



Standards, Assessment, and Instruction:
Connecting the Dots

**Instructional Planning
for the 2009/2010
School Year**



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- <http://www.state.me.us/education/lres/ela/index.html>

Visit the website to access current information. Come often as it will be evolving.



READING

8:30 to 11:30

Task R-1



- Look at the picture and make a list of 5 common words or phrases describing what you see.

Make a list of the most common words. In the classroom, use common objects to prompt the generation of “taboo” words. Move to more advanced objects or abstract ideas as students get comfortable using this strategy.

Task R-1 continued

- Now write a list of words which describes the same object but do NOT use any of the words on your last list.

How do you describe something without the usual words? How metaphorical or abstract can you get? Share these words and images. If you gave someone only the new list, would they be able to identify the object?

Connect to standards

- Vocabulary
 - Synonyms
 - Shades of meaning
 - Precise vocabulary
- Literary analysis
 - Figurative language
 - Imagery

While the standards place items in neat boxes, practice draws from many boxes simultaneously. You don't always have to tell students that they are using synonyms, but sometimes using the word would help.

Task R-2

“Kid Fights Cheater Meters and Wins”

- Read the text and annotate:
 - Identify at least 2 vocabulary words
 - Note 4 questions which can be answered within the text
 - Note 2 questions which must be answered across the text

To find the text, go to http://nationsreportcard.gov/reading_2007/r0020.asp Make sure you emphasize annotating on the text itself. Share the words you identified and explain why. What are a few questions? How do you usually present these questions in your class?

NECAP reading standards

- <http://www.maine.gov/education/necap/standards.html>
- Vocabulary, literature, and informational text
- Initial and deeper understandings
- What about persuasive texts?

Persuasive text is considered a type of informational text by the NECAP states. Initial understanding is critical to providing the foundation for deeper thinking. What formative assessments do you use to check for both levels of understanding?

Stem and indicator

- **Demonstrate an initial understanding of elements of literary texts by**
 - paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.

The stem essentially identifies the category while the indicator determines the grade level learning target. There may be several indicators for one stem.

Stem and indicator

- **Analyze and interpret elements of literary texts, citing evidence where appropriate by**
 - making inferences about problem, conflict, solution, or the relationship among elements within text.

Depth of Knowledge

- Specific to content
 - Level 1: Recall
 - Level 2: Skill/Concept use
 - Level 3: Strategic Thinking
 - Level 4: Extended Thinking

Task R-3: DOK

- Read the Norm Webb document and annotate
- Note descriptive words and phrases
- Highlight the verbs which indicate student performance
- What are the key differences from one level to the next?

Need the link to Webb document. Most assessments have some DOK 1, mostly DOK 2, a few DOK 3 but rarely as a MC item, and I have never experienced a DOK 4 on an on-demand assessment. DOK 4 is more common in the classroom and over time. However, the occurrence is rare.

Vocabulary Strategies

- Word roots
- Word parts
- Synonym, antonym, homonym
- Context: use, part of speech, sentence clues
- Is there a difference between stand-alone and embedded vocabulary?

Both the 2007 MLR and NECAP standards develop vocabulary standards much more than the 1997 document. For assessment purposes, if a word like homonym is used in the standard, then it will likely be used on the test.

Responding to text

- Scaffolding
- Going deep
- What you do in the classroom – how do you know?

Make sure students get the big ideas first like plot summary, who the major characters or what the topic of an article really is. Then consider purpose, audience, effectiveness, author's techniques. How often do you present text that models the kind of writing you want students to do? Do you have them analyze the text to at least DOK 3?

NECAP released items

- <http://www.maine.gov/education/necap/released.html>
- Passage, items, and item information
- Content strand: it's like the performance indicator
- GLE code: it's like the descriptor
- Item type: only two kinds for ELA
- Depth of Knowledge Code: refers to cognitive demand

You should be looking at the report page to understand the codes for this one.

Task R-4

- Go back to “Cheater Meters”
- In the first paragraph, choose nouns and verbs which have significant connotation
 - What words can you use as substitutes for those words?
- Summarize a section
- Who is the intended audience?
 - What is the author’s purpose?
 - Did the author achieve that purpose?

Don’t exclude informational text when analyzing style.

NAEP questions tool

- <http://nces.ed.gov/nationsreportcard/itmrlsx/>
- Select items by grade, type, year. Place in a folder which you can save or print. I have found this to be a very hand tool!

A great resource which lets you make your own assessment.

Summary

- Reading thus far
- Questions?
- Needs: topics for future PD
- Electronic delivery: Adobe Connect

AC has a limited number of virtual rooms. Sign on then give a number for a direct call. Calling into 800 number is least preferred method. I can't call on you!

Annotation Acronyms

- If you would like more ideas for how to annotate text for deeper comprehension, go to
- <http://hwp.ocps.net/tl/caldwes/AP%20Lit/Analysis%20Mnemonic%20Reminders.pdf>

Use these strategies modified as appropriate.



Is it lunch time yet?

11:30 to 12:15





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WRITING

12:15 to 3:00

Task W-1



- What's the story? Write a paragraph describing what this dog is thinking. You may use dialog. Write from the dog's point of view.

When selecting a photo or image, look for something that has an interesting context such as the stump or sign in this photo. It helps to prompt some creative thinking. It is important to include directions with some specificity such as dialog or description.

What did you do?

- How did you approach this task?
- Did you have questions?
- Did you write at the beginning, middle, or end of a story?
- What did you notice in the photo and use in your response?
- What **stimulus materials** do you use for writing prompts?
- Do your students write like you do?

Stimulus materials can vary so think about what you offer students beyond the usual writing prompt.

Types of Writing

- Response to Literary or Informational Text
- Expressive: Narrative
- Informational: Reports, Procedures, Persuasive
- !quality/quantity of stimulus materials!

Responding to text and writing reports requires stimulus materials. Persuasive writing may or may not depending on whether the response is creative and coming entirely from the student's experience or whether it is a response to information.

Writing

- Conventions
- On-demand
- Over time
- Structures
- Process of writing

Consider various writing processes which may emphasize different aspects of writing or different sources of support such as peer evaluation, conferencing, or other resource materials.

NECAP Writing Assessment

- Stand-alone items
- 4 different types on each assessment
- 3 short
 - Just a paragraph
 - May be beginning, middle, or end
 - **No extra space!!!**
- 1 long – full essay

Putting on the Brakes!



- Can you write just one part of an essay? How do you teach students to write just a bit, even if it is in the middle?

Wilma Rudolph

- first American woman runner to win three gold medals at the Olympics
- very sick as a child and lost use of left leg
- recovered from illness with a lot of work and with the help of her family
- set a world record for running
- won gold medals for the 100-meter dash, the 200-meter dash, and as part of the 400-meter relay race at the Olympics in 1960
- took part in 1956 Olympics when she was 16
- role model for other African American athletes
- international sports star
- worked later as a track coach
- traveled to Africa to work with people
- television movie about her life in 1977
- called “the fastest woman in the world”

This is an example of stimulus materials for a report. Can you group the information? Draw conclusions? Make any generalizations?

Task W-2

- Write an introduction to a report about Wilma Rudolph
 - Which information should you use?
 - Can you set the context for the report?
 - What might be a topic sentence for the report?

One paragraph. Annotate the stimulus material. Write for a short time. What are the qualities of the full value response? Turn and talk.

Full value for Wilma Rudolph Intro

Response is an introduction to a report that clearly sets the context for the report and includes a relevant focus sentence. The response includes only relevant facts from the fact sheet. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.

This is from NECAP released items.

Task W-4

- If the full value of the item is 4 points, then what are the qualities of partial scores? Write descriptions of score points 3, 2, and 1.

Turn and talk. What are the words you would use to describe the other score points?

3

Response is an introduction to a report that generally sets the context for the report and includes a relevant focus sentence. There may be minor lapses in focus or clarity. The response includes mostly relevant facts from the fact sheet. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.

From NECAP released items.

2

Response is an attempt at an introduction to a report but may not clearly set the context or include a clear focus sentence. The response contains some relevant facts from the fact sheet. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.

1

- Response is undeveloped or contains an unclear focus.

Task W-3

- Write one supporting paragraph for the body of a report about Wilma Rudolph
 - What might be the central idea?
 - What details should you include?
 - How is this different from your introductory paragraph?

Would the approach to this task be any different than writing the introduction?
Would the scoring guide be any different?

Writing Process

- on-demand or over time writing
- Prewriting
 - Type of writing
 - Position/purpose
 - Evidence
- Drafting
- Revising

What do your students need in order to be successful? What processes do you teach and when do they become automatic?

Instructional Strategy

- Jigsaw: Students each find one fact about a topic. All facts are shared then each student writes one paragraph.
- Annotate text: Students read an article and annotate text then write one summative paragraph.
- Focused: write one paragraph about key idea from longer text.

These are some strategies which might help students develop the automaticity of writing a report on demand. Discuss some others.

Sentence Variety

- How do you teach students about sentence structure and variety?
 - Combining sentences
 - Punctuation
 - Editing

Discuss how each of these strategies leads to understanding about sentence variety.

Sentence Combining

- What is the **best** way to combine the two sentences below?
 - Some icebergs are called “growlers.”
 - They make a noise as they melt.

From NECAP released items. Write one sentence which combines the two sentences.

Sentence Combining

- A. As some icebergs melt they are called “growlers” and make a noise.
- B. Since some icebergs are called “growlers” they make a noise when they melt.
- C. Some icebergs are called “growlers” because they make a noise as they melt.
- D. Some icebergs are called “growlers,” make a noise, and melt.

Which one is correct? Which one is best? Which is the correct response – C!

Combining sentences

- What is the **best** way to combine the two sentences below?
 - The search was difficult.
 - Several factors made it difficult.

Sentence Combining

- A. The search was difficult and several factors made it difficult.
- B. With several factors, the search was difficult.
- C. Several factors made the search difficult.
- D. The search was difficult, several factors made it difficult.

Look for most succinct and accurate with the clearest information.

Punctuation

Which of the following is a run-on sentence?

- A. Hundreds of old steam engines have been restored and now operate at railroad museums.
- B. During the 1900s, however, many new forms of transportation were invented and became popular.
- C. Because the population of the United States grew dramatically, people settled in many new areas.
- D. The 1800s were called the Age of Steam most people in the United States traveled on steam railroads.

What do students need to know and be able to do to arrive at the correct response?
How does this help them understand sentence variety?

Other stand-alone writing items

- Correct spelling - which is incorrect or which is correct?
- Complete/incomplete sentence
- Which word should be capitalized
- Correct pronoun use

Look to the standards for types of spelling and punctuation errors which might be presented.

Responding to Text

- Stimulus material may be a page or more
- Comprehension is critical
- Analysis and interpretation often required
- Can be short or long response to prompt (a whole essay or part of an essay)

To create a writing assignment, include directions, stimulus, and prompt.

Little Willy

- Text annotation: what to note while reading (refer to standards)
- Planning/prewriting?
- Read the text
- Respond to the prompt

From NECAP released items. This is a longer stimulus.

Summary

- Stand-alone
- Short prompts
- Long prompts

What is the value of the information? How does writing interact with reading?

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Web site will be updated as needed.