC Model Content Frameworks: English Language Arts/Literacy Grades 3-11. Partnership for Assessment of Readiness for College and Career; October 2011.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
	<p>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Magnet Summary. Students conduct a close read of a text within the 11-12 grade band text complexity range (e.g., Henry David Thoreau's <i>Walden</i>). While reading, they identify the specific words or phrases (<i>magnets</i>) that drive the text. Students record each magnet on a separate index card and list with them specific supporting words or phrases used by the author to anchor the <i>magnet</i> firmly within the text (Buehl, 1993).</p> <p>One Sentence Summations. Randomly selected members of the class read a selection of the text aloud (when appropriate pre-determine the random readers a day prior to the activity). Two student facilitators lead the class in a brief whole group discussion of the section, resulting in a list of significant ideas conveyed by the author. The student facilitators are given a specific short period of time to transform the list of ideas into one objective sentence which is both interesting and pleasurable to read; thus modeling the activity. The remaining text is divided into sections and students repeat the process independently (Santa, Havens and Valdes, 2004).</p> <p>Funnel Graphic Organizer: Students utilize a SmartArt Funnel Graphic to construct their one sentence summation.</p>	<p>Magnet Summary. Students use the words on each card to construct a single sentence summary of the text. Emphasis is placed on the need to "vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading" (L.11-12.3a). Upon completion, students trade sentences and alter the syntax of the original sentence in an effort to make it more interesting or pleasurable to read. Students trade back, explain modifications to the original author, and assess the accuracy of the summary as well as the way in which the sentence was constructed and altered. The activity continually repeats while the teacher facilitates small group discussions. Results are utilized to construct targeted language lessons.</p> <p>One Sentence Summations. Upon completion of the activity, students trade sentences within small groups. A style guide is used to provide specific peer-to-peer feedback regarding the use of syntax for effect. The teacher listens intently and targets clarifications appropriately. Students additionally engage in discussions with regards to accuracy in the interpretation of the text. When finished, students repeat the process by funneling the section summations into an objective one sentence summation of the entire text.</p>	<p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4) (SL.9-10.1,3,4) (L.9-10.1,2,4,5,6)</p>

References:

- Buehl, D. (1993). Magnetized: Students are drawn to technique that identifies key words. *WEAC News & Views*, 29(4), 13.
- Santa, C., Havens, L. & Valdes, B. (2004). *Project CRISS: Creating independence through student-owned strategies* (3rd Ed.). Dubuque: Kendall/Hunt.

RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
	<p>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Close Read. Utilizing a text such as Ralph Waldo Emerson's "Society and Solitude", students conduct an analysis of Emerson's points regarding solitude and its relationship to society as a whole. Students adhere to the following guiding questions as they investigate the text;</p> <ol style="list-style-type: none"> 1. In what order are the points made? 2. How are the points introduced and developed? 3. How does the author skillfully connect the various points? 4. How does the author summarize his point in the conclusion? <p>Analysis & Connection. While reading the text independently or in small groups, students investigate the text by documenting the order in which the points are made. Examples of helpful graphic organizers are listed below.</p> <p>Semantic Maps. (Santa, C., Havens, L. & Valdés, B.,2004). Templates such as these can be used to illustrate how an author introduces a point, how he/she develops the point and how the point itself is finally stated. This can also be used to display connections between various points.</p> <p>Venn Diagrams. (Santa, C., Havens, L. & Valdés, B.,2004). These graphic organizers are used to illustrate the similarities and differences between various points</p>	<p>Think-Pair-Share. Students independently analyze the text and complete a graphic organizer providing rationale for text placement. At a predetermined interval, students are paired with those working at a similar completion rate. Partners share ideas to complete their individual assignment. Each student completes an objective written analysis of how points were introduced, developed and skillfully connected. Students continually supply each other with objective feedback as they organize the framework for their written analysis.</p> <p>Feedback Tip. "...students prefer to see feedback as forward-looking, helping to address 'Where to next?', and related to the success criteria of the lesson. Regardless of their perceptions of achievement level, students see the value and nature of feedback similarly" (Hattie, 2012, 131).</p>	<p>Graphic Organizer Tip. Teachers and students work collaboratively to pre-determine a "set" of graphic organizers that will be utilized within the 9-12 grade band. A rubric is developed clearly outlining success criteria when using graphic organizers for textual analysis. Expectations are clear and continually foster a classroom environment that supports the sharing of quality objective peer-to-peer and self-feedback.</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.4) (SL.9-10.1,3,4)</p>

References:

- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge: New York.
- Santa, C., Havens, L. & Valdés, B. (2004). *Project CRISS: Creating independence through student-owned strategies* (3rd Ed.). Dubuque: Kendall/Hunt.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
	<p>Vocabulary Overview Guide. Students record key words from a text on a template that categorizes and provides a contextual clue for each. The meaning of each word is included (Carr, 1985). <i>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Key Terms Chart/Writing: Students conduct a close reading of a text such as G.K. Chesterton's "The Fallacy of Success". Students will analyze the development of key words and ideas as they are changed, refined, and clarified over the course of the text. In this case, students will note the development of the term "success" as it is defined by the author and then re-defined and clarified by the use of non-examples as well. This graphic organizer can be used as a supplement to the reading, and can also be used as the starting point for a written assessment that settles around a set of central questions such as:</p> <ul style="list-style-type: none"> • What does success mean to the author in the beginning of the piece? • How does the author use non-examples to add meaning to this idea? • How does the author's use of non-examples add tone and humor to the piece? • How does he develop his central idea, or change it over the course of the text? • How do his ideas about "success" compare to your own?" <p>Students connect their written claims directly to evidence drawn from the text.</p>	<p>Meaning and Tone Table. Students work individually or in pairs using a variety of resources to define selected words as well as compare and contrast specific language from within a text. They use a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone.</p> <p>Color Coded Competency. Utilize a visible timer to establish a time limit for completion of the vocabulary overview guide, the meaning and tone table or a similar activity. When time has elapsed, each student puts a colored mark on their paper corresponding with their level of competency (Blue – good to go, Yellow – so, so, Red – oh boy, I need some help). Papers are turned in. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback centered around the idea of 'Where to next?' (Hattie, 2012).</p> <p>Written CSI. Students and teachers work together to develop rubrics which clearly outline expectations and success criteria for a formal written product. Self, peer-to-peer and teacher-to-student feedback continually maintains an objective focus on the two pieces of text; how they are similar and how they are different in meaning and tone. After breaking down each text, students "synthesize" the meaning of each and construct an original informative/explanatory essay "to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content" (W.9-10.2).</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.2,4,5,9,10)(SL.9-10.1,3,4)(L.9-10.1,2,3,4)</p>

References:Carr, E.M. (1985). The vocabulary overview guide: A metacognitive strategy to improve vocabulary comprehension and retention. *Journal of Reading, 28*, 684-689.Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p><i>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Evaluating an Argument Students read through an excerpt of a text such as H.L. Mencken's, <i>The American Language</i>, 4th edition. They proceed to analyze the way the author structures his central idea/thesis statement, and its supporting points. Students use an Argumentative essay visual organizer to promote a clearer understanding of how the author chooses to structure his argument. Students can use this process of analysis to later inform and structure their own argumentative writing pieces.</p> <p>Discussion Web As students finish reading they are introduced to a focus question related to the text. Students closely analyze the text, develop their viewpoints as to how the text explicitly responds to the focus question as well as inferences which may be drawn. Students then discuss their views in small groups. Each group draws a conclusion about what the text says explicitly, what inferences can be made and what particular sentences, paragraphs, or larger portions of text support their conclusion (Alvermann, 1991).</p> <p>Online Discussion Forum Students utilize an online discussion forum to engage in the discussion web. For example, the teacher, or a pair of students, create a blog for the text that has been assigned. Student "blog facilitators" post specific sentences, paragraphs, or larger portions of text within the blog and the remaining students add comments to each post as a way to engage in an online analysis of the text.</p>	<p>Formative Assessment Tip. "Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding...Errors invite opportunities...They should not be seen as embarrassment, signs of failure, or something to be avoided...They are exciting, because they indicate a tension between what we now know and what we could know; they are signs of opportunities to learn and they are to be embraced" (Hattie, 2012).</p> <p>Discussion Web. The teacher listens intently so as to support and enhance a discussion environment in which "new connections" are continually made. At the conclusion of the discussion web, students show comprehension competency by writing a summary in response to the focus question in which they cite specific portions of the text to support their conclusion. The classroom environment fosters quality self and peer-to-peer feedback continually inspiring students to "produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience" (W.11-12.4).</p> <p>Online Discussion Forum. Prior to using an online discussion forum, students and staff work collaboratively within the 9-12 grade band to develop a rubric that clearly outlines expectations and success criteria.</p>	<p>These suggestions can also be adapted to diagnose competency in the following standards: (W.9-10.4,9,10) (SL.9-10.1-6) (L.9-10.1-5)</p>

References:

- Alvermann, D. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*. 45 (2), 92-99.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge, p. 124.

RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</p> <p>Engaging with Rhetorical Devices. Students conduct a close read of a text such as Thomas Paine's <i>Common Sense</i>. Students may use a graphic organizer to record the rhetorical devices in the text. When a predetermined amount of time has elapsed, a review of concepts associated with rhetoric and rhetorical devices may be necessary. (e.g., parallelism, repetition, aphorism, rhetorical questioning, appeals to the audience, etc.) During reading, emphasis is continually placed on how authors use rhetoric and rhetorical devices as tools in any persuasive text.</p> <p>Read-Only, Purpose Statement, Support. Students begin the activity by reading one of the texts start to finish without highlighting or note-taking. After completing a deliberate read, students author a single sentence narrative highlighting the author's purpose of the text. Students clearly acknowledge that a quality "purpose sentence" includes appropriate clauses and phrases. When the purpose sentence is complete, students utilize sticky notes to cite specific words, phrases and clauses from the text the author used to advance their intent.</p> <p>Questioning the Author. After developing an understanding of authorship, students read a complex text and engage in objective discussions at pre-determined intervals. Students utilize Questioning the Author strategies to enrich and advance the discussion (Beck, McKeown, Hamilton and Kucan, 1997).</p> <p>Tier Two words information. "...many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading" (CCSS ELA & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A, p. 33).</p> <p>Read-Only, Purpose Statement, Support. As students read, the teacher navigates the room and utilizes diagnostic questioning to determine competency with regards to Tier Two vocabulary appearing within the text. Feedback is provided that "models, cues, or hints to support improvements in learning...operating as an instructional scaffold" (Heritage, 2010, p. 84).</p> <p>Through strategic text selection, this activity could be adapted so that students conduct a "sustained research project to answer a question (including a self-generated question) or solve a problem" (W.11-12.7).</p> <p>Questioning the Author. During discussion, students provide objective peer-to-peer feedback to keep the dialog centered on "evaluat(ing) a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used" (SL.11-12.3).</p> <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.1,3-5,7-10) (SL.9-10.1-4,6) (L.9-10.1-6)</p>			

References:

- Beck, I.L., McKeown, M.G.,Hamilton, R.L. & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin; Thousand Oaks, CA, p. 84.

RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p><i>The following strategy uses a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Written Comparison and Synthesis of Ideas. Students begin by conducting a close read of the full text of The Declaration of Independence or a text of similar complexity. After reading, students complete a written summary of the major points of the text. Within their written summary, students place special emphasis on how the text has been summarized , characterized, and remembered throughout history. Upon completion of the summary, students watch the John Adams video clip, view the original print document, and analyze the Trumbull painting of the signing of the declaration. After students have discussed the different associations and implications of each media, they will read a summarized version of the text from one the top resources retrieved via online search , as well as a Spark Notes Summary of the document itself. Students conduct an analysis of which details are emphasized and which are absent in each account.</p> <p>Style Guide Activity. As students write and revise their written summaries of a full text, a style guide to edit their own work as well as the work of their peers. The teacher fosters a writing environment that inspires objective feedback throughout the writing process. Students periodically trade sentences/paragraphs and alter original syntax resulting in language that is more interesting or pleasurable to read. This activity concludes with peer-to-peer dialogue regarding how and why original language was altered.</p> <p>EXPLANATION - Tier Two words (what the Standards refer to as <i>general academic words</i>)...appear in all sorts of text: informational texts (words such as <i>relative, vary, formulate, specificity, and accumulate</i>)...Tier Two words often represent subtle ways to say relatively simple things – <i>saunter instead of walk for example</i>" (CCSS ELA & Literacy Appendix A, p.33).</p> <p>Tier Two words formative assessment tip. Students start a spreadsheet within Google Docs (a "Vocabulary Guide") that contains a variety of Tier Two words, clues, definitions and the specific text in which it was found. Each time a student encounters an unfamiliar or unrecognized word they check the online Guide for assistance. If the word is not on the list it is added. The teacher and students continually acknowledge and inspire the use of Tier Two words within daily dialog.</p> <p>Staffolding Suggestion. Texts and videos can be segmented for students who struggle to determine which details are emphasized in each account of the same subject or event.</p> <p>Enhancement Suggestion. Students displaying competence can sharpen this skill by conducting further analysis of search engine results. Guiding questions can be used such as;</p> <ol style="list-style-type: none"> 4. How does this information compare with the original text/source? 5. How was the original edited? 6. What is the author's intent? <p>These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.1,2,4,5,7,9,10) (SL.9-10.1-6) (L.9-10.1-6)</p>			

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p><i>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Comparison and Synthesis of Ideas. Students closely read and conduct analyses of texts such as Frederick Douglass' "What to the Slave Is the Fourth of July?" address and the <i>Declaration of Sentiments by the Seneca Falls Conference</i>. Students evaluate each text with the purpose of conducting a comparison and synthesis of ideas. Particular emphasis can be placed upon tone, purpose, or how each text outlines the author's vision of their own place in America, and America's place in the world.</p> <p>Save the Last Word for Me (Vaughan & Estes, 1986) Students are given a specific amount of time to read through a text. While reading, students highlight specific claims made by the author. When time has expired, students record a certain number of sentences from their collection of highlighted claims. As this task is completed, students organize into predetermined small groups and discuss their recorded claims. This strategy can be adapted so that students record and discuss valid reasoning, relevant evidence, false statements and fallacious reasoning.</p>	<p>Exit Slip. Students analyze specific excerpts from the texts they have been reading closely. Students are given a predetermined amount of time to complete a brief summary explaining how the excerpts compare and contrast. Prior to leaving the class, students turn in a brief comparison of the specific claims or arguments the authors attempt to make.</p> <p>Upgrade. Students submit their exit slip in digital form (e.g., blog post comment, Google+ comment, Tweet, Google Doc form). Responses are studied and organized for diagnostic purposes providing quality feedback that moves learning forward. A "hinge-point question" is crafted from the responses and utilized to start a lesson the following day.</p>	<p>Hinge-point question guidelines. A hinge-point question is a quick check on understanding (William, 2011). Using a hinge point question to begin a class period allows a lesson to "zero in" on specific learning based upon quickly collected data. Ideally, it takes less than a minute for all students to respond and it also ideally takes less than 30 seconds for the teacher to view and interpret the responses.</p> <p>Progression Note. In coordination with this reading standard, a key progression in the <i>writing standards</i> is the need for students to show competency in drawing evidence from informational texts, <u>including how two or more texts from the same period treat similar themes or topics</u> (W.11-12.9).</p> <p>These suggestions can also be adapted to diagnose competency in the following standards: (W.9-10.1,2,4,5,7,9,10) (SL.9-10.1,3-6) (L.9-10.1,2,4-6)</p>

References:

- Vaughan, J. & Estes, T. (1986). *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions														
<p><i>The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.</i></p> <p>Written Comparison and Synthesis of Ideas. Students conduct a comparison and synthesis of ideas (CSI) between texts such as The Declaration of Independence, Preamble to the Constitution, and Lincoln's Second Inaugural Address. As students produce a written analysis each text, the following guiding questions can be used; What does this word or phrase mean? What tone does this word usage convey? Why did the author(s) write in this particular style?</p> <p>Change Frame. Students read a text and organize the information in a table which provides for relationships to be represented as well as comparisons to be made (Buehl, 1992). Students work collaboratively with the teacher to create headings for each column. For example, when applied to history headings can include problems people faced, the causes of the problems and the solutions to the problems. When the table is complete, students use the information to write an objective summary of the comparison and synthesis of ideas.</p> <table border="1" data-bbox="1073 1136 1328 1981"> <thead> <tr> <th>Questions</th> <th>Group?</th> <th>Group?</th> <th>Group?</th> </tr> </thead> <tbody> <tr> <td>What problems did they have ?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>What changes caused the problems?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>How did they solve the problems?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Recognizing Concepts and Themes. Students dissect portions of extracted text in an effort to analyze similarities and differences in concepts and themes. For example, students analyze the language used within the Preamble to this portion of Lincoln's address;</p> <p>"While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war -- seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came."</p> <p>Objective feedback is continually shared to diagnose competency in recognizing key concepts and themes. Students work individually or in pairs, utilizing a variety of resources to define selected words (including a student constructed "Vocabulary Guide" for Tier Two words). Students compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone. Feedback is continually shared in an effort to move learning forward.</p> <p>Research Project. Students utilize strategies within this template to progressively complete a sustained research project. The teacher listens intently and continually provides objective feedback in an effort to move learning forward.</p> <p>These suggestions are also designed to diagnose competency in the following standards: (W.9-10.1.2,4,5,7-10) (SL.9-10.2-4,6) (L.9-10.1-6)</p>	Questions	Group?	Group?	Group?	What problems did they have ?				What changes caused the problems?				How did they solve the problems?			
Questions	Group?	Group?	Group?													
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References:

Buehl, D. (1992). *Classroom strategies for interactive learning*. (2nd Ed.). Newark, DE: International Reading Association.

RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
<p>Comparative Analysis of Literary Nonfiction. Similar to other standards, scaffolding is targeted to move learning forward so students are able to independently and draw cross textual connections among multiple texts with proficiency by the end of grade twelve. The following guiding questions can be used as scaffolding as students build competency within this standard;</p> <ul style="list-style-type: none"> • How does word choice and text structure compare/contrast between texts of similar topic written <i>in different eras</i>? • How does word choice and text structure compare/contrast between texts of similar topic written <i>for different audiences</i>? • What symbols and/or images appear frequently in one or more texts? • How does each author view an important historical/cultural issue differently or the same? • How does each work use a particular meaning or tone to illustrate a point or support an argument? • How does the historical context of each work influence its meaning? • How does a specific social movement influence each work? 	<p>Formative Assessment Tip. Feedback is provided and recorded on these suggested artifacts in order to regroup students for targeted learning opportunities. Teachers are encouraged to strategically score progress with a watchful eye on the formative assessment process. It is important to keep in mind that a “final grade” represents a summative score.</p> <ol style="list-style-type: none"> 1. Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension. 2. Students answer and receive feedback on text dependent questions. 3. Students engage in a variety of discussions &/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area. 4. Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn. 5. Students engage in formal and informal presentations of a variety of products outlined above. Aligned assessment and feedback of speaking and listening skills during presentations also promote growth in this area. 		

References:

APPENDIX A - GRAPHIC ORGANIZERS AND ATTACHMENTS

STOP-N-THINK	
Name: _____	Date: _____
Circle One: Book, Listening, Video, Other _____	
<i>Direction: Use words, pictures or a combination of both to put down key ideas.</i>	
Stop #1	
Stop #2	
Stop #3	
Stop #4	
Summary of the Stops:	

Trailing the Text

Page	Topic	The American Revolution: Fighting for a New Nation
Page 7	How the topic is introduced	<i>The American revolution is introduced by the author telling how and why the war as started as well as how hard the war was on the colonists. No illustrations were used.</i>
Page 8 Sect. 1	Illustrations/Elaborations	<i>The author used a political cartoon to emphasize the unfairness of England's taxes. The cartoon really made England look bad.</i>
Page 8 Sect 2	Illustrations/Elaborations	<i>The author wrote a bit about each cause of the war. A timeline was also on page 8. It showed the order all things happened. This help me see how all of those causes led to the war.</i>
Page 9	Illustrations/Elaborations	<i>The author explained how the Boston Tea Party made England punish the people of Boston. The author explained that this led to a meeting of the colonies. Not long after that war started.</i>
Page 10	Illustrations/Elaborations	<i>Page 10 didn't give too many facts about the end of the war, but that it ended in 1781. The author said that a British band played "The World Turned Upside Down" when they surrendered.</i>
		<p>Summarization of the Trail:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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

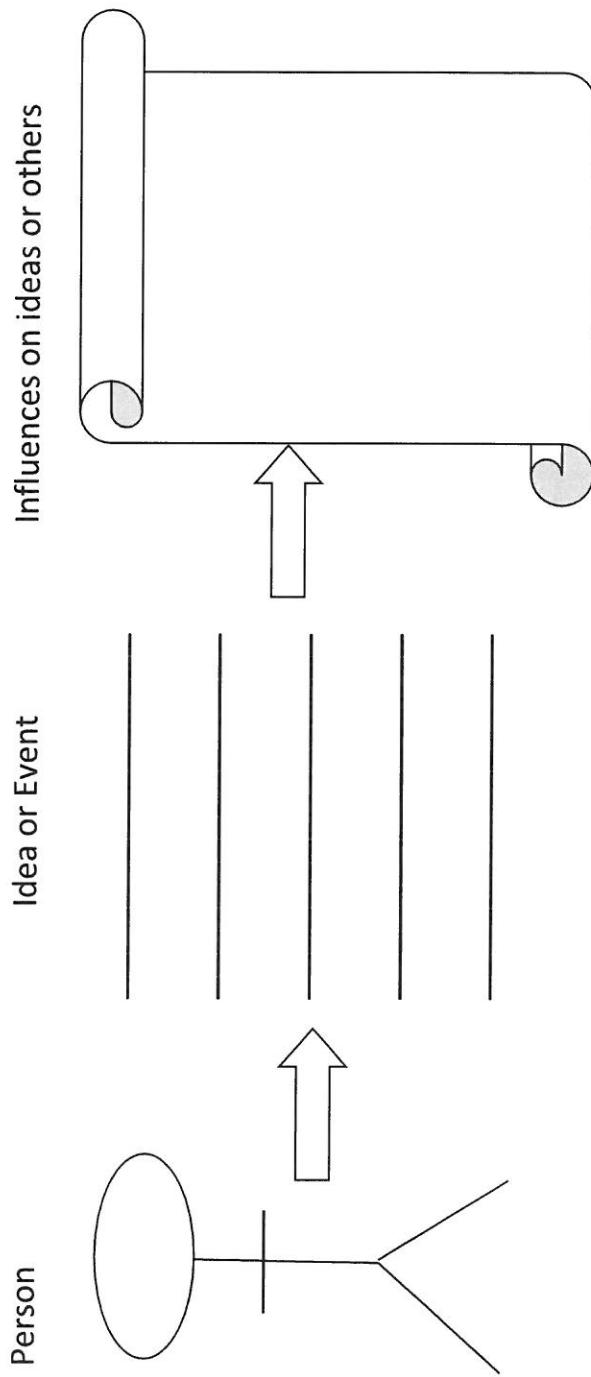
Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

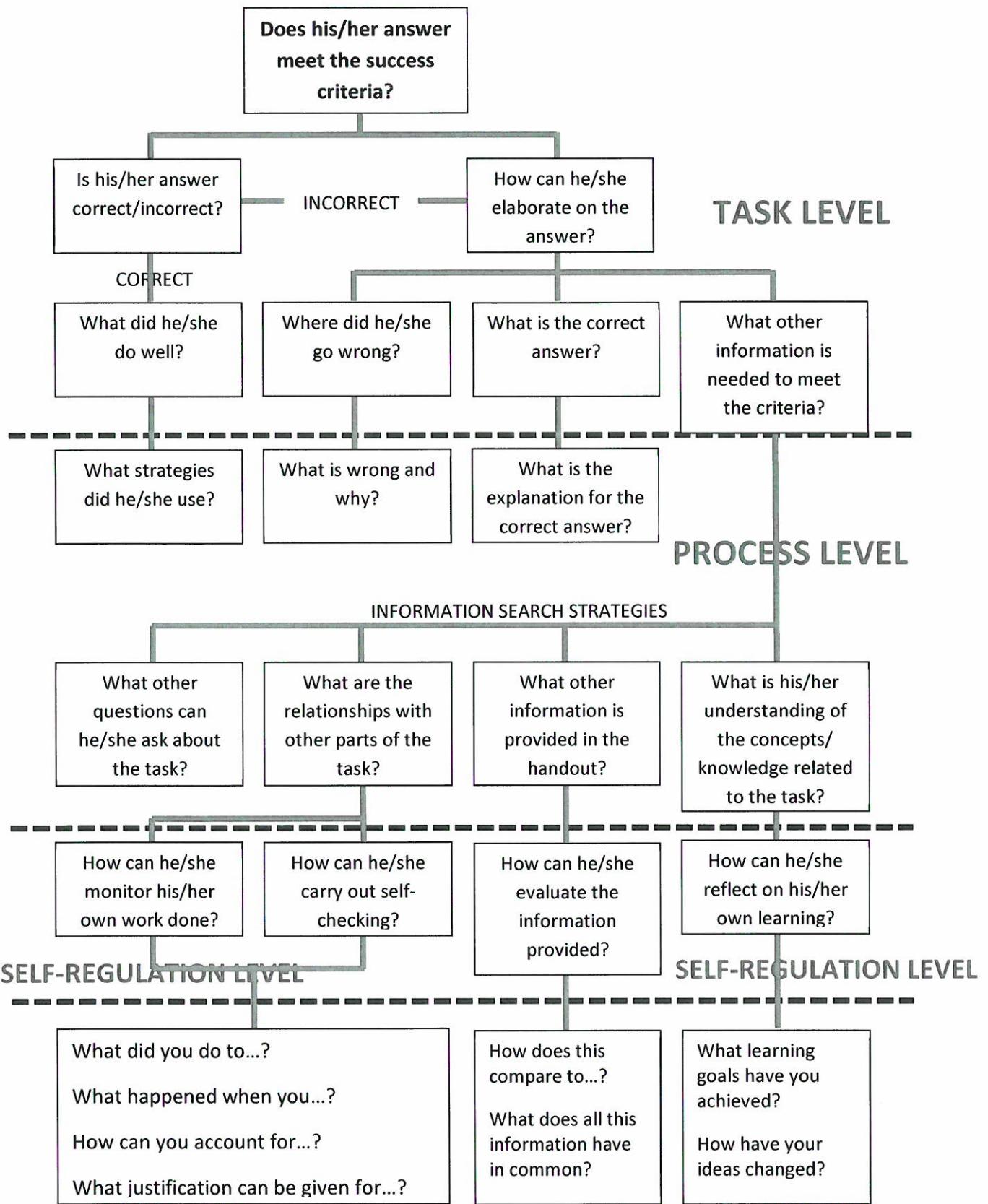
SOURCE:

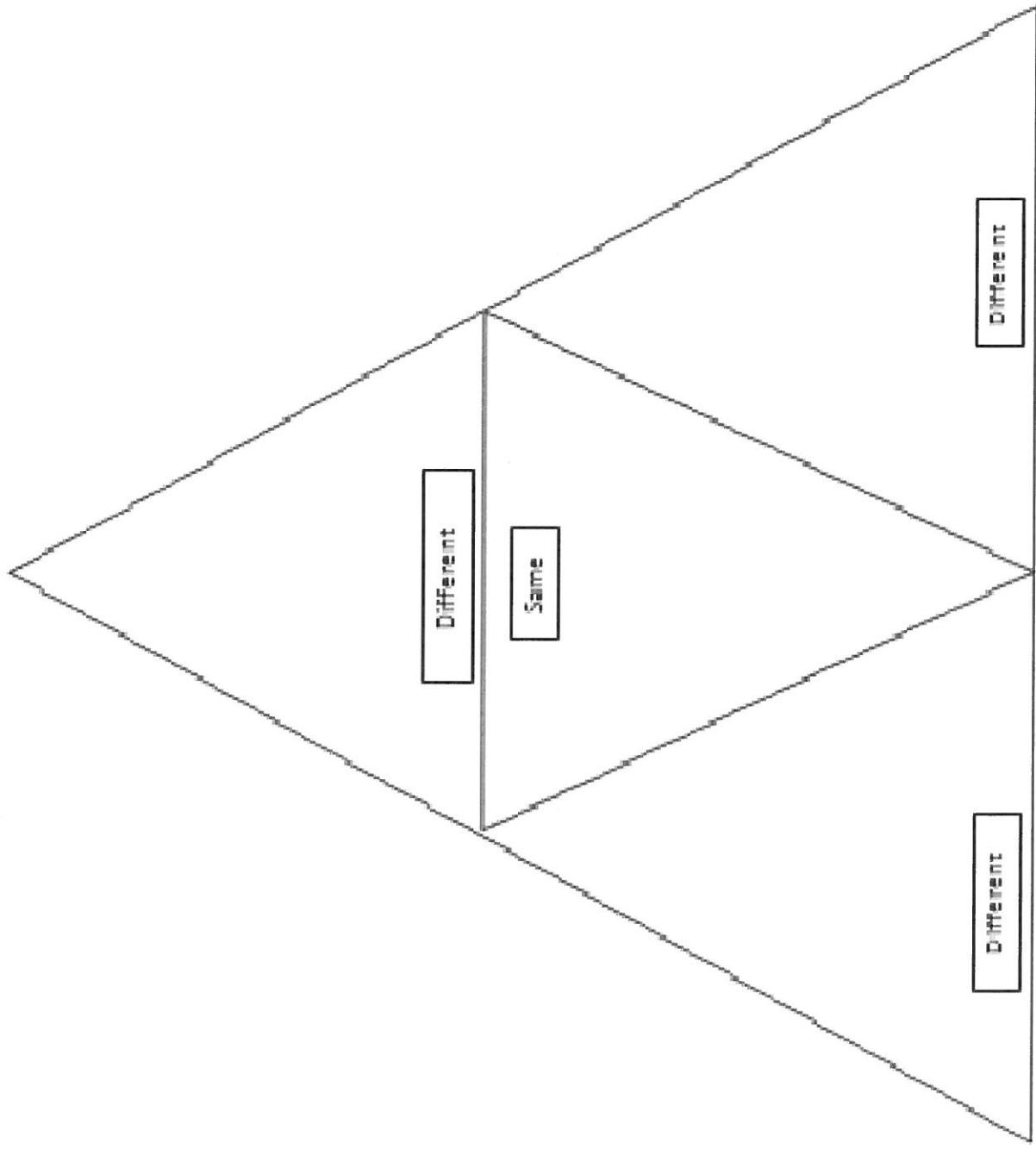
Student Achievement Partners, <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

It says, I say, and so....

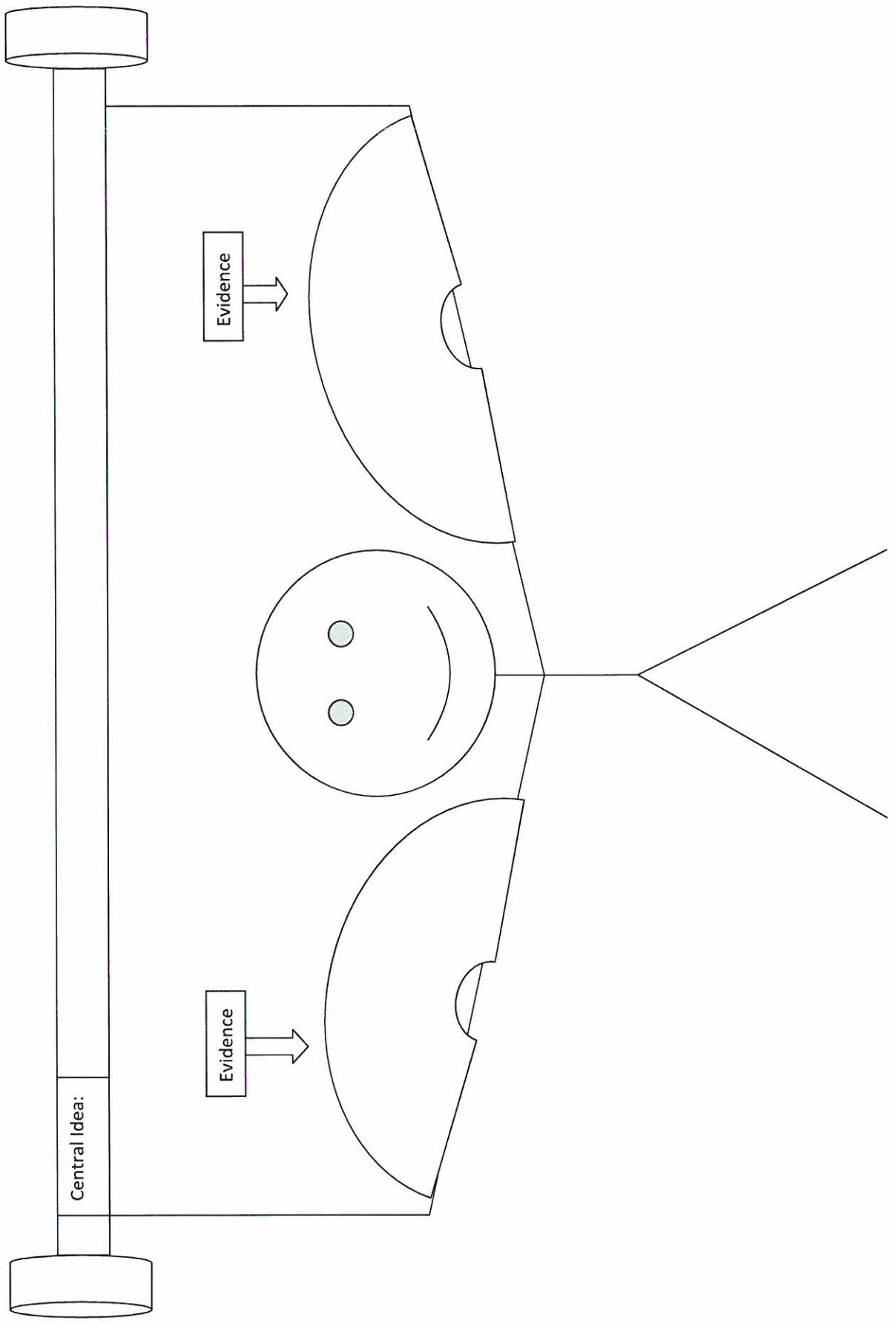
Question	It Says...	I Say...	And So...



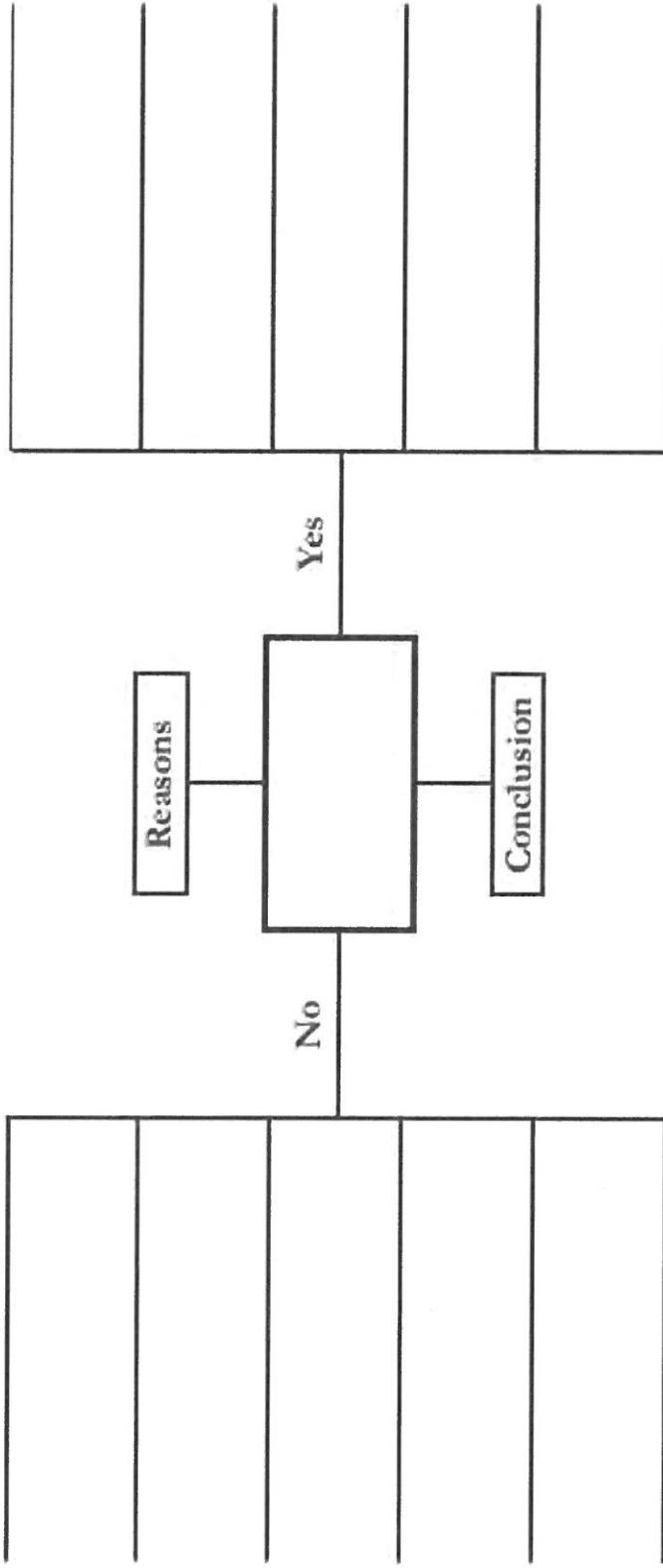




Strong Evidence Graphic



DISCUSSION WEB



1. After reading a selection, form groups of three to five students each.
2. Discuss the focus question with your group and come up with evidence to support both a yes position and a no position.
3. Analyze the question and record information and the group's responses. Jot down only key words and phrases and try to use an equal number of reasons for pros and cons.
4. Work together to come to a consensus by stating your conclusion and reason(s) for your conclusion.
5. Finally, choose a spokesperson to share your group's point of view with the entire class.

Adapted from Alvermann, D.E. (1991). The Discussion Web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45, 92-99.

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Compare and Contrast Map

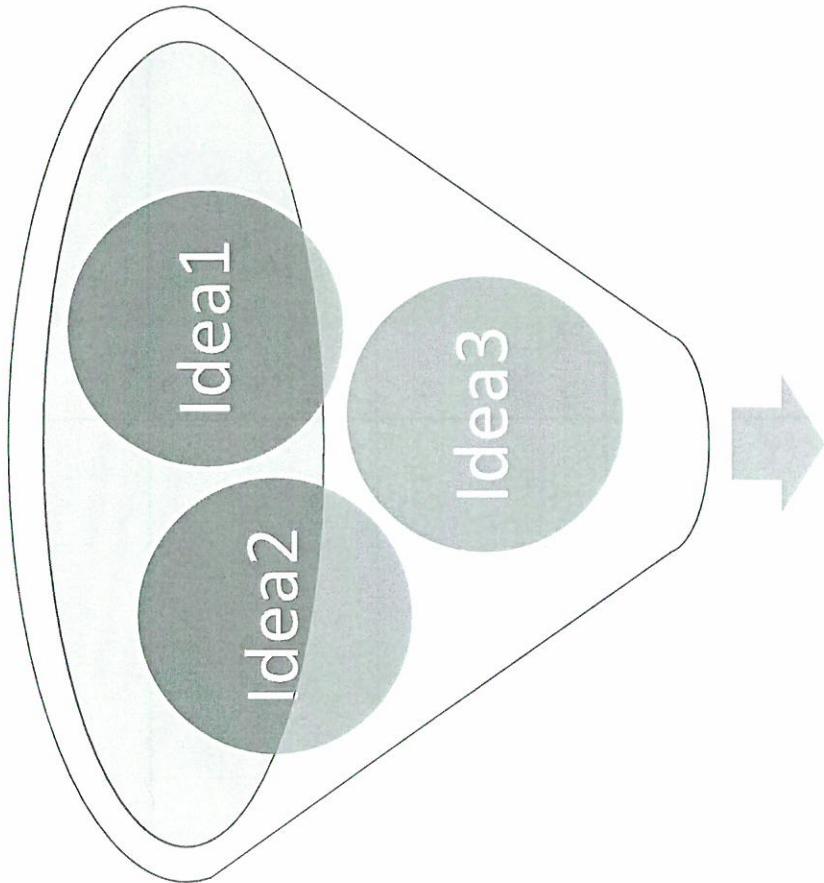
	Medium 1	Medium 2
Article:	Intended Audience: Effects of Exxon Oil Spill	Intended Audience: Photo of Oil Spill Effects
Central Idea of Article:		Central Idea of Photo:
Reinforce Central Idea:	Yes or No	Distract from Central Idea: Yes or No
How?	How?	Reinforce Central Idea: Yes or No Distract from Central Idea: Yes or No How?

Which Medium Does the Best Job of Effectively Delivering Their Message To Their Audience?

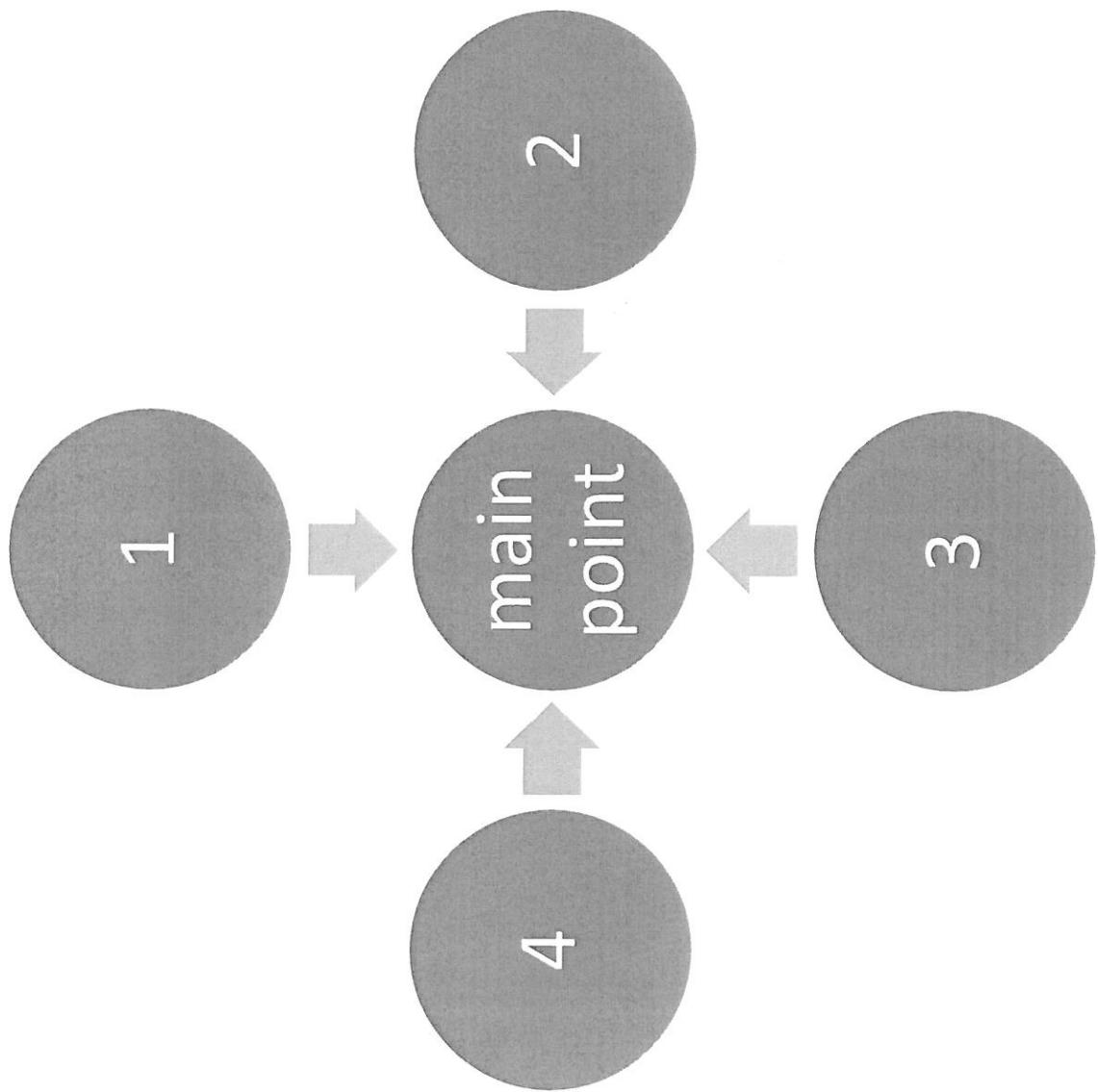
And the winner is.....

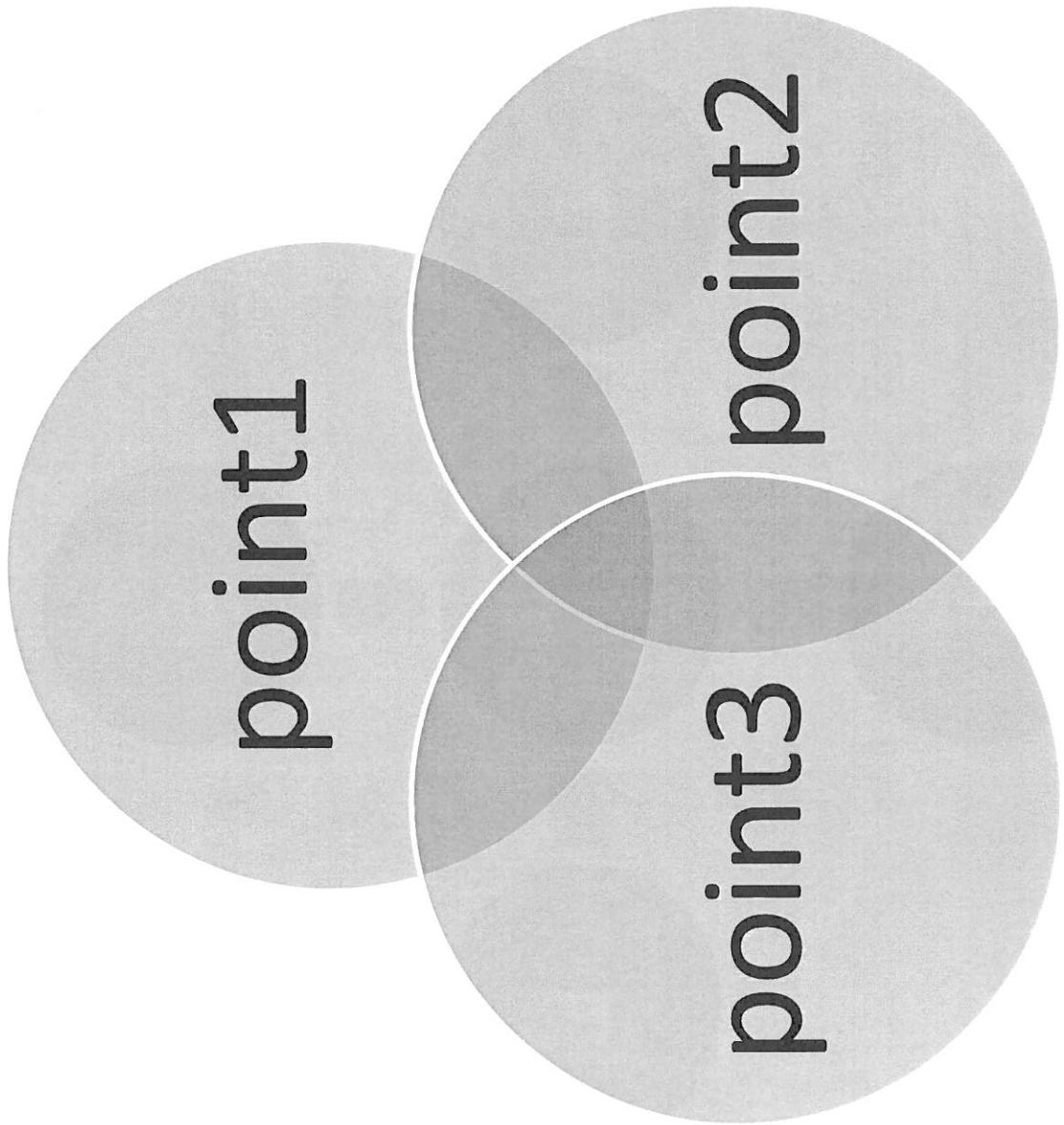
I believe that _____ does the best job of delivering the central idea of _____
because _____
_____.

SPECIFIC PHRASE OR SENTENCE	SPECIFIC PURPOSE
1.	
2.	
3.	
4.	
5.	



Here is my one sentence summation; with a
properly placed colon or semi-colon of course.





Vocabulary Guide

word:		word:	
clue:		clue:	
explain:		explain:	
meaning:		meaning:	
word:		word:	
clue:		clue:	
explain:		explain:	
meaning:		meaning:	
word:		word:	
clue:		clue:	
explain:		explain:	
meaning:		meaning:	
word:		word:	
clue:		clue:	
explain:		explain:	
meaning:		meaning:	

Note: Adapted from Carr, E.M. (1985). The vocabulary overview guide: A metacognitive strategy to improve vocabulary comprehension and retention. *Journal of Reading*, 28, 684-689.

Meaning & Tone Table

Meaning & Tone Table		
Specific sentence from text	Your sentence (underline the word(s), clause(s), and/or phrase(s) you altered)	How do your changes alter the meaning or tone of the text?
1.		
2.		
3.		
		Adapted from "It Says...I Say...And So" (Zwiers, 2002)

Change Frame Table

	What does it say about equality?	Similarities with other texts?	What makes this text unique?
Declaration of Independence			
Gettysburg Address			
I Have A Dream			
Warren Opinion			

History Change Frame Graphic Organizer

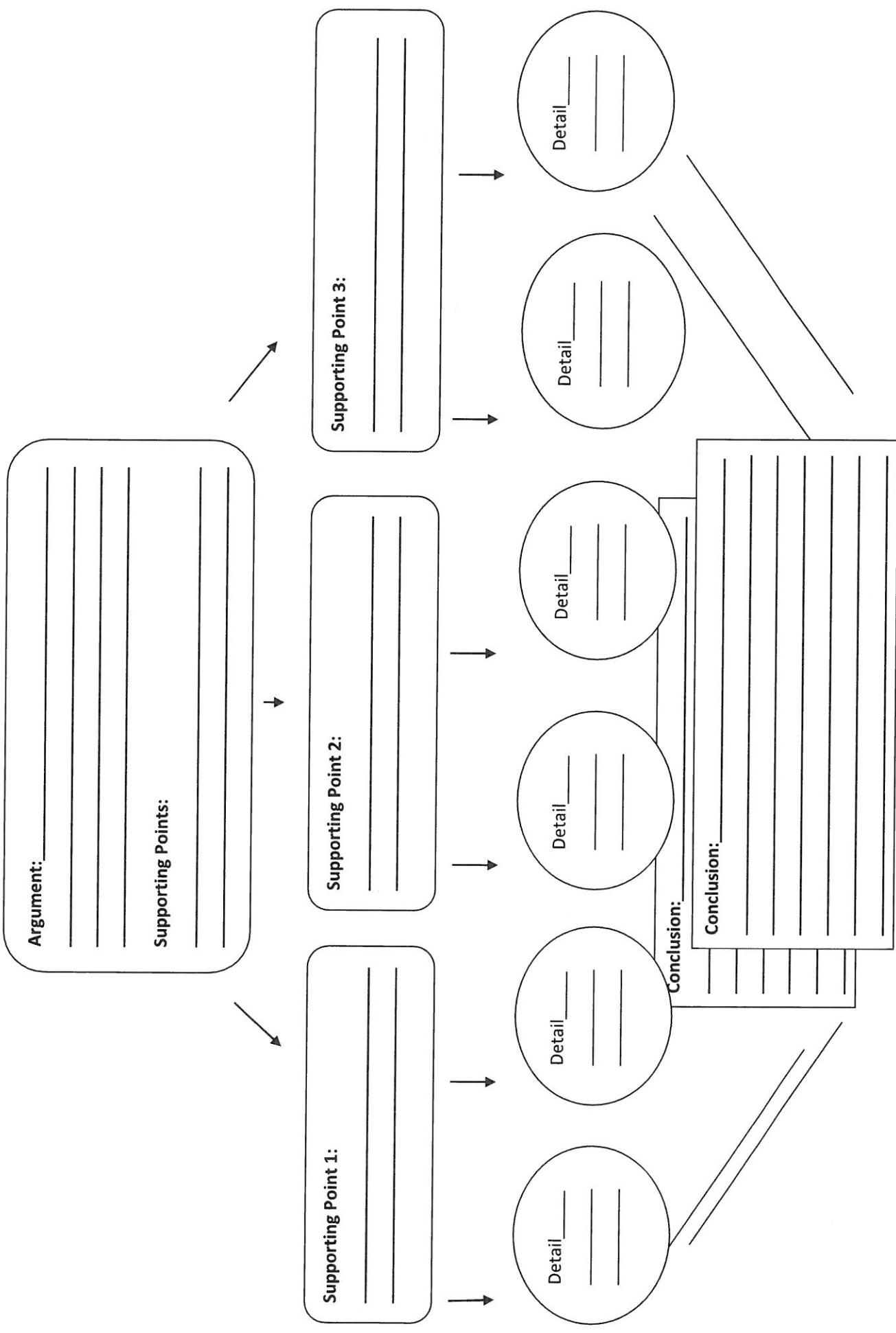
Group?	Group?	Group?
What problems did they face?	What problems did they face?	What problems did they face?
What changes caused these problems?	What changes caused these problems?	What changes caused these problems?
What did they do to solve the problems?	What did they do to solve the problems?	What did they do to solve the problems?

(Buehl, 1992)

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Thesis Statement/Premise:		HOW IT SUPPORTS THE THESIS
SPECIFIC PHRASE OR SENTENCE		
1.		
2.		
3.		
4.		
5.		

Chesterton's "Fallacy of Success"		
Key sentences/Claims made by the text	Examples given/Evidence from text	Non-Examples/My Understanding of the Examples
1. Books about being successful are false	1. They are only about what is <i>called</i> success; they have no real substance	1. "they are written by men who cannot succeed in writing books"
2. "There is nothing that is not successful"	2. "A millionaire is successful at being a millionaire, and a donkey successful at being a donkey"	2. This follows that a Millionaire is unsuccessful at being a donkey. In other words, "success" is categorically specific.
3.	3.	3.
		4.
	4.	4.
	5.	5.



Rhetorical Device	Line from the Text	Intended Reader Response (This line is intended to evoke _____)
1.		
2.		
3.		
4.		
5.		

CSI Table

	<u>What does it say about _____?</u>	Similarities with other texts?	What makes this text unique?
Declaration of Independence			
Preamble to the Constitution			
Lincoln's Second Inaugural Address			

APPENDIX B – 9th & 10th GRADE TEXT EXEMPLARS