ACT Aspire

3-5 ELA

Facilitator Requests

Be present in the learning environment.

Give equal attention to speaking and listening.

Be respectful of time.

Intended Outcomes

Examine the data

Explore available resources

Engage in activities and instructional strategies that can be used in our classrooms

Create an action plan

2016 Reading	3rd	4th	5th
Craft and Structure	36.16	39.72	42.03
Integration of Knowledge and Ideas	18	42.88	43.49
Key Ideas	36.25	39.00	35.59

2017 Reading	3rd	4th	5th
Craft and Structure	33.11	42.39	31.96
Integration of Knowledge and Ideas	31.50	33.72	37.89
Key Ideas	38.64	38.99	37.74

2016 and 2017 Reading Data
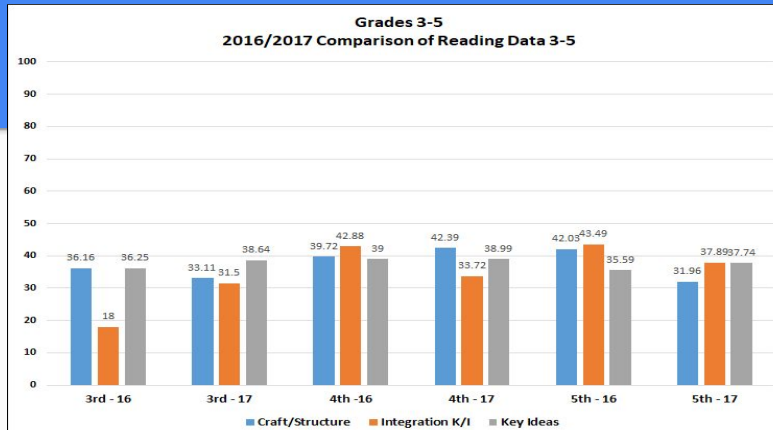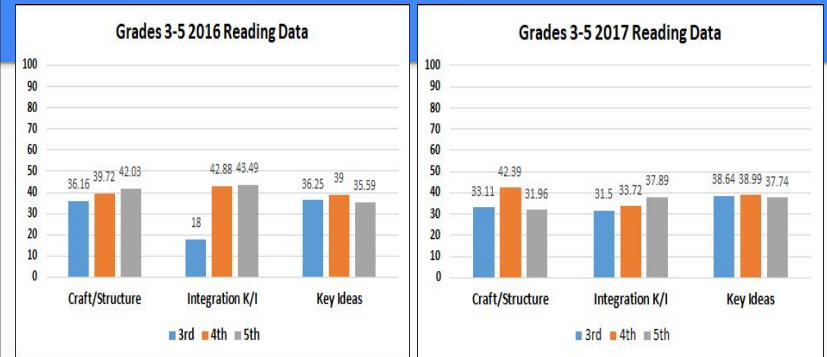
Literary and Informational Text Analysis

What is Close Reading?

Knowledge and Skills Map

ACT aspire Livebinder: Knowledge and Skill Map
- Login: actlabs
- Password: actlabs

Characteristics of a Close Reading Lesson

- Multi-day commitment
- Short, high-quality texts
- Meaning-making
- Text-dependent questions
- Evidence-based writing task

Fisher on Close Reading

"We are going to read short passages... It could be a close reading inside of a text. Pick the part of the text that is really worthy of this level of scrutiny and discussion."

-- Doug Fisher

http://link.brightcove.com/services/player/bcpid2109637168001?bckey=AQ~~,AAAAPmbRRLk~,C5G7jhYNtifLHMZ3Mk1et94EXmm8Be9z&bctid=246971610001

When thinking about the standards and purposes for each close reading...

Anchor Standards	Shanahan Purpose for Reading	Fountas and Pinnell Purpose for Reading	Boyles Purpose for Reading
CCR1-3 Key Ideas and Details	What the text says	Within the Text	What is the author saying?
CCR 4-6 Craft and Structure	How the text works	About the Text	How is the author saying it?
CCR 7 and 9	Integration of Knowledge and Ideas	Beyond the Text	Why is the author saying it?

Text Selection

- Age appropriateness
- Complexity of Ideas
- Structure and coherence of text
- Syntactic structure of text
- Vocabulary difficulty

Priming the Text

1. Reread multiple times for various purposes.
2. Annotate to gain understanding.
3. Extract evidence from the text.

Text-dependent Questions

- CCR 1-3 – **What** does this text say?
  What is the author saying?

- CCR 4-6 – **How** does this text work?

- CCR 7 & 9- **Why** is the author saying it? What does it mean? How does it connect to other texts? What will you do with the information?

Standards connected to PLDs - Key Ideas and Details

	Third Grade	Fourth Grade	Fifth Grade
Reporting Categories	Ready		
Key Ideas and Details: **Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.**	*A student performing at the Ready level* reads to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies central ideas. • summarizes texts. • connects ideas, events, and characters to make logical inferences. • uses key details to draw conclusions about character traits and actions.	*A student performing at the Ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies and connects central ideas developed across a text. • summarizes texts. • connects ideas, events, and characters to make logical Inferences. • uses key details to draw conclusions about character traits and actions.	*A student performing at the Ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies and connects central ideas developed across a text. • summarizes texts. • connects ideas, events, and characters to make logical inferences. • uses key details to draw conclusions about character traits and actions.

Initial Close Reading

First reading: Focusing on Standards 1-3

Initial Close Reading

Things to consider during the first read:
- What type of text is this?
- What does this text say?
- What is this text about?
- What is the big picture of this text?
- Who is telling the story?
- Illustrations/Graphics
- Important word(s)
- Main Ideas

Chunking The Text

- Option 1: The teacher reads the entire text aloud first, just to provide a sense of the story or information or the sound of the language.
- Option 2: Ask students to read the whole text first themselves before embarking on the close reading of it.
- Option 3: Read the text chunk by chunk right away with no initial exposure.

1st Close Reading

" Ruby Bridges' Brave Step"

Slide 1

After Reading Tasks

- Important Words to talk about
- Theme/Lesson/Message
- Summary or Gist
- Structure and/or genre

Slide 2

Standards connected to PLDs - Craft and Structure

Reporting Categories	Third Grade	Fourth Grade	Fifth Grade
		Ready	
Craft and Structure: **Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.**	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content in a text. • identifies how structure and content contribute to author's purpose. • identifies multiple perspectives in a text. • identifies how parts of a text contribute to characterization. • identifies word and phrase meanings from context.	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content in a text, and identifies how these connections contribute to author's purpose. • identifies how parts of a text contribute to characterization and theme. • identifies word and phrase meanings from context, including phrases containing figurative language. • identifies multiple perspectives in a text.	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content of texts, and determines how these connections contribute to author's purpose. • determines how parts of a text contribute to characterization and theme. • identifies word and phrase meanings from context, including phrases containing figurative language. • identifies multiple perspectives in a text.

Slide 3

Standards connected to PLDs - Craft and Structure

Reporting Categories	Third Grade	Fourth Grade	Fifth Grade
		Ready	
Craft and Structure: **Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.**	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content in a text. • identifies how structure and content contribute to author's purpose. • identifies multiple perspectives in a text. • identifies how parts of a text contribute to characterization. • identifies word and phrase meanings from context.	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content in a text, and identifies how these connections contribute to author's purpose. • identifies how parts of a text contribute to characterization and theme. • identifies word and phrase meanings from context, including phrases containing figurative language. • identifies multiple perspectives in a text.	*A student performing at the ready level* reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • makes connections between the structure and content of texts, and determines how these connections contribute to author's purpose. • determines how parts of a text contribute to characterization and theme. • identifies word and phrase meanings from context, including phrases containing figurative language. • identifies multiple perspectives in a text.

Slide 4

Craft and Structure 3rd grade Exemplar

Rolling West

Across the empty prairie, a line of wagons rolled slowly along. The wagons' white tops gleamed against the blue prairie sky. The wagons looked like sailing ships drifting among the tall grasses that waved in the wind.

In the 1800s, people loaded covered wooden wagons with their belongings and headed west on the Oregon Trail with other families. The journey was over two thousand miles long and took up to five months. Mules or oxen pulled the covered wagons. Each wagon looked like a large wooden box on wheels with a rounded cloth top. Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain.

There were no stores along the Oregon Trail. A covered wagon carried sacks of flour and cornmeal, rice, sugar, dried fruit, and beans. Water barrels and tools for repairs hung outside the wagon. Little room was left for passengers. Most travelers walked alongside the wagons.

What is the main purpose of the highlighted paragraph?
- A. To describe how covered wagons were used
- B. To explain how a covered wagon was built
- C. To tell how families lived in their covered wagons
- D. To show how animals were used to pull covered wagons

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
1	3	Selected response	3	Craft and Structure	A

Craft and Structure 4th grade Exemplar

The Cutest Ugly Bird

Mr. Larimar had shared the online video feed of a California condor's nest with us the day before. Santiago's eyes lit up when he heard that we would watch a rare bird hatch. Maggie asked if it would have fluffy feathers. Deepa wondered what the bird would eat. The egg was supposed to hatch this week. But watching awkward birds and a single egg seemed boring compared to the adventures in my game.

I found Mr. Larimar working on an egg watch schedule.

"Do we all have to watch the egg?" I asked.

"Well, Matt, I can leave you off the list," Mr. Larimar said, looking surprised.

I made the victory sign that my character does when he finds a treasure and took my seat, right next to the class computer. Two bald birds wandered in and out of the camera's view before class started, but the egg just sat there.

That afternoon, something on the computer screen twitched. Had I imagined the movement? I sneaked a look just in time to

What does the highlighted phrase "Santiago's eyes lit up" most nearly mean in the passage?

- A. His eyes expressed how surprised he was at the large size of the condors.
- B. His eyes expressed how excited he was about the egg-watching activity.
- C. He opened his eyes wider to get a better view of the computer.
- D. He opened and closed his eyes rapidly.

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
2	4	Selected response	3	Craft and Structure	B

Craft and Structure 5th grade Exemplar

A Second Chance
SOCIAL SCIENCE: This passage is an original work of nonfiction.

What can you do with some empty plastic soda bottles, some plastic bags, and a stick? People around the world are learning to reuse these discarded items to build walls for new buildings like schools.

The Beginning

In 2005, Susanne Heisse was worried about the plastic trash she saw in her village on Lake Atitlán in Guatemala. One day, she noticed a man stuffing some plastic bags into a plastic soda bottle. This gave her an idea. She and other villagers stuffed plastic bottles with nonbiodegradable trash to use as bricks for a five-foot-tall village wall. They placed the "bricks" side by side between wood and chicken wire frames, and then they covered the chicken wire with adobe. The wall looked nice, and it was strong. After this success, many environmental groups began working with communities to build structures using the bricks.

The Idea Spreads

In a village in Guatemala, young children collect plastic bottles. The bottles are washed and allowed to dry. Near the town center, children and adults sit,

What is the main purpose of the passage?

- A. To convince readers to start recycling programs in their schools
- B. To persuade readers to build their own homes and schools
- C. To explain the different ways that recycling benefits the environment
- D. To describe how discarded objects can be used in creative ways

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
1	5	Selected response	3	Craft and Structure	D

Text-dependent Questions

- CCR 1-3 – **What** does this text say?
  What is the author saying?

- CCR 4-6 – **How** does this text work?

- CCR 7 & 9- **Why** is the author saying it? What does it mean? How does it connect to other texts? What will you do with the information?
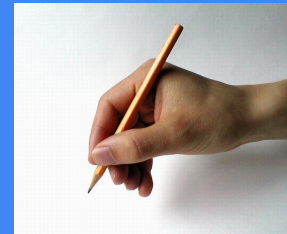
Preparing for the Second Reading

What are the expectations of craft and structure for reading literature in the Arkansas English Language Arts Standards (focus on Standards 4-6)?

Focus on Craft and Structure of "Ruby Bridges' Brave Step"

- Diction (word choice)
- Figurative Language
- Literary devices
- Idea development
- Syntax
- Text Structure
- Tone
- Style

Developing Text-Dependent Questions Focusing on Standards 4-6 and Modeling of 2nd Close Reading

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Standards connected to PLDs - Integration of Knowledge and Ideas

Reporting Categories	Third Grade	Fourth Grade	Fifth Grade
		Ready	
Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.	A student performing at the ready level reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • cites textual evidence to support claims. • distinguishes between fact and opinion. • compares or contrasts two texts. • identifies similarities and differences between topics or characters.	A student performing at the ready level reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • cites textual evidence to support claims. • distinguishes between fact and opinion. • identifies how fact and opinion function in the text. • compares and contrasts two texts. • identifies or infers similarities and differences between topics or characters. • cites textual evidence to support inferences.	A student performing at the ready level reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • analyzes how authors use textual evidence to construct their claims. • distinguishes between fact and opinion. • identifies how the fact and opinion functions in the text. • compares and contrasts two texts. • identifies or infers similarities and differences between topics or characters in the texts. • cites textual evidence to support inferences.

Standards connected to PLDs - Integration of Knowledge and Ideas

Reporting Categories	Third Grade	Fourth Grade	Fifth Grade
		Ready	
Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.	A student performing at the ready level reads to understand a clear purpose and organizational structure, some longer and more complex sentences, clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • cites textual evidence to support claims. • distinguishes between fact and opinion. • compares or contrasts two texts. • identifies similarities and differences between topics or characters.	A student performing at the ready level reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • cites textual evidence to support claims. • distinguishes between fact and opinion. • identifies how fact and opinion function in the text. • compares and contrasts two texts. • identifies or infers similarities and differences between topics or characters. • cites textual evidence to support inferences.	A student performing at the ready level reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: • identifies an author's explicit or implied claims. • analyzes how authors use textual evidence to construct their claims. • distinguishes between fact and opinion. • identifies how the fact and opinion functions in the text. • compares and contrasts two texts. • identifies or infers similarities and differences between topics or characters in the texts. • cites textual evidence to support inferences.

Integration of Knowledge & Ideas 3rd grade Exemplar

Rolling West

The wagons' white tops gleamed against the blue prairie sky. The wagons looked like sailing ships drifting among the tall grasses that waved in the wind.

In the 1800s, people loaded covered wooden wagons with their belongings and headed west on the Oregon Trail with other families. The journey was over two thousand miles long and took up to five months. Mules or oxen pulled the covered wagons. Each wagon looked like a large wooden box on wheels with a rounded cloth top. Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain.

There were no stores along the Oregon Trail. A covered wagon carried sacks of flour and cornmeal, rice, sugar, dried fruit, and beans. Water barrels and tools for repairs hung outside the wagon. Little room was left for passengers. Most travelers walked alongside the wagons.

On the prairie, the Oregon Trail was mainly dirt tracks. The heavy wagons churned up clouds of dust. In rain, wagon

Which highlighted quotation from the passage gives evidence that wagons were able to travel on water as well as on land?

- A. "The wagons looked like sailing ships drifting among the tall grasses that waved in the wind."
- B. "Its top helped shield the family's clothing, dishes, and few pieces of furniture from sun and rain."
- C. "In rain, wagon wheels sank deep into mud."
- D. "They tied a rope to the wagon bed and pulled the wagon bed with the family's belongings across the river."

Sequence	Grade	Question type	DOK level	Reporting category	Correct response
2	3	Selected response	3	Integration of Knowledge and Ideas	D

Integration of Knowledge & Ideas 4th grade Exemplar

Integration of Knowledge & Ideas 5th grade Exemplar

Text-dependent Questions

- CCR 1-3 – **What** does this text say?
  What is the author saying?

- CCR 4-6 – **How** does this text work?

- CCR 7 & 9- **Why** is the author saying it? What does it mean? How does it connect to other texts? What will you do with the information?

Making Connections Between and Among Texts

**Integration of Knowledge and Ideas
Standards 7-9:**

- *Ruby Bridges' Brave Step*
- *Civil Rights on a City Bus*

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Application

Question 1

Question 2

Independent Practice

Putting It All Together

*Question type sort.

*Assess sample responses using the scoring guide procedure

*Create a question for each type discussed

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

A CT ION PLAN Action Plan for Change

What will I continue to doing?	What I learned; Key Knowledge	Plans for Change in classroom; How will I know?	Change in Student Learning; How will I know?

Good books don't give up all their secrets at once.
~ Stephen King