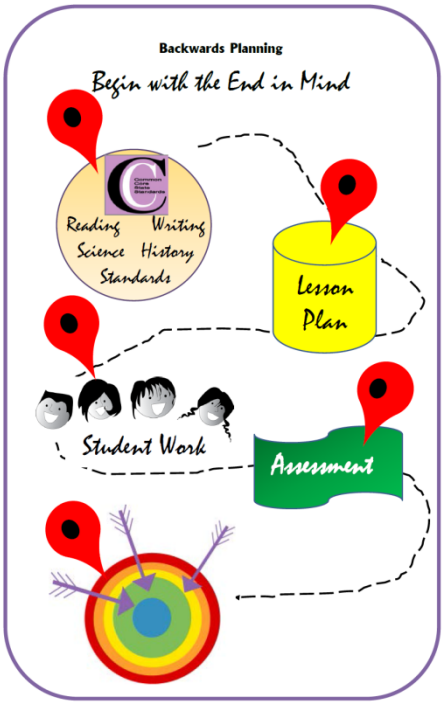
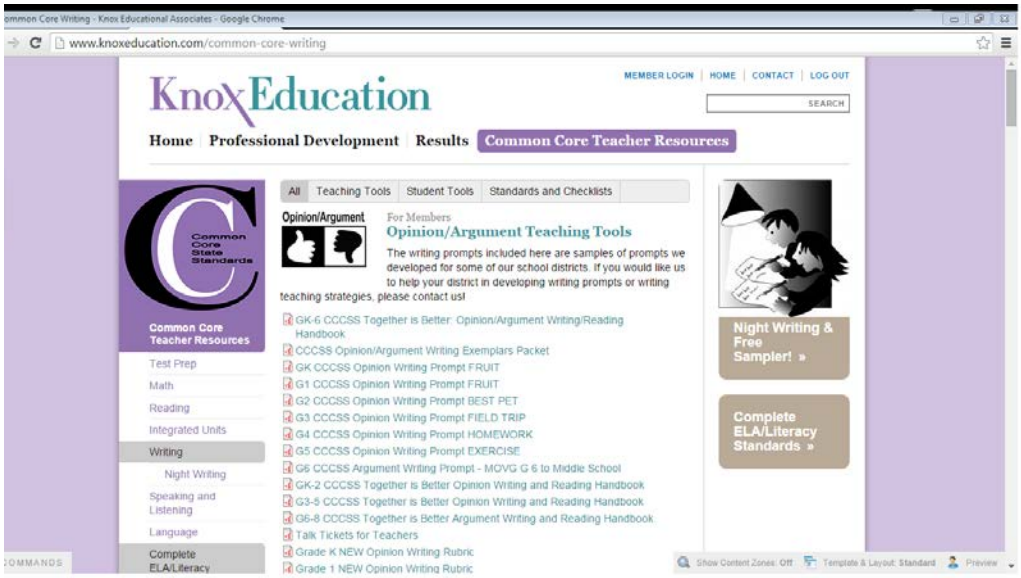
Backwards Mapping for Success

With Charlotte Knox

Advanced planning avoids pitfalls and surprises and makes your teaching more effective.

Begin with the end in mind...and use our tools!





www.knoxeducation.com

charlotte@knoxeducation.com

Backwards Mapping for Success

Facilitator Notes

"Planning is bringing the future into the present so that you can do something about it now."

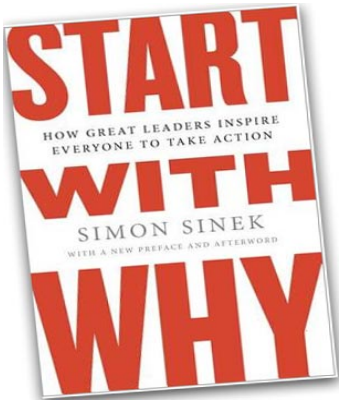
- Alan Lakein

SETUP:

Materials:

1. Standards documents for ELA, NGSS, social studies (or whatever you're planning for)
2. All existing and in-use text books and supplementals
3. Online resources as available
4. Writing rubrics and performance tasks for the school year
5. Any other assessments you'll be using
6. Large format poster for planning either hard copy laminated, or soft copy and shared and projected
7. Resources for possible units that are ready to go
8. Energy boosters: coffee, snacks, etc. This is a challenging process!

STEP 1: Introduction and Purpose: Start with *Why*



Introduction to backwards mapping: What is the intent of the Common Core Standards?

- Standards = What students will know and be able to do by the end of their grade level year.
- The HOW of how they will be taught is not specified in the common core standards. The goal of the backwards mapping process is to assure the standards will be addressed in a balanced and comprehensive way, while also making important choices about how they will be taught with the existing curricular resources available.
- The overall goal of the CCSS is to teach for TRANSFER. That is that students will become increasingly independent with the skills and concepts you are teaching across the school year. It is less and less about memorizing content, and more and more about being able to use critical thinking skills to achieve academic and real-life goals independently.

Article for discussion:

http://www.edutopia.org/blog/common-core-standards-not-curriculum-jay-mctighe-grant-wiggins

Possible process: pre/post answers to the following questions:

1. What are standards?
2. What is curriculum? What is the goal of curricular planning?
   Read the article—highlight/note-take whatever causes you to refine or change your thinking about the focus questions
3. Review "pre" questions and discuss any responses or new understandings.

STEP 2: Setting Targets for 2015-16

Begin with the end in mind: **what are our academic targets for the 2015-16 school year?**

Use target setting chart: have teachers use the standards and group discussion to list academic targets for the coming school year. Use the standards and your facilitation to make the targets as specific and measurable as possible. Include district and site based targets along with your grade level team's goals. Focus on what the students will be able to DO independently as a result of the teaching, not just participating in an activity. Include % targets for numbers of students you're aiming to achieve these shared expectations when possible.

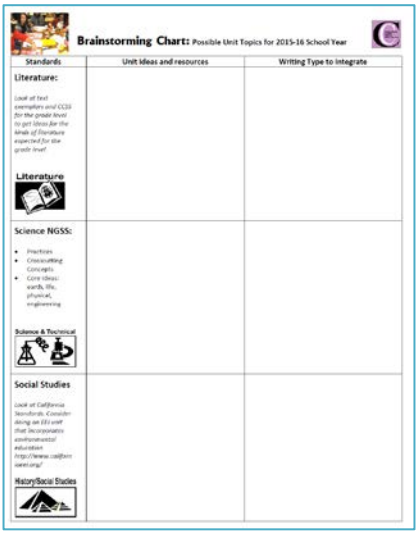
STEP 3: Available Resources

What resources do we have access to for day to day curriculum that we have found to be effective? Text books, internet resources, supplementals, etc.: List what's available; make sure to focus on whether it's standards-aligned to common core and rigorous enough to meet the demands of higher reading levels and CASPP testing challenges. Try to avoid worksheet kinds of things which are low-level. Increase focus on reading across multiple texts, writing longer pieces, including higher DOK activities, etc. For example: you could make a T chart which lists materials on one side and "How we know they are Common Core aligned" on the other.

STEP 4: Calendar the "Givens"

Looking at the calendar for the year, determine what the "givens" are for the coming school year: testing, school-wide events, etc. Pencil in with the teachers anything you know about that will impact day to day teaching before you begin mapping. Consider reducing the number of interruptions in school days by choosing which school-wide or grade level activities are most valuable. Examples of these may include theme weeks, assemblies, fund-raisers, holiday activities, etc. If there are certain fieldtrips you know you'll get to do, put them in the calendar first to maximize integrating those opportunities with ongoing curriculum. Anticipate weeks with less teaching time such as parent conference weeks, testing weeks, report card periods etc.

STEP 5: Brainstorm Unit Ideas to go with Grade Level Standards



Grade level topics/concepts for units in the coming school year: Brainstorm a draft of the possibilities. Start by looking at NGSS standards and listing earth, life, physical, and tech/engineering ideas, social studies topics for the grade level, and literature standards for the grade level. Consider the resources available, as well. List unit ideas and make sure there is a balance in-line with the standards for the grade level. You can use the **attached chart** to make sure there is balance. Take time to consider using new sources such as Common Core units from Engage NY or others, the EEI curriculum from http://www.californiaeei.org/curriculum/, teacher-created units, web-based resources, etc.

STEP 6: Choose the units for the coming school year

Choose units for the year by narrowing down the brainstormed list into a manageable number of units (consider playing the theme for Frozen….."Let it go"). Most units last 3-6 weeks so that means given interruptions in the 36 weeks for testing, etc. there is enough time to do about 6-8 units per year, max. In grades 3-6 the ELA CCSS needs to be covered as much as possible before CASPP testing which generally is scheduled around week 30 onwards. If possible, have each grade level team compare their units with the others to prevent redundancy. For example, students may learn about Martin Luther King, Jr. for 3 or more years in a row. There's also often an overemphasis on life science in elementary schools, make sure to note the learning progressions in the standards as you do this, not just the teacher's favorite topics to teach. However, you also want to celebrate that enthusiasm for a topic! You can help teachers address the concepts in the standards with a favorite topic sometimes as well.

STEP 7: Block out Calendar for the Units

Backwards mapping: grade level teams begin to pencil in the placement of the units on the standards poster for the year. Consider: What does it make sense to start/end with in terms of the developmental nature of the school year? Where does it make sense to do certain units in terms of testing, school-wide events, season of the year, etc. It's helpful to do this either with a laminated version of the poster or with post-its that can move easily. You can also project on a smart board or use a google doc so that everyone can see the choices as you try moving things around. When possible, consider leaving a week for review/reteach/finishing up before an assessment.

STEP 8: Share across the grades for Vertical Alignment

Sharing K-6: If possible have each grade level team share out their plan with the whole school so that teachers know what each team is planning. This will build a spirit of collaboration as well as encourage vertical alignment. Consider making a school-wide K-6 matrix with the units for each grade level at-a-glance available to all staff.

STEP 9: Micro-planning: Trimester 1

Planning for Trimester 1: What shall we start with in the first 12 weeks of the school year? Begin with week one and plan out what will happen each week. Now is time to integrate specific language and speaking and listening standards into the map. Pacing these after choosing the units will encourage integration of skills into context. Make sure to include "getting to know you" inclusion kinds of topics and activities into the first unit. Also use that unit to teach classroom procedures you want to use all year such as cooperative talk strategies/discussion protocols, graphic organizers, note taking procedures, organizational routines etc.

Shared Preparation: if possible, allow time in the Trimester 1 planning session to prepare materials and resources ahead of time. It's really helpful for teachers to make things for their whole team and encourages year-long collaboration habits.

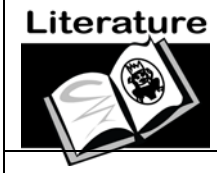
Academic Targets for the 2015-16 School Year

Begin with the End in Mind

By the June of 2016 students in the _____ grade at _____ school will be able to:

Standards = What students will know and be able to do	**Evidence**: How will we observe they know or can do this?
Reading:  • Key ideas: *what text says* • Craft and structure: *how the text says it* • Integration of knowledge: • *What's the meaning across multiple texts—research* • Text and range of level: *challenge of texts*	
Writing:  • Opinion/Argument, Informative, Narrative • Writing Process • Written Language Conventions	
Foundational Skills (K-5) • Print Concepts (K-1) • Phonological Awareness (K-1) • Phonics and Word Recognition (K-5) • Fluency (K-5) 	
Science NGSS: • Practices • Crosscutting Concepts • Core Ideas: earth, life, physical, engineering 	
Social Studies 	
Technology	

Brainstorming Chart: Possible Unit Topics for 2015-16 School Year

Standards	Unit ideas and resources	Writing Type to integrate
Literature: *Look at text exemplars and CCSS for the grade level to get ideas for the kinds of literature expected for the grade level* 		
Science NGSS: • Practices • Crosscutting Concepts • Core Ideas: earth, life, physical, engineering 		
Social Studies *Look at California Standards. Consider doing an EEI unit that incorporates environmental education http://www.californiaeei.org/* 		

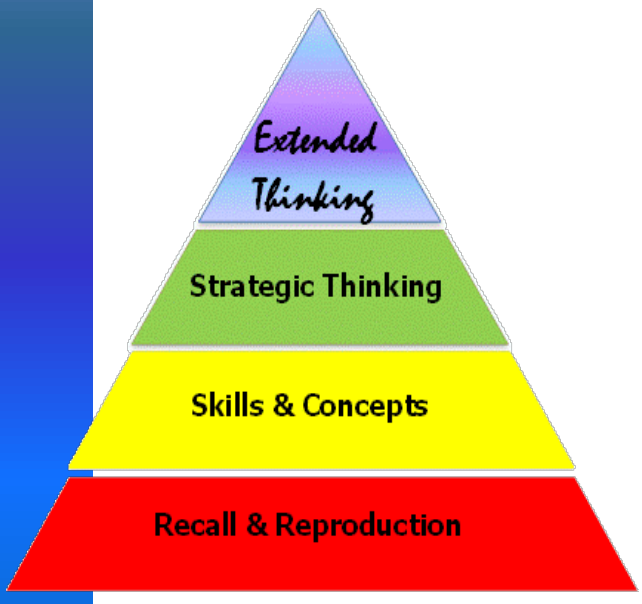
Getting Ready

for Common Core Assessments

Spring 2015

Presented by
Charlotte Knox

KnoxEducation



Smarter Balanced Assessment Consortium

caaspp
California Assessment of Student Performance and Progress

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

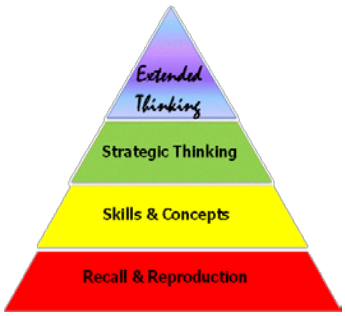
Table of Contents

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

Depth of Knowledge (DOK) and the Common Core

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

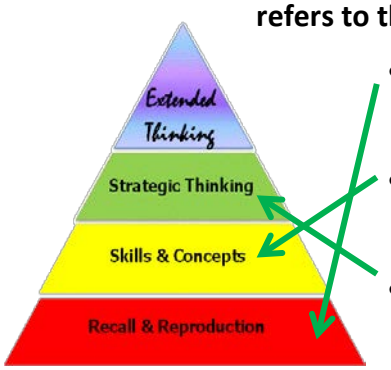
What is Depth of Knowledge (DOK)?



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

Same Verb – Three DOK Levels:

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



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

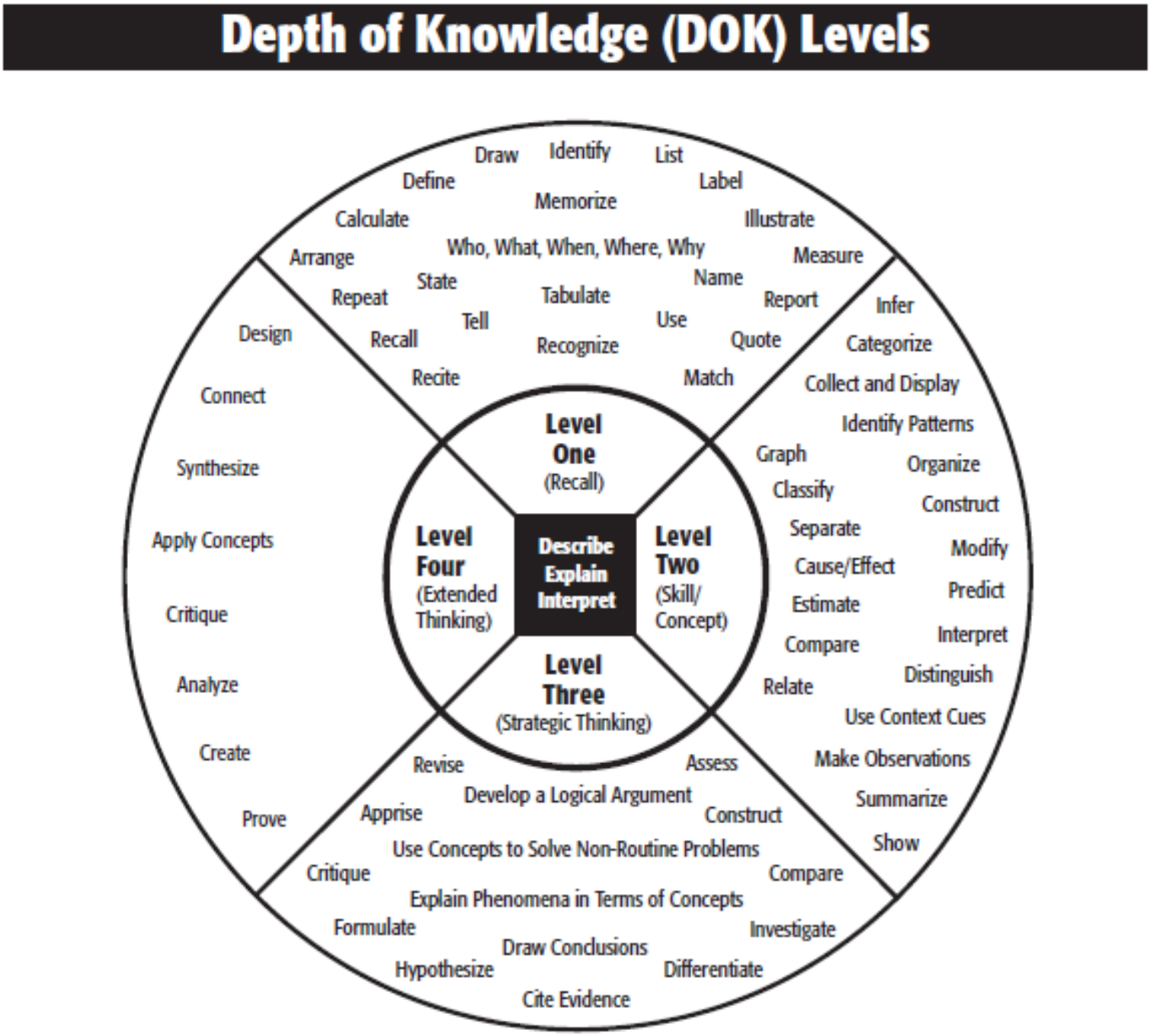
DOK Levels and Testing the Common Core:

Depth of Knowledge is the suggested tool for designing assessments of learning for the Common Core. The Scoring Guides (2013) for the SBAC tests indicate the DOK level along with the standard being tested for each question. (example at http://sbacportal.aircast.org/wp-content/uploads/2013/08/G3_Practice Test_Scoring Guide_ELA.pdf.)

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

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

The DOK Wheel



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DOK Level 1- Recall and Reproduction

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
• Definition • Fact • Label • List • Categorize • Outline • Highlighting	• Tells • Directs • Shows • Questions • Demo • Compares • Listens	• Responds • Remembers • Memorizes • Restates • Describes • Recognizes • Recalls	• Make a timeline • Write definitions • Recite a fact • Write in your own words • Paraphrase a chapter in the book • Outline the main points • Use a basic calculation • Basic measurement • Make a chart

DOK Level 2- Skill/Concept

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
• Demonstration • Interview • Illustration • Simulation • Performance • Model	• Shows • Observes • Organizes • Facilitates • Questions	• Solve problems • Calculates • Completes • Constructs • Demonstrates • Compiles • Illustrates	• Construct a model to demonstrate how something looks or works • Practice a play and perform • Make a diorama to illustrate an event • Make a map • Make up a puzzle or game about a topic • Routine application tasks • In writing, explain the meaning of • Make a flowchart • Write a bibliography • Use the steps of the writing process

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

DOK Level 3 – Strategic Thinking

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
• Spreadsheet • Graph • Survey • Mobile • Report • Debate • Publishing	• Probes • Observes • Acts as a resource • Clarifies • Guides • Questions • Dissects	• Discusses • Debates • Examines • Judges • Justifies • Uncovers • Questions • Disputes • Decides	• Use a Venn diagram that shows how two topics are the same and different • Design a questionnaire • Conduct a survey • Classify actions of characters • Prepare a list of criteria to judge • Write a persuasive speech • Write a commercial to convince others to purchase your product • Tasks that involve proposing solutions or making predictions • Design something

DOK Level 4 – Extended Thinking

PRODUCTS	TEACHER	STUDENT	ACTIVITIES
• Film • Story • Project • Plan • Game • Media product • Song	• Facilitates • Reflects • Evaluates • Extends • Analyzes	• Designs • Takes risks • Proposes • Formulates • Modifies • Plans • Creates	• Formulate and test hypotheses over time • Research writing • Collaborate with a group • Persuasive writing • Develop a menu for a new restaurant • Participate in an internship • Analyze multiple sources of evidence and draw a conclusion: support conclusion

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

Question Stems for the 4 Levels of DOK

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

DOK Level 1 Question Stems

- Can you recall_____?
- When did _____happen?
- Who was _____?
- How can you recognize _____?
- What is _____?
- How can you find the meaning of ___ ?
- Can you recall_____?
- Can you select _____?
- How would you write_____?
- What might you include on a list about_____?
- Who discovered_____?
- What is the formula for_____?
- Can you identify_____?
- How would you describe_____?

DOK Level 2 Question Stems

- Can you explain how _____affected _____?
- How would you apply what you learned to develop_____?
- How would you compare_____? Contrast_____?
- How would you classify_____?
- How are _____alike? Different?
- How would you classify the type of_____?
- What can you say about_____?
- How would you summarize_____?
- How would you summarize_____?
- What steps are needed to edit_____?
- When would you use an outline to_____?
- How would you estimate_____?
- How could you organize_____?
- What would you use to classify_____?

DOK Level 3 Question Stems

- How is _____related to_____?
- What conclusions can you draw_____?
- How would you adapt _____to create a different_____?
- How would you test_____?
- Can you predict the outcome if_____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of_____?
- What facts would you select to support_____?
- Can you elaborate on the reason ?
- What would happen if_____?
- Can you formulate a theory for_____?
- How would you test_____?
- Can you elaborate on the reason_____?

DOK Level 4 Question Stems

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

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

Backwards Mapping for CAASPP

Skills to Consider:

1. **Overall Reading Stamina:** Can students read and process text on their own for 30 plus minutes?

2. **Overall Text Handling**: Have your students internalized the ability to independently "warm up" or prepare to read a new text? Do they know how to identify the main ideas in texts? Can they highlight evidence to match the information they are looking for in a text?

3. **Selected Response Items:** (Multiple Choice) Do your students know how to consider each answer choice and ask themselves why one or more might be right, while others are wrong? Can they justify their choices? Do they know how to read the questions carefully and find the key academic terms that tell them what they are supposed to do while they are answering those questions?

4. **Constructed Responses**: (Written Response) Have they learned to deconstruct the question to know what they are supposed to include in their written answer? Do they know how to rewrite the question into the topic sentence for their written response? Do they know how to find the right evidence from the text to include in their written answer?

5. **Performance Tasks:** Have they learned how to synthesize understanding from two or more texts on the same topic? Can they turn that understanding into a writing task with an audience that may by different than the audience in the articles or videos they watched about the topic?

Before the CAASPP if possible:

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

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

2. **Format:** Teach the students how to do all of the different formats on the practice test. Make sure to call these out, especially for the two part questions.

3. **Academic Language:** Review the question stems and academic language terms from the test with your students. Provide them with a copy (see activities listed on page 18 in the handbook).

4. **Constructed Response Items**: Use the side-by-side template to teach students how to answer in a paragraph that responds directly to the question and uses evidence from text. Teach this initially with easy text, but use the question stems from the samples included in this handbook. You can paste text from readworks.org passages into the template and can get a "two for one" out of the practice by using articles on topics you want to teach anyhow. Have students analyze their responses with the simple hamburger rubric, or write responses yourself that would give a 0, 1, or 2 score and have the students compare theirs to yours. Have students practice with the released items available from the practice tests as well.

5. **Performance Tasks:** Teach students how to handle these tasks by using the sample items available for practice. Plan for two class sessions for this. You may also use the performance tasks (prompts) we've developed for each of the writing types which are available on the website here: http://www.knoxeducation.com/common-core-writing

Our Plan:

Week of	Activity/Times

Practice with Constructing Response Questions

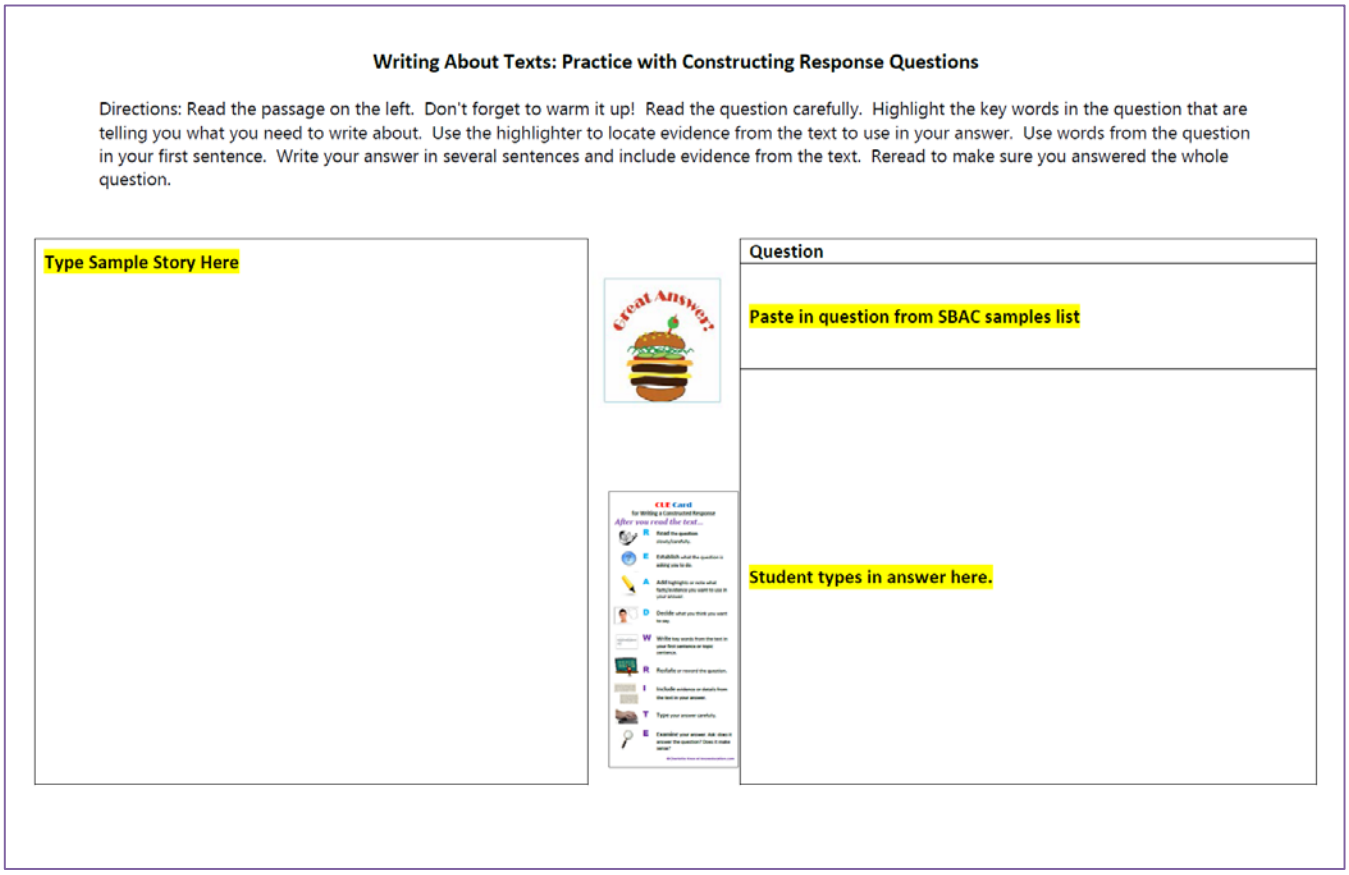
How to Build a Side-by-Side Practice for Written Response

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

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

Writing About Texts: Practice with Constructing Response Questions

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



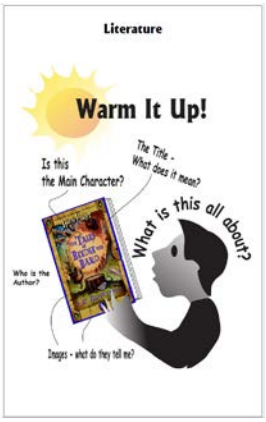
Some text in DOK section adapted from Loma Portal Elementary PPT presentation.

Modeling Great Answers

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

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

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



"Clean Energy

Power from the Sun and Wind

Learn about Earth-friendly energy."

What "energy" do I use?

What makes it clean? What makes it friendly?

What will this be about?

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

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

Author

Explain

Defines

Use details

Support your answer

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

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

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

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

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

Topic Sentence:

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

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

Text

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

Answer

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

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

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

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

Clean Energy Sample Constructed Response Template

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

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

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

Clean Energy

Power from the Sun and Wind

Learn about Earth-friendly energy.

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

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

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

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

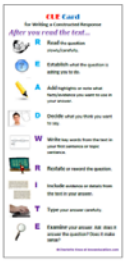
Solar Power:

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

Wind Power

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

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



Question

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

Type your answer here:

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

Student Practice Help – the Cue Card

CUE Card

for Writing a Constructed Response

After you read the text…

R **Read** the question slowly/carefully.

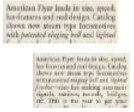
E **Establish** what the question is asking you to do.

A **Add** highlights or note what facts/evidence you want to use in your answer.

D **Decide** what you think you want to say.

W **Write** key words from the text in your first sentence or topic sentence.

R **Restate** or reword the question.



I **Include** evidence or details from the text in your answer.

T **Type** your answer carefully.

E **Examine** your answer. Ask: does it answer the question? Does it make sense?

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

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

These cue cards are available on a document with 3 to a page for printing for students to use as a bookmark for individual practice.

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

Using Teacher Academic Language Sheets (with Standards)

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

Academic Language – Grade 3 (2014)
(From SBAC Practice Test Scoring Guide 2014 for Grade 3)

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

Using Student Academic Language Sheets

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ELA/ELD Framework Overview

Chapter 2: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment

May 1, 2015

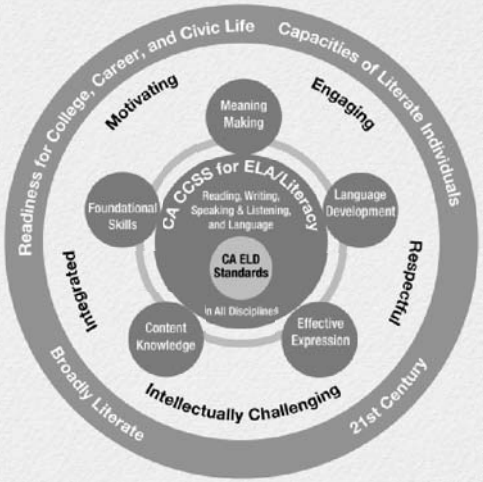
Welcome!

- Be an active participant!
- Quiet your cellphone!
- Respect others and their ideas!

Chapter 2: Key Considerations

- Curriculum, Instruction, Assessment
- Goals, Context and Themes
- Approaches to Teaching and Learning
- English Language Development

The GRaphic



Module 1:

Goals of ELA/Literacy and ELD Instruction

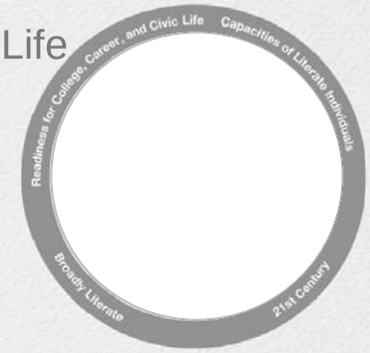
Context for learning

Outcomes

- Participants will be able to list the 4 goals of the ELA/ELD Instruction
- Participants will be able to explain what it means to be broadly literate
- Participants will be able to list and describe the four elements of a learning environment that support successful implementation of ELA standards across the curricula

Overarching Goals

- College, Career, and Civic Life
- Literate Individuals
- Broadly Literate
- 21st Century Skills



T-Chart Activity

- Read closely Develop the Readiness for College, Career, and Civic Life
- Discuss with your table the actions and results
- Choose 1 Action/Result link to add to T-chart

What is Broadly Literate?

- A person who is broadly literate engages with a variety of books and other texts across a wide range of genres, time periods, cultures, perspectives and topics for a multitude of purposes, including to learn new ideas, to learn about oneself, or for immersing oneself in the sheer pleasure of reading and enjoyable text...and more.

Independent REading Activity

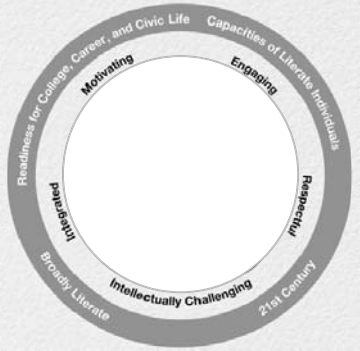
- Read list of components for Planning an Independent Reading Program
- Check each strategy widely used at school site
- Check each strategy widely used on Group Chart (Elementary=RED, Secondary=BLUE)
- Discuss needs with table group
- Circle 3 strategies that need to be implemented

The Importance of Read ALoud

- Read section about Read Aloud
- Use chart paper to make notes and create individual summary
- Talk with table group about thoughts
- Create group summary about the importance of Read Aloud and what it looks like
- Share-out

Context For Learning

- Integrating Curricula
- Motivating Learners
- Engaging Learners
- Respecting Learners
- Ensuring Intellectual Challenge



Context for Learning Jigsaw

- Choose a playing card
- Gather with like numbers to create “expert group”
- Read and discuss assigned section with your expert group:
  - 1=Integrating Curricula
  - 2=Motivating and Engaging
  - 3=Respecting Learners,
  - 4=Intellectual Challenge
- Creatively, create a group summary of your section
- Share-out to whole group