A Blueprint for Literacy: Reading to Learn
### A Blueprint for Literacy: Reading to Learn (3-5)

#### Agenda

<table>
<thead>
<tr>
<th>Concurrent Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30-10:25</strong></td>
</tr>
<tr>
<td><strong>Topic I:</strong> Creating Successful Writing Prompts Using RL and RI Standards (Work Session)</td>
</tr>
<tr>
<td><strong>Topic II:</strong> Strengthening Vocabulary: Strategies for Amplifying Instruction</td>
</tr>
<tr>
<td><strong>Topic III:</strong> Blueprints for Instruction: Building Strong Lessons from a Deeper Understanding of the Standards (Work Session)</td>
</tr>
<tr>
<td><strong>10:25-10:30</strong></td>
</tr>
<tr>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td><strong>10:30-12:25</strong></td>
</tr>
<tr>
<td><strong>Topic II:</strong> Strengthening Vocabulary: Strategies for Amplifying Instruction</td>
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<td><strong>Topic I:</strong> Creating Successful Writing Prompts Using RL and RI Standards (Work Session)</td>
</tr>
<tr>
<td><strong>12:25-1:35</strong></td>
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<tr>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td><strong>1:35-3:30</strong></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Creating Successful Writing Prompts

Using RL and RI Standards

A Blueprint for Literacy: Reading to Learn (3-5)

Kenny Gibson
Regional Literacy Coordinator
kgibson@mdek12.org

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions
Session Goals

• Review background information to support writing to text
• Introduce Writing Prompt Planning Template
• Focus on a Reading Literature or Reading Informational Standard
• Determine Type of Writing and Task
• Write a Text-Dependent Prompt
• Review Strategies for Student Writing

BACKGROUND INFORMATION
Text-Dependent Questions

- Can only be answered by referring explicitly back to the text being read
- Do 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 it
- 80-90% of the MS-CCRS for reading and literacy require textual analysis

Text-Dependent Questions

- Can only be answered with evidence from the text
- May be literal (checking for understanding) but must also involve analysis, synthesis, evaluation
- Focus on word, sentence, and paragraph level, as well as larger ideas, themes, or events
- Focus on difficult portions of text in order to enhance reading proficiency
- May be prompts for writing and discussion questions
Scaffolding Documents

- Provide teachers with a deeper understanding of the MS-CCRS
- Provide a close analysis of the requirements for student mastery
- Aid teachers’ understanding of how to teach the MS-CCRS through a natural progression of student mastery

Scaffolding Documents

- Prerequisite Knowledge
- Conceptual Knowledge
- Evidence of Knowledge
Writing Standards

- **W.x.1 – Opinion** – a reasoned logical way of demonstrating a writer’s position, belief, or conclusion is valid (persuasive, argumentative)
- **W.x.2 – Informative / Explanatory** – seeks to accurately convey information about a subject, procedure, process or concept (expository)
- **W.x.3 – Narrative** – real or imagined experiences (description)
**Template**

1. Text
2. Standard
3. Scaffolding Document
4. Type of writing
5. Task description
6. RAFT
7. Prompt
8. Key ideas / sample writing

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**RL AND RI STANDARDS**
Utilizing the Scaffolding Documents

- RI.3.6
- point of view, author’s viewpoint, reader’s viewpoint, distinguish
- Distinguish between an author’s viewpoint and the reader’s viewpoint based on an informational text topic

Activity 1 (Template Items 1, 2, 3)

- Write standard number
- Identify key or academic vocabulary
- Select task(s) for students to complete
Types of Writing

- Opinion
  1) Form an opinion
  2) Choose facts and details to support the writer’s opinion

- Informative
  1) Identify a meaningful topic
  2) Include facts, definitions, and details to develop the topic

- Narrative
  1) Establish characters and setting
  2) Create sequence of events
  3) Reflect response of characters to situations
Describing a Task

- **Opinion** – write a paragraph identifying your (the reader’s) viewpoint regarding the men’s team.
- **Distinguish** how it is different from the author’s
- **Use** facts and details from the text to support your opinion

Use **EoK** and **Type of Writing** to describe task to be completed:

---

Describing a Task

- **Informative** – The author is disappointed in the men’s team for not making the World Cup. A fan is not disappointed.
- **Write** an informative paragraph to support each person’s point of view.
- **Include** facts and details to support each point of view

Use **EoK** and **Type of Writing** to describe task to be completed:
Describing a Task

- Narrative—write a story that describes a conversation between the author and a team player
- Include details about the author’s disappointment in the team and the player’s acceptance of the loss because he is proud of his past accomplishments

Activity 2 (Template Items 4, 5)

- Select type of writing (each table will draw a card)
- Using EoK selected in Activity 1 and type of writing selected describe the task
- Use verbs from standards and EoK
RAFT (Role/Audience/Format/Topic)

- RAFT is a writing strategy that can be used in all content areas
- Offers students a choice in their writing assignment
- Employs writing-to-learn activities to enhance understanding of informational text
- Encourages creative thinking
- Motivates students to reflect in unusual ways about concepts they have read
RAFT

- R- role
- A- audience
- F- format
- T- topic

Deconstruct the Prompt using RAFT

Sample RAFT Strips

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Bad</td>
<td>Middle School</td>
<td>Diary Entry</td>
<td>I Wish You Really Understood What I Brought</td>
</tr>
<tr>
<td>Wolf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Little</td>
<td>Their father</td>
<td>Apology letter</td>
<td>Apology for trying to eat your grandma</td>
</tr>
<tr>
<td>Pigs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cinderella</td>
<td>the kingdom</td>
<td>Wanted poster</td>
<td>to bring her stepmother and step sisters to justice for her treatment</td>
</tr>
<tr>
<td>The 3</td>
<td>the police</td>
<td>Report</td>
<td>reasons to throw Goldilocks in jail</td>
</tr>
<tr>
<td>bears</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frog</td>
<td>the king</td>
<td>Persuasive</td>
<td>convince the princess to kiss my slimy frog lips</td>
</tr>
<tr>
<td>Prince</td>
<td></td>
<td>letter</td>
<td></td>
</tr>
<tr>
<td>humility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin</td>
<td>TV audience</td>
<td>Speech</td>
<td>The Dream Revisited</td>
</tr>
<tr>
<td>Luther</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>King</td>
<td>Current Residents of Virginia</td>
<td>Full page newspaper ad</td>
<td>If I Could Talk to You Now</td>
</tr>
<tr>
<td>Thomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jefferson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nouns</td>
<td>Whole numbers</td>
<td>Petition</td>
<td>To Be Considered A Part of the Family</td>
</tr>
<tr>
<td>A word</td>
<td>Students in your class</td>
<td>Set of directions</td>
<td>How to Get to Know Me</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Format based on the work of Donahue and in Teaching Reading to the Common Core, 113 by McTighe, Wilmert, and Mereau, (6th)
How to Write a Prompt

- Connecting Information – tell what you have read
- Writing Form – from selected type of writing
- Verb – from EoK and Type of Writing
- 5Ws and H – who, what, when, where, why, how
- Tasks related to the passage (RI or RL) – EoK

RAFT and Writing Prompt

R. a soccer fan
A. a soccer blog
F. paragraph in a blog post
T. a post to support the men’s soccer team by pointing out past accomplishments
RAFT and Writing Prompt

- You are a soccer fan that admires the men’s soccer team for it’s past accomplishments and have read the article, “Opinion, Are U. S. women better soccer players than men?” on a soccer blog. Write a reply post which distinguishes the author’s point of view from your point of view. Include facts, definitions and details from the text to support each point of view.

RAFT and Writing Prompt

- Disappointment – loss to smaller countries, loss to less wealthy countries, women’s success

- Admiration – first lost since 1986, only needed one more game to make the finals
Activity (Template 6, 7, 8)

• Complete RAFT activity
• Use task description and RAFT to create a prompt
• Determine key ideas to be included in your student’s writing

STUDENT WRITING STRATEGIES
Opinion Writing Strategy (OREO)

- **Opinion**: Tell your readers how you feel about the topic.
- **Reason**: Tell your readers why you feel this way.
- **Examples**: Give your readers some examples of why you feel this way.
- **Opinion**: Tell your readers one more time about your opinion and feelings.

Informative Writing Strategy (RACE)

- **RESTATE THE QUESTION**: Restate or reword the question and turn it into a statement.
- **ANSWER THE QUESTION**: What is being asked? Answer all parts of the question.
- **CITE THE SOURCE**: Tell where you found examples and details in the text. In paragraph 2... The text states... The author says...
- **EXPLAIN**: Explain your response. Give evidence from the text to support your answer. Add your thoughts. For example... This shows... This means... I believe...
# Narrative Writing Strategy (BME)

<table>
<thead>
<tr>
<th>B</th>
<th>Introduction / Beginning</th>
<th>M</th>
<th>Events / Middle</th>
<th>E</th>
<th>Solution / Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Describe the setting (where, when,)</td>
<td></td>
<td>• Describe what happened</td>
<td>• Add a reflection sentence or closing sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduce the characters (who)</td>
<td></td>
<td>• Use vivid language to enhance writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the situation (what set off the chain of events)</td>
<td></td>
<td>• Use figurative language to enhance writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use of transition words to show time and order (suddenly, before, next, …)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Understanding Scoring (MAAP Rubric)

<table>
<thead>
<tr>
<th>Performance Range</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>11-9</td>
<td>8-5</td>
<td>4-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard ID</th>
<th>Standard of Ideas</th>
<th>Score of</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1-3</td>
<td>Development of Ideas</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.</td>
<td>The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.</td>
</tr>
</tbody>
</table>
### Understanding Scoring (MAAP Rubric)

<table>
<thead>
<tr>
<th>Standard ID</th>
<th>Standard</th>
<th>Score of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4 points</td>
</tr>
<tr>
<td>W.1-3</td>
<td>Writing Organization</td>
<td>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness and clarity of the response.</td>
</tr>
<tr>
<td>L.1 and L.3</td>
<td>Language Conventions of Grammar and Usage</td>
<td>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure.</td>
</tr>
<tr>
<td>L.2</td>
<td>Language Conventions of Mechanics</td>
<td>The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</td>
</tr>
</tbody>
</table>
Gallery Walk

- With your table group begin at your chart.
- Groups will rotate clockwise upon signal.
- Pay attention to any differences in your prompt and the next group’s prompt noting how the group utilized the same standard while being able to create a completely different prompt.
- Groups will continue to rotate 1 chart station upon signal.
Questions

Resources

- MS-CCRS Scaffolding Document -
  https://www.mdek12.org/ese/ccc
- Newsela
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersMS.com for more information!

2018-2019 Regional Literacy Trainings

<table>
<thead>
<tr>
<th>Tools for Literacy: Building a Strong Foundation (Grades K-2)</th>
<th>A Blueprint for Literacy: Reading to Learn (Grades 3-5)</th>
<th>Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 11, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
<td><strong>September 25, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6191 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td><strong>October 9, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
</tr>
<tr>
<td><strong>September 12, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td><strong>September 26, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td><strong>October 10, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
</tr>
<tr>
<td><strong>September 18, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td><strong>September 27, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38665</td>
<td><strong>October 16, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
</tr>
</tbody>
</table>

Registration begins at 8:00 a.m. All sessions begin at 8:30 a.m. and end at 3:30 p.m.
Kenny Gibson
Regional Literacy Coordinator
kgibson@mdek12.org
### Third Grade

**CCR.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.3.2**

**Determine the main idea of a text; recount the key details and explain how they support the main idea.**

<table>
<thead>
<tr>
<th>A student should know (Prerequisite Knowledge)</th>
<th>Desired Student Performance</th>
<th>A student should be able to do (Evidence of Knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informational text types include literary nonfiction and expository/technical texts.</td>
<td>• Authors of informational text(s) include key details to enhance the reader’s understanding.</td>
<td>• Determine the main idea of an informational text.</td>
</tr>
<tr>
<td>• Readers know the difference between a main idea and key details.</td>
<td>• Readers use key details in an informational text to identify the main topic.</td>
<td>• Recognize how ideas are organized in an informational text.</td>
</tr>
<tr>
<td>• Readers use informational text features and or text structures to help determine the main idea.</td>
<td>• Informational texts have a structure as well as details, which may help a reader determine the main ideas.</td>
<td>• Explain orally or in writing how the main idea is supported by key details.</td>
</tr>
<tr>
<td>• Readers know how to participate in discussions when explaining their understanding of the texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

main idea, key details, text structure, recount, explain, support

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### Third Grade

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

**RI.3.6**

**Distinguish their own point of view from that of the author of a text.**

<table>
<thead>
<tr>
<th>A student should know (Prerequisite Knowledge)</th>
<th>Desired Student Performance</th>
<th>A student should be able to do (Evidence of Knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Authors write from different points of view.</td>
<td>• The author’s point of view may be different from that of the reader.</td>
<td>• Identify the author’s purpose for writing a text.</td>
</tr>
<tr>
<td>• Authors write for a variety of purposes (e.g., to inform, to persuade, to entertain, to describe, to explain, to answer a question).</td>
<td>• Readers recognize their point of view may differ from the author’s point of view.</td>
<td>• Identify the reader’s point of view about the topic of the text.</td>
</tr>
<tr>
<td></td>
<td>• The author’s point of view is how they view or interpret the information that they are writing about.</td>
<td>• Identify the author’s point of view in a text.</td>
</tr>
<tr>
<td></td>
<td>• Readers decipher an author’s point of view, opinions, hypotheses, assumptions, and possible bias.</td>
<td>• Distinguish between an author’s viewpoint and the reader’s viewpoint based on an informational text topic.</td>
</tr>
</tbody>
</table>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

distinguish, point of view, author’s viewpoint, reader’s viewpoint, author’s purpose
Opinion: Are U.S. women better soccer players than men?

By Washington Post, adapted by Newsela staff on 10.25.17
Word Count 603
Level 320L

Panama midfielder Alberto Quintero (left) and U.S. midfielder Michael Bradley go for the ball during a World Cup qualifying soccer match. The U.S. men's national team lost to Panama on October 6, 2017, at Orlando City Stadium in Orlando, Florida. Photo by: Joe Raedle/Getty Images

Fred Bowen wrote this opinion piece. Bowen is an author. He has written 21 sports books for kids.

In sports, it is never fun to lose a game. Some losses are worse than others, though.

Here is an example. The Washington Nationals baseball team lost a game against the Chicago Cubs last week. The teams were competing in a playoff series. The winner would go on to a league championship. That means a shot at the World Series. This is the biggest event in American baseball.

It was the Nats' last game against the Cubs. They lost 9 to 8. That is a very close score. The players and their fans must have been sad.

The Nats losing to the Cubs was disappointing. But the Nats can try again next season. The World Series is a yearly event.
Worse Loss

The U.S. men’s soccer team had a worse loss. They did not make it into the 2018 World Cup. This loss was not just sad. It was a disaster.

The World Cup is a worldwide soccer competition. It happens every four years. That means the U.S. men will not get another chance until 2022. That is a long wait.

In the year before the World Cup happens, teams play matches around the world. These games decide who will go to the competition. Since the U.S. team lost its last match, it will not play at the World Cup.

Many professional sports try to keep the competition even. They may set rules about how teams can pick players. Or, they may say a team can only spend a certain amount of money. Not the World Cup. Big, rich countries often play small, poor ones. Teams are not very well matched at all.

To try to make it into the World Cup, the U.S. team had to play in a group with teams from five other countries. The countries were Mexico, Honduras, Costa Rica, Panama, and Trinidad and Tobago.

The United States is much bigger than all of these countries. The United States has a population of 327 million people. Mexico is smaller. It has 125 million people. The other countries are even smaller. Honduras has 9 million people. Costa Rica has 5 million. Panama has under 4 million. And Trinidad and Tobago has just over 1 million people.

The differences in money are huge, too. The United States is much richer than the other five countries. It is 300 times richer than Costa Rica. It is 900 times richer than Honduras!

The United States has more money and more athletes. These are big advantages. Usually, they would help a team win. But the U.S. team finished fifth in their group. They had a record of 3–4–3. That means three wins, four losses, and three ties. They lost their final game to Trinidad and Tobago. The U.S. men will not play in the World Cup. It is the first time this has happened since 1986.

American Women Are Terrific!

Why aren’t the American men better in soccer? The American women are terrific! They have won three World Cups. They have also won four Olympic gold medals.

There is one possible reason. American boys and men can play many different sports. They have plenty of options. Many might be good at soccer. But they choose to play other sports, instead. They might like baseball, football or basketball better.

Still, the United States should have enough good players to beat smaller countries. They have so many more athletes to choose from. It is really surprising that they did not qualify for the World Cup.
Text: Potential + Kinetic Energy

Evidence of Knowledge:
Determine main idea and explain how the main idea is supported by key details.

Standard: R13.2
- Main idea
- Key details
- Explain

Type of Writing:
- Opinion
- Informative
- Narrative

Task: Using the main idea of the text, which type of energy would be the most exciting part of a ride?

Prompt:
Imagine you just rode a roller coaster. Describe which type of energy was the most exciting part of the ride. Include key details from the text to support your writing.

Writing Prompt Planning Template

Key Ideas to include:
OREO

R: Passenger on the rollercoaster
A: Class
F: Paragraph
T: Potential vs Kinetic energy
**Text:** “Potential and Kinetic Energy” (pg 19)

**Evidence of Knowledge:**
* Determine the main idea of an informational text.
* Explain ... how the main idea is supported by key details.

**Type of Writing:**
- Opinion
- Informative
- Narrative

**Task:** Recount the main idea of the text explaining the most enjoyable part of the roller coaster in your opinion. Support using key details.

**Prompt:**
You are a roller coaster passenger writing a review of your most recent ride. You have read, “Potential and Kinetic Energy.” Write a review to a future passenger explain what you felt was the most enjoyable part of your ride: kinetic or potential. Use facts and details from the text to support your opinion.
Text: Potential & Kinetic Energy

Evidence of Knowledge:
* Explain orally or in writing how the main idea is supported by key details.

Task: Write a narrative essay about potential and kinetic energy using key details that support the experience of opposite energies.

R: thrill seeker
A: other thrill seekers
F: story
T: Potential & kinetic energy

Key Ideas to include:

Prompt: You have just read the informative passage, "Potential & Kinetic Energy" that explains stored energy and energy in motion. Write a narrative essay using your own experience of riding a roller coaster. Use main ideas from the passage to create dialogue for the characters in your narrative. Be sure to cite evidence and details in your setting.

Writing Prompt Planning Template

Standard: RI.3.2

Type of Writing:
- Opinion
- Informative
- Narrative

Writing Prompt Planning Template
Text: Potential and Kinetic Energy

Evidence of Knowledge:

Standard: RI 3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Type of Writing:
- [ ] Opinion
- [x] Informative
- [ ] Narrative

TSW write an informative paragraph including an explanation of differences between kinetic and potential energy as used with the roller coaster.

R: Student writer
A: Students
F: Essay
T: Kinetic/Potential Energy

Key Ideas to Include:
- Kinetic energy
- Potential energy
- Venn Diagram

After reading the passage, write an essay explaining the differences between kinetic/potential energy. Be sure to include key details and examples to support your reasons.

Writing Prompt Planning Template
Prompt:

After reading about potential and kinetic energy, write a narrative recounting the sequence of events of a roller coaster ride to describe potential/kinetic energy from the point of view of the roller coaster.
How Amusement Parks Work

Lisa Greathouse
Potential and Kinetic Energy

Roller coasters do not have engines like cars have. When the ride begins, the cars are pulled up to the top of the first hill by a motor. But when they get to the top of the first hill, the cars do the rest on their own.

At that point, they have potential (puh-TEN-shuhhl) energy. That means the energy is stored. It is caused by its position. All objects in high places have potential energy. Gravity takes over at the top of the hill. It keeps the cars on the tracks as they zoom down hills, turns, and loops. The potential energy changes to kinetic (ki-NET-ik) energy as the coaster goes down the hill. That is the energy of motion. Each time the coaster goes up another hill, the kinetic energy becomes potential energy again. The cycle continues again and again.

Air brakes stop the roller coaster at the end of the ride. They are built right into the track. They are definitely one of the most important parts of the ride.
Engaging Vocabulary

Strategies for Enhanced Vocabulary Practice in Grades 3-5

Blueprint for Literacy 2018

LeighAnne Cheeseman
Assistant State Literacy/English Learner Coordinator (K-3)
liceeseman@mdek12.org

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
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6. Every School and District is Rated “C” or Higher

Session Goals

• Explore substitutes to decodable text as a strategy to practice fluency and expand vocabulary
• Practice word games which support phonics and vocabulary
• Review strategies to support the teaching of idioms

©MDE – Office of Elementary Education and Reading
The Benefits of Substituting Decodable Texts as a Vocabulary-Boosting Fluency Practice

Start with a Song

Inch by inch, row by row
Gonna make this garden grow
All it takes is a rake and a hoe
And a piece of fertile ground

Inch by inch, row by row
Someone bless these seeds I sow
Someone warm them from below
'Till the rain comes tumblin' down

Pullin' weeds and pickin' stones
Man is made of dreams and bones
Feel the need to grow my own
'Cause the time is close at hand

Grain for grain, sun and rain
Find my way in Nature's chain
Tune my body and my brain
To the music from the land

Plant your rows straight and long
Temper them with prayer and song
Mother Earth will make you strong
If you give her loving care

An old crow watching hungrily
From his perch in yonder tree
In my garden I'm as free
As that feathered thief up there

*Garden Song* by David Mallett
Why do we use decodable texts?

- Allows students to use knowledge of phonics and word analysis skills to decode unfamiliar words
- Provides students with access to text they have the skills to decode correctly
- Allows students to use and develop correct print to sound phonologic processing pathways and avoid potential of developing incorrect reading strategies
- Develops a sense of success, which helps students build fluency and develop good reading strategies

What are the benefits of using songs or poetry?

- Helps students build automaticity
- Assists students in developing prosody
- Words in songs are easier to remember, which aid students in building a robust sight word vocabulary
- Because songs and poetry often rhyme, they allow students opportunities to develop phonemic cognizance
- Typically have a more complex vocabulary
The Importance of Prosody

Prosody:

• completes the bridge by linking fluency and comprehension, and
• enhances and adds to the meaning of a text through wide and deep reading practice.

As readers read deeply, they gradually recognize and insert into their reading prosodic essentials that allow for a meaningful and expressive rendition of the text.

How to Use Songs and Poetry

• Pull from different genres and cultures
• Choose texts with specific vocabulary or theme
• When using a song, consider appropriateness first – this includes listening to and reading lyrics closely before introducing to students
• Provide typed copies of the song lyrics or poem to all students
Introducing a Song or a Poem

1. Read through the lyrics together.
2. If using a song, listen to the music.
3. Discuss the story or history behind the song or the poem.
4. Highlight words or parts of the song or poem that support other learning happening in the class.
5. If using a song, use several to avoid students’ memorizing the words too quickly – the goal is reading, not recitation.
6. Practice reading following the rhythm of the words. This “chunking” strategy helps students develop their fluency.

Deepening Learning

Students can use a song or a poem to:

- Find rhyming words
- Identify word structure
- Build vocabulary
- Identify themes
- Practice using close reading skills and strategies on a shorter (but not necessarily easier!) text
### Suggested Songs for Getting Started:

<table>
<thead>
<tr>
<th></th>
<th>Song Title</th>
<th>Composer(s)</th>
<th>Artists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“New York State of Mind”</td>
<td>written and sung by Billy Joel</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>“Sentimental Journey”</td>
<td>by Les Brown and Bud Green, sung by Renee Olstead</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>“Don’t Laugh at Me”</td>
<td>by Allen Shamblin and Steve Seskin (children’s version from the book), sung by Peter Yarrow</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>“Shenandoah”</td>
<td>by unknown (was first a sea chantey), sung by Daniel Rodriguez</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>“Coming to America,”</td>
<td>written and sung by Neil Diamond</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>“Garden Song”</td>
<td>by David Mallett, sung by John Denver</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>“The Marvelous Toy”</td>
<td>by Tom Paxton, sung by Peter, Paul, and Mary</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>“Run, Rudolph, Run!”</td>
<td>by Johnny Marks and Marvin Brodie, sung by Chuck Berry</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>“Carolining, Caroling”</td>
<td>by Wihla Hutson, sung by Tennessee Ernie Ford</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>“Carol of the Bells”</td>
<td>by Mykola Leontovych, sung by Celtic Women</td>
<td></td>
</tr>
</tbody>
</table>

### Word Noticing and Harvesting:

Extending Vocabulary Instruction into the Read Aloud
“The words in literature are often hidden from the view of students. When students read or are read to by their teacher or parent, they are often so engrossed in the story that they do not recognize the wonderful words that the author has used to craft her story. The words are essentially invisible to the students. Even in stories for young children, readers can find rich words woven into the texts.”

- Timothy Rasinski

Sylvester Duncan lived with his mother and father at Acorn Road in Oatsdale. One of his hobbies was collecting pebbles of unusual shape and color.

On a rainy Saturday during vacation he found a quite extraordinary one. It was flaming red, shiny, and perfectly round, like a marble. As he was studying this remarkable pebble, he began to shiver, probably from excitement, and the rain felt cold on his back. “I wish it would stop raining,” he said.

To his great surprise, the rain stopped. It didn’t stop gradually as rains usually do. It ceased.
What is *word harvesting*?

- **Word harvesting** is a simple method to help make these fabulous words found in trade books, poetry, song lyrics, and written texts more visible to students.

- In word harvesting, students select words they think are interesting from authentic texts that students are reading or have had read to them. Because students choose the words, they have ownership of the words.

- A good place to start word harvesting is to incorporate it into the daily classroom read aloud.

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Creating a Word Harvesting Read Aloud

1) The teacher reads an authentic piece of literature to students daily. Prior to reading, the teacher asks students to enjoy the story but also to listen for any interesting words that the author may have used. Students may jot down the words on a piece of scratch paper.

2) At the end of the read aloud, the teacher and students spend a few minutes talking about the story. The teacher also asks students to call out the interesting words that they may have heard in the text.
Creating a Word Harvesting Read Aloud

3) The teacher writes the words on a sheet of chart paper displayed in a prominent place in the classroom. This is the “Read Aloud Word Wall.” The teacher may also add a word of her own choosing to the chart. Students may record the words in their own word journals. As the teacher writes the words she elaborates on the meanings of the words, provide synonyms, and/or use the words in exemplar sentences.

Creating a Word Harvesting Read Aloud

4) Over the course of the next several days make a purposeful effort to use the words from the Read Aloud Word Wall in oral and written language. Because many of the words are not normally used in students’ normal oral language, the teacher should take the lead in using the words in her own language. Words on the word wall can also be read chorally by the class over the next several days.
5) On subsequent days, the same routine is followed during and after the read aloud. With each read aloud session, a new word wall chart is put on display, making visible for students the words used by the author to help make his or her writing even better.

**Note:** The class should aim for choosing five to ten words from each read aloud session conducted by the teacher. Students can also harvest words individually during their own personal reading. These words can be posted into their own personal word journals.Selected students can be invited to add a word or two from their own reading to the classroom word wall.

---

**Word Harvesting – ACTIVITY**

Listen as the presenter reads the text aloud. Actively pay attention in order to notice interesting words which should be harvested. Following the story, the presenter will ask for words to be shared.
As soon as Stella could stretch her right arm over the top of her own head and grasp her left ear, she was sent off to school! She taught herself to read.

From that time on, it seemed she always had her nose in a book – churning butter, kneading bread, feeding the sheep and goats. When Stella needed to be alone, she’d steal away and read.

After awhile Stella started collecting books. She bought them at church bazaars with money she made selling her apple butter. Or she’d trade a portrait she’d painted for a beautifully bound book!

Soon there were so many books, they took up the entire upper floor of the farmhouse. She loved every one.

“Stella,” her father said to her one day, “looks like I’m going to have to build you your very own library for all these books!”

Excerpt from *The Mermaid’s Purse* by Patricia Polacco

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After the Read Aloud Word Wall has been developed, create a system for students to listen for and report words they notice being used.

*Example:*

- Assign a hotel bell to a different student each day. When that student notices a word being used, they ring the bell.
No Longer Extinct: Bring Back the Thesaurus

Regarding the Thesaurus

• The thesaurus introduces students to unfamiliar synonyms which can enhance their speaking and writing vocabulary, as well as their reading comprehension

A word of caution…

• The danger of the thesaurus lies in the fact that each word it contains is out of context, and words do not work well alone. Every word, however closely related to another it may be, has its own unique connotations.

“[The thesaurus] contains no true synonyms.”
- David Crystal
### When a Good Thesaurus Goes Bad

How should a principal **not** tell a teacher they need to hold a meeting with them after school?

> I yearn to influence a tryst with you after school.

Which child would you rather meet on a back alley?

- juvenile
- moppet
- tyke
- urchin
- toddler

What is the polite way to address your senior citizen uncle?

- geriatric
- old fogey
- patriarch
- retiree
- pensioner
- old-timer

### Old Text, New Text

- Have students use passages from familiar texts and rewrite the story using a thesaurus.
- After students have created their new passages, have them share their version.
- Discuss as a class what imagery and meaning has changed based on word substitution.
Old Text, New Text – ACTIVITY

Working with your group, use the passage provided from Little Red Riding Hood along with www.thesaurus.com to rewrite the passage. You are encouraged to use use word choices which will change or enhance the tone of the passage. Be prepared to share out!

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother. When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned. "Don't dawdle along the way and please don't talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful." But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.

Suddenly, the wolf appeared beside her.
Interactive Idioms

Teach by a Theme or a Topic

- Introducing and teaching idioms related to a class thematic unit makes them easier for students to remember.

- When introduced thematically or by topic, the vocabulary used is then more familiar to students, allowing more opportunities to discuss the idiom.

- Teaching idioms by a theme or topic is a good way to have students brainstorm familiar idioms.
Teaching by a Theme or a Topic

Example: Animal idioms

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahead of the pack</td>
<td>Holy cow</td>
</tr>
<tr>
<td>As blind as a bat</td>
<td>A bull in a china shop</td>
</tr>
<tr>
<td>A lone wolf</td>
<td>Monkey business</td>
</tr>
<tr>
<td>Bark up the wrong tree</td>
<td>When pigs fly</td>
</tr>
<tr>
<td>Beat a dead horse</td>
<td>Have a whale of a time</td>
</tr>
<tr>
<td>The black sheep of the family</td>
<td>Smell a rat</td>
</tr>
</tbody>
</table>

ACTIVITY

Work as a team to brainstorm baseball idioms. Record your answers. *Be prepared to share out!*

- come out of left field
- get to first base
- whole new ball game
- home free
- ballpark figure
- play hardball
- right off the bat
- cover your bases
- off base
- pitch an idea
- get a home run
- step up to the plate
- drop the ball
- bat a thousand
Writing Idiom Stories

- Once students have a repertoire of idioms within a theme or topic, they can test their figurative language fluency by writing their own idiom stories.
- Encourage students to think about stories they are familiar with that use idioms as a way to structure their stories.
- The teacher will need to set parameters on how many idioms are expected for each story.
- After stories are complete, students can share their writing with a peer to ensure that they have used the idioms correctly.

Decoding Idiom Stories – ACTIVITY

Follow along as the presenter reads the short story “You’re a Sage, Rosemary.” Afterwards, work with your table groups to highlight and identify all idioms in the passage. Use context clues surrounding each idiom to decode their meaning within the story.
Decoding Idiom Stories – ACTIVITY

You’re A Sage, Rosemary

Eventually I heard through the grapevine that I was playing second banana. Frank had found a floosie—a tart. I decided to stalk Frank on his next outing to see for myself. This isn’t sour grapes talking, but when I saw them together, they looked crummy. A string bean and a carrot-top shrimp. Comparing Frank’s new sweetie pie and me was like comparing apples and oranges. I was afraid I’d toss my cookies, but I swallowed hard and drove home.

When Frank arrived, I didn’t mince words. I told him to spill the beans about his little cupcake. “Don’t try to sugar-coat the facts, Frank,” I warned. “You were caught with your hand in the cookie jar.” Frank turned beet red but remained as cool as a cucumber. “Don’t clam up now,” I yelled, “and don’t fudge. The truth, Frank.” He suggested that I simmer down, and then Frank told me the whole enchilada.

He said he had wanted to sow some wild oats for the past year and he did. First, there was Olive. Then came Ginger. After egging him on, Frank finally told me about “saucy like Pickles.” Frank tried to eat humble pie. He whimpered that he still loved me and would like to stay married, but I raged, “You’re full of baloney, Frank. You’re not worth a fig. You can’t have your cake and eat it, too. I’m dropping you like a hot potato. I have bigger fish to fry. How do you like them apples?” Frank told me to simmer down, but I was boiling. “Now you’re in a pickle, Frank!” I fumed. “Your goose is cooked.”

Using Text to Teach Idioms

• Introducing idioms as part of a text allows opportunities for students to pull out context clues to help them understand the meaning of the idiom.

• Typically teachers can find texts with illustrations, which reinforce understanding of the literal language.

• Example: Everyone’s favorite maid, Amelia Bedelia!
### Charting Literal vs. Figurative Language

<table>
<thead>
<tr>
<th>What Mrs. Rogers said...</th>
<th>What Amelia Bedelia should have done...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change the towels.</td>
<td>Remove old towels and bring out new towels</td>
</tr>
<tr>
<td>Draw the drapes.</td>
<td>Close the curtains</td>
</tr>
<tr>
<td>Dust the furniture.</td>
<td>Remove the dust from the furniture</td>
</tr>
<tr>
<td>Put out the lights.</td>
<td>Turn them off</td>
</tr>
<tr>
<td>Measure two cups of rice.</td>
<td>Use measuring cups to find two cups of rice</td>
</tr>
<tr>
<td>Trim the fat (on the steak).</td>
<td>Cut the fat off</td>
</tr>
<tr>
<td>Dress the chicken.</td>
<td>Prepare the chicken for cooking</td>
</tr>
</tbody>
</table>

### Suggested Texts for Teaching Idioms:

1. *There’s a Frog in My Throat* by Loreen Leedy and Pat Street (2nd-6th grade)
2. *The World Is Your Oyster* by Tamara Hames (1st grade and up)
3. *Why the Banana Split* by Rick Walton (1st-4th grade)
4. *In a Pickle and Other Funny Idioms* by Marvin Terban (1st-5th grade)
5. *Butterflies in My Stomach and Other School Hazards* by Serge Block (1st-4th grade)
7. *The Cat’s Pajamas* by Wallace Edwards (3rd-7th grade)
8. *Mad as a Wet Hen and Other Funny Idioms* by Marvin Terban (3rd-5th grade)
9. *You are What You Eat and Other Mealtime Hazards* by Serge Bloch (1st-4th grade)
10. *More Parts* by Ted Arnold (1st-4th grade)
Questions?

Resources

http://idiomconnection.com

http://thesaurus.com

http://newsinfo.inquirer.net/713761/songs-and-poems-enhance-reading-skills


Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersMS.com for more information!

2018-2019 Regional Literacy Trainings

<table>
<thead>
<tr>
<th>Tools for Literacy: Building a Strong Foundation (Grades K-2)</th>
<th>A Blueprint for Literacy: Reading to Learn (Grades 3-5)</th>
<th>Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (Grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 11, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
<td><strong>September 25, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6191 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td><strong>October 9, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
</tr>
<tr>
<td><strong>September 12, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td><strong>September 26, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td><strong>October 10, 2018</strong>&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
</tr>
<tr>
<td><strong>September 18, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td><strong>September 27, 2018</strong>&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38665</td>
<td><strong>October 16, 2018</strong>&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
</tr>
</tbody>
</table>

Registration begins at 8:00 a.m. All sessions begin at 8:30 a.m. and end at 3:30 p.m.
LeighAnne Cheeseman
Assistant State Literacy/English Learner Coordinator (K-3)

lcheeseman@mdek12.org
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Suddenly, the wolf appeared beside her.
DEEP DIVE: 
Going Further 
with the MS-CCRS 

Grades 3-5

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Session Norms

• Silence your cell phones
• Please check and/or reply to emails during the scheduled breaks.
• Be an active participant.
• Do not hesitate to ask questions.
Session Goals

• Review the vocabulary of the standards for deeper understanding
• Discuss the 4 C’s and how they support deeper instruction
• Work session

Dive In: Reviewing the Standards
Summarizing the MS-CCRS into Key Words

1: Finding Evidence
2: Summary/Theme/Main Idea
3: Story Parts/Facts/Details
4: Vocabulary
5: Structure/Genre/Syntax
6: Purpose/Point of View
7: Different Kinds of Text
8: Critique (*RI: Informational Text ONLY)
9: Text-to-Text
10: Complex Texts

Key Ideas and Details
1: What is the author saying?
   - Read and closely determine what the text says explicitly and to make logical inferences from it. cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2: How is the author saying it?
   - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
3: Why is the author saying it?
   - Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.

Craft and Structure
4: Interpret words and phrases as they are used in a text, including determining technical, conventional, and figurative meanings, and explain how specific word choices shape meaning or tone.
5: Analyze the structure of texts, including specific sentences, paragraphs, and larger portions of the text relative to each other and the whole.
6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7: Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and videos) to print and digital sources in order to answer questions, solve problems, or compare studies of presentation
8: Analyze and evaluate the reasons and evidence within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims. (evidence)
9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (5T text-to-text)

Range and Level of Text Complexity
10: Read complex texts independently, proficiently, and fluently, retaining concentration, monitoring comprehension, and when useful, rereading.

Exploring Key Ideas and Details: Standard 1

Finding Evidence: What details stand out to you? Why?

- What do you know about ____ that you did not know before?
- What surprised you?
- Why do you think the author included these details?
Exploring Key Ideas and Details: Standard 1

1. Finding evidence

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible questions to ask for literary text</th>
<th>Possible questions to ask for informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What kind of evidence do you find on the cover (illustration, title, author) that prepares you to read this story?</td>
<td>• What kind of evidence do you find on the cover (illustration, title, author) that prepares you to read this text?</td>
</tr>
<tr>
<td></td>
<td>• How does this text “look” on the page (stanzas, illustration, etc.)? How will this support your reading?</td>
<td>• How does this text “look” on the page (columns, numbered paragraphs, etc.)? How will this support your reading?</td>
</tr>
<tr>
<td></td>
<td>• Who is the narrator?</td>
<td>• What does the author mean by __?</td>
</tr>
<tr>
<td></td>
<td>• What does the author mean by __?</td>
<td>• Who is providing this information?</td>
</tr>
<tr>
<td></td>
<td>• Identify the: characters, setting, problem, outcome</td>
<td>• Identify the: topic, main points</td>
</tr>
<tr>
<td></td>
<td>• What do you think are the most important details in this part of the text? Why?</td>
<td>• What facts/details really stand out to you? Why?</td>
</tr>
<tr>
<td></td>
<td>• What do you know about the character(s)/problem/setting from this part of the text?</td>
<td>• What do you know about this person/situation/place/etc. from this part of the text?</td>
</tr>
<tr>
<td></td>
<td>• What do you know about the character(s)/problem/setting that you didn’t know before?</td>
<td>• What do you know about this person/situation/place/etc. that you didn’t know before?</td>
</tr>
<tr>
<td></td>
<td>• What did the author want us to know here?</td>
<td>• What did the author want you to know here?</td>
</tr>
<tr>
<td></td>
<td>• What is the first thing that jumps out at you? Why?</td>
<td>• What is the first thing that jumps out at you? Why?</td>
</tr>
<tr>
<td></td>
<td>• What is the next thing that jumps out at you? Why?</td>
<td>• What is the next thing that jumps out at you? Why?</td>
</tr>
</tbody>
</table>

Exploring Key Ideas and Details: Standard 2

Summary/Theme/Main Idea that shows development over the course of the text; **What big idea does the author want us to understand here?**

• S/he showed this through these events: ____________.

• What is this story beginning to be about?

• Consider allegories (students have to think more abstractly) and fables (hidden moral)
Exploring Key Ideas and Details: Standard 2

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible questions to ask for literary text</th>
<th>Possible questions to ask for informational text</th>
</tr>
</thead>
</table>
| 2. Theme, main    | • Explain what is happening here in your own words (paraphrase).  
| idea, summary     | • What is this story starting to be about?  
|                   | • What is the author’s message?  
|                   | • What is the big idea?  
|                   | • What lesson does ____ learn?  
|                   | • What is the author’s message and how does the author show this throughout the story? | • Explain what the author is saying in your own words (paraphrase).  
|                   | • What is this [article] starting to be about?  
|                   | • What did you learn in this part of the text?  
|                   | • What is the main idea?  
|                   | • What is the main idea and how does the author show this in the text? |

Exploring Key Ideas and Details: Standard 3

Story Parts/Facts: How does ______ relate to ______?

• How does the setting (time in history) make a difference to the plot (events)?
• How did one event lead to another (Cause/Effect)?
• Texts where all story elements weave together in a dynamic way.
### Exploring Key Ideas and Details: Standard 3

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible questions to ask for literary text</th>
<th>Possible questions to ask for informational text</th>
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<tbody>
<tr>
<td>3. Story parts, facts</td>
<td>• How does the setting (time and place) make a difference to the story?</td>
<td>• How does [person] contribute to this situation/problem (or the solution of the problem)?</td>
</tr>
<tr>
<td></td>
<td>• How does [character] change throughout the story?</td>
<td>• How does one event/step lead to the next (cause/effect)?</td>
</tr>
<tr>
<td></td>
<td>• What character trait/feeling is present here?</td>
<td>• What are the most important facts/details?</td>
</tr>
<tr>
<td></td>
<td>Why does the author choose these particular details to include?</td>
<td>• Why does the author choose these particular details to include?</td>
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### STOP AND THINK:

- What is different about these standards?
- How can you change your instruction for Standards 1-3 to improve students’ literacy learning?
Vocabulary: What words in this paragraph seem important? What words are difficult/hard?

- It is not about the hard words; it is about the important words (That is why vocabulary is in craft and structure!)
- Think about the author’s **Word Choice**: Why did the author choose this word?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible questions to ask for <strong>literary text</strong></th>
<th>Possible questions to ask for <strong>informational text</strong></th>
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</table>
| 4. Vocabulary/words* | - What words show a feeling of ___?  
- What tone or mood does the author create? What words contribute to that tone?  
- What does this word mean based on other words in the sentence?  
- What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it?  
- What are the most important words to talk about this text?  
- What words paint a picture in your mind?  
- What crafts for word choice did the author use to add to meaning?* | - What words show a feeling of ___?  
- What tone or mood does the author create? What words contribute to that tone?  
- What does this word mean based on other words in the sentence?  
- What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it?  
- What are the most important words to talk about this text?  
- What words paint a picture in your mind?  
- What crafts for word choice did the author use that added to meaning?* |
Exploring Craft and Structure: Standard 5

Structure/Genre/Syntax: How did the author organize this information?

External Structure:

- Problem/Solution; Main Idea/Details; Sequence of Events

Internal Structure

- “How do parts of the text fit together?”
- “What is the function of this part of the text?”

### Table: Possible questions to ask for literary and informational text

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<tr>
<th>Standard</th>
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| 5. Structure, genre, syntax* | - What is the structure of this story (or part of the story)?
  - What is the genre? What genre characteristics do you find?
  - Are the sentences easy or hard to understand? Why?
  - Why do you think the author chose this genre or format (like picture book, poem, etc.)?
  - How does this passage/paragraph fit into the text as a whole?
  - How does the author craft the organization of this story to add to meaning?
  - Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? What makes you say this?
| - What is the structure of this text (or part of the text)?
  - What is the genre? What genre characteristics do you find?
  - Are the sentences easy or hard to understand? Why?
  - Why do you think the author chose this genre or format (like picture book, poem, etc.)?
  - How does this passage/paragraph fit into the text as a whole?
  - How does the author craft the organization of this [article] to add to meaning?
  - Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? What makes you say this? |
**Exploring Craft and Structure: Standard 6**

**Story Parts/Facts:** Who is telling this story (or providing this information)?

- Who does the narrator/character/author seem to be speaking to?
- What does the narrator/character/author care about?
- What was the author’s purpose for including this (paragraph/sentence)?

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| 6. Point of view* | - Who is speaking in this passage?  
- Who does the narrator seem to be speaking to?  
- What is the narrator’s/character’s point of view (what does he/she think about ___)?  
- What does the narrator/character care about?  
- Are there particular words that the author chose to show strong feelings? | - Who is the author of this article/book?  
- Who does the author seem to be speaking to?  
- What is the author’s point of view about ___?  
- What does the author care about?  
- Why did the author write this?  
- Do you think the author is openly trying to convince you of something? What makes you say this?  
- Does this information change your point of view about ___? |

---
STOP AND THINK:

• What is different about these standards?

• How can you change your instruction for Standards 4-6 to improve students’ literacy learning?

Exploring Integration of Knowledge: Standard 7

Different Kinds of Text: How does this [photograph/video/other] help you understand this topic better?

• What part of this (story) does this picture show?

• How does this (timeline) add to your understanding of _____?
Exploring Integration of Knowledge: Standard 7

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| 7. Different kinds of texts | • How do the illustrations add to the meaning?  
• How is the [live version, video, etc.] the same or different from the print version? | • How do the graphics [charts, maps, photographs, etc.] add to or clarify the message?  
• How does the video, interview, etc.] add to or change your understanding of this subject? |

Exploring Integration of Knowledge: Standard 8

Standard 8: **Critique (RI ONLY):** What could the author have explained more thoroughly so we could understand it better?

- What is the best evidence?
- Which detail is the most relevant?
- Which detail is irrelevant?
Exploring Integration of Knowledge: Standard 8

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<th>Standard</th>
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</table>
| 8. Critiquing text | This standard is not applied to literary text | • Did the author present the subject fairly, explaining all sides of the situation without bias?  
• Did the author provide sufficient evidence on the subject?  
• Did the author leave out information that should have been included?  
• Is the author knowledgeable on the subject with current information?  
• Is there anything the author could have explained more thoroughly for greater clarification? What? |

Exploring Integration of Knowledge: Standard 9

Standard 9: **Text-to-Text:** How is _____ the same as (or different from) _____?

• How do Text A and Text B show _______?
• What information in Text A is not shown in Text B?
## Exploring Integration of Knowledge: Standard 9

<table>
<thead>
<tr>
<th>Standard</th>
<th>Possible questions to ask for literary text</th>
<th>Possible questions to ask for informational text</th>
</tr>
</thead>
</table>
| 9. Text-to-text | • How is [character 1] the same or different from [character 2]?  
• How is [one story] different from [second story]?  
• How is the message/theme of [story 1] the same or different from the message/theme of [story 2]?
• Does this story remind you of anything else you have read (or viewed)? Explain. | • Does the information from [text 1] express the same or different point of view from [text 2]?
• What new information did you get from [text 2] that was not included in [text 1]?
• Does this text remind you of anything else you have read (or viewed)? Explain. |

### STOP AND THINK:

- What is different about these standards?
- How can you change your instruction for Standards 7-9 to improve students’ literacy learning?
Dive In: Expectations for Deeper Instruction

Expectations for Deeper Instruction

What we know about the MS-CCRS:

• they demand depth, not width;
• they encourage a heavier use of nonfiction vs. fiction;
• evidence is required;
• and speaking and listening should be embedded across content area activities.
Expectations for Deeper Instruction

To effectively teach the MS-CCRS, remember the **4 C’s:**

- Communication
- Critical Thinking
- Collaboration
- Creativity

Planning Instruction to Utilize the 4 C’s

- Communication
Communicative Thinking

**Communicative thinking** is the ability to express meaning through reasoning, connecting, and representing. With communicative thinking, students learn to:

- reason,
- connect ideas, and
- represent themselves verbally.

Communicative thinking is embedded within the other types of thinking.

Strategies for Teaching Communication

**Listening Strategies**

- **Question Creator**: As a student listens to her partner, she creates questions connected to what that partner is sharing. She asks the questions when her partner is finished talking.

- **Paraphraser**: One student listens to another as they talk. Afterward, the listener rephrases and/or paraphrases what his partner just said. The speaker can then give feedback to the listener on how well he captured the essence of what she had said.

*Can be used to meet standards SL.1, SL.2, SL.3, SL.4, SL.6, L.1, L.6 for grades 3-5*
Strategies for Teaching Communication

Persuasion Strategy

• **Best. Thing. Ever!**: Have students try and convince each other why a specific topic is the best. They can brainstorm their reasons first in writing and then share with a partner or in small groups.

*Can be used to meet standards W.1, SL.1, SL.4, SL.6 for grades 3-5*

---

Best. Thing. Ever! Strategy Activity

What is the “Best. Standard. Ever!” for the grade you teach? Think of how you will convince the others at your table that this is the best standard. Brainstorm 2 reasons and 1 example to support your opinion. Write your answer and reasoning, and then share with your group.
Planning Instruction to Utilize the 4 C’s

• Critical Thinking

Critical Thinking

Critical thinking is the objective analysis and evaluation of an issue in order to form a judgement. Critical thinking is:

• self-directed,
• self-disciplined,
• self-monitored, and
• self-corrective.
Strategies for Teaching Critical Thinking

Role-Play Strategy

1. Provide a scenario and have students work through the steps to solve a problem as a class, in small groups, or in pairs.

2. Identify the problem and write it as a question (e.g., Why didn’t the science experiment work as planned?).

3. Brainstorm ideas to solve it and choose the best one to write as a solution statement.

4. Create an action plan to carry out the solution.

*Can be used to meet standards RL/RI.1, RI.2, RI.3, W.2, W.7, W.8, SL.1, and SL.4 for grades 3-5

Strategies for Teaching Critical Thinking

Go Hitchhiking Strategy

1. Write a problem on an index card and pin it on the top of a bulletin board.

2. Put different headings on index cards and pin them below the main card.

3. Have students brainstorm ideas that develop each of the heading cards and let students pin their ideas on the board.

4. Encourage students to “go hitchhiking” by building onto their classmates’ ideas.

*Can be used to meet standards RL/RI.1, RL/RI.3, W.2, W.3, SL.1, SL.2, SL.3 for grades 3-5
Go Hitchhiking Strategy Activity

<table>
<thead>
<tr>
<th>3rd Grade – RL.3.3</th>
<th>4th Grade – RL.4.3</th>
<th>5th Grade – RL.5.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
</tr>
</tbody>
</table>

Problem: Consider the standard for your grade level. Develop a new lesson that could be used to teach the standard.

Headings: Texts, Resources, Instructional Strategies, Writing Prompts

Planning Instruction to Utilize the 4 C’s

- Collaboration
Collaborative Thinking

Collaborative thinking is when two or more students learn something together. Students engaged in collaborative learning capitalize on one another's resources and skills by asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.

Strategies for Teaching Collaborative Thinking

Brainwriting Strategy

1. When a question is introduced, students first brainstorm and write down their ideas on sticky notes. Everyone’s ideas get posted on a wall, with no names attached.

2. The group then has a chance to read, think about, and discuss all of the ideas generated.

*Can be used to meet standards RL/RI.1, RL/RI.2, RL/RI.3, RL/RI.4, RL/RI.6, RL/RI.7, RL/RI.9, W.1, W.2, W.3, SL.1, SL.2, SL.3 for grades 3-5
Strategies for Teaching Collaborative Thinking

Save the Last Word Strategy

1. Prepare a collection of posters, paintings, and photographs that relate to the unit of study and ask students to select an image that stands out to them.

2. On the back of an index card, students explain why they selected their image, what they think it represents, or why it is important.

3. Divide the students into groups of three, and number off 1, 2, and 3. Invite 1s to show their image and listen as Students 2 and 3 discuss the picture. What do they think it means? Why do they think this image might be important? To whom?

4. After a few minutes, the 1s explain why they picked the image, having “the last word.” Continue the process with Students 2 and 3.

*Can be used to meet standards RL/RI.1, RL/RI.2, RL/RI.3, RL/RI.5, RL/RI.6, RL/RI.7, W.1, W.2, W.3, SL.1, SL.2, SL.3 for grades 3-5
Save the Last Word Activity

Planning Instruction to Utilize the 4 C’s

• Creativity
Creative Thinking

Creative thinking means looking at something in a new way. It is the very definition of “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious. How can you be CREATIVE when teaching the MS-CCRS?

• Utilize an arts-based approach
• Use nonfiction reading text
• Incorporate Bloom’s Taxonomy

Strategies for teaching collaborative thinking

Zoom in on the Details Strategy

1. Form students into a circle and give each a unique picture of a person, place, or thing that goes along with your curriculum.

2. The first student begins a story that incorporates whatever happens to be on their assigned photo. The next student continues the story, incorporating their photo, and so on.

*Can be used to meet standards RL/RI.1, RL/RI.3, W.2, W.3, SL.1, SL.2, SL.3 for grades 3-5
Strategies for teaching creative thinking

Creative Nonfiction Strategy

1. Consider nonfiction texts being taught as part of your theme or unit.

2. Identify a way to connect the text to an art form (ex: painting, photography, song lyrics).

3. Have students use the art form to compare the text along with the theme of the text to create their own art. Example: Compare the Declaration of Independence to a Taylor Swift breakup song, and then having students write their own Declaration to homework, their parents, etc.

*Can be used to meet standards RI.1, RI.2, RI.3, RI.6, RI.7, W.2, SL.1, SL.2, SL.3 for grades 3-5

WORK SESSION

Using the information shared as a way to dive deeper into the MS-CCRS, work with your table group to plan a lesson for an upcoming unit which incorporates one of these strategies.
Resources

http://www.teachhub.com/creativity-within-common-core-state-standards

https://mastersed.uc.edu/news-resources/infographics/creative-methods-of-teaching-within-the-common-core/

https://www.edutopia.org/blog/common-core-and-creative-learning-courtney-boddie


https://www.weareteachers.com/10-tips-for-teaching-kids-to-be-awesome-critical-thinkers/


Resources


https://www.responsiveclassroom.org/teaching-skillful-communication/

https://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler


https://www.mentoringminds.com/learn/blog/put-critical-thinking-action/

https://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersMS.com for more information!

2018-2019 Regional Literacy Trainings

<table>
<thead>
<tr>
<th>Tools for Literacy: Building a Strong Foundation (Grades K-2)</th>
<th>A Blueprint for Literacy: Reading to Learn (Grades 3-5)</th>
<th>Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (Grades 6-12)</th>
</tr>
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<tbody>
<tr>
<td>September 11, 2018&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
<td>September 25, 2018&lt;br&gt;Trent Lott National Center&lt;br&gt;6191 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td>October 9, 2018&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38655</td>
</tr>
<tr>
<td>September 12, 2018&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td>September 26, 2018&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
<td>October 10, 2018&lt;br&gt;Mississippi e-Center&lt;br&gt;1230 Raymond Road&lt;br&gt;Jackson, MS 39204</td>
</tr>
<tr>
<td>September 18, 2018&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
<td>September 27, 2018&lt;br&gt;Oxford Conference Center&lt;br&gt;102 Ed Perry Blvd&lt;br&gt;Oxford, MS 38665</td>
<td>October 16, 2018&lt;br&gt;Trent Lott National Center&lt;br&gt;6197 US Hwy 49&lt;br&gt;Hattiesburg, MS 39406</td>
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Registration begins at 8:00 a.m. All sessions begin at 8:30 a.m. and end at 3:30 p.m.
Dr. Kymyona Burk, State Literacy Director (K-12)
  kmyona.burk@mdek12.org
LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator
  lcheeseman@mdek12.org
Jill Webb Hoda, K-3 Assistant State Literacy Coordinator
  jhoda@mdek12.org
Casey Sullivan, K-3 Assistant State Literacy Coordinator
  csullivan@mdek12.org
Kristen Wells, K-3 Assistant State Literacy Coordinator
  kwells@mdek12.org
### Summarizing the MS-CCRS into Key Words

<table>
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<tbody>
<tr>
<td>1</td>
<td>Read and closely determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
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<td>2</td>
<td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</td>
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<td>3</td>
<td>Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.</td>
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<td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</td>
</tr>
<tr>
<td>5</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</td>
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<td>Assess how point of view or purpose shapes the content and style of a text.</td>
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<td>Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text’s claims. (nonfiction)</td>
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