Instructional Support Conversation

John Wolf
Elementary Literacy Specialist
jwolf@doe.in.gov

Imagining the possibilities. Making them happen.

Indiana Academic Standards 2014

Indiana Academic Standards 2014
High Priority

- Students must be reading texts closely and acquire knowledge from the text itself.

- Students are reading and analyzing text through the use of text based questions

- Teachers need to increase the amount of informational text a student reads throughout the day.

- Ask questions that focus on information (evidence) provided in the text.

- Students must answer the questions based on passage information NOT on previous experience or personal ideas.

- Keep students cognitively in the text… don't draw them out of the text.

Your core reading program identifies both reading skills and strategies for each lesson.

- Reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency.

- Reading strategies are the deliberate techniques a reader uses to process the text.

Working Together

When skill and strategy complement each other, they can provide student readers with motivation and self-efficacy from both sources (I am good at this *and* I can work through the tough spots) and encourage an appreciation of the value of reading.

Steps for Strategy Instruction

- Explicit Instruction

- Modeling

- Shared Practice

- Guided Practice

- Independent Practice

(Houtveen & van de Grift, 2007), (Duke & Pearson, 2008/2009)

Complex Text

An important focus of Indiana's College and Career Ready Standards is making sure students are being exposed to texts with increasing complexity in all subject areas as they move toward being college and career ready. While determining the appropriate placement of a text in accordance with the reading standards for text complexity (Learning Outcome Standards RL.1 and RN.1), it is important to evaluate *quantitative measures*, *qualitative measures*, and *reader and task considerations*.

What Makes Test So Complex?

Vocabulary   domain-specific words

Sentence Structure   how words operate together

Coherence   how words connect to each other

Organization   compare/contrast, science, math

Demand On Reader   background knowledge, memory

Text Features   tables, maps, captions

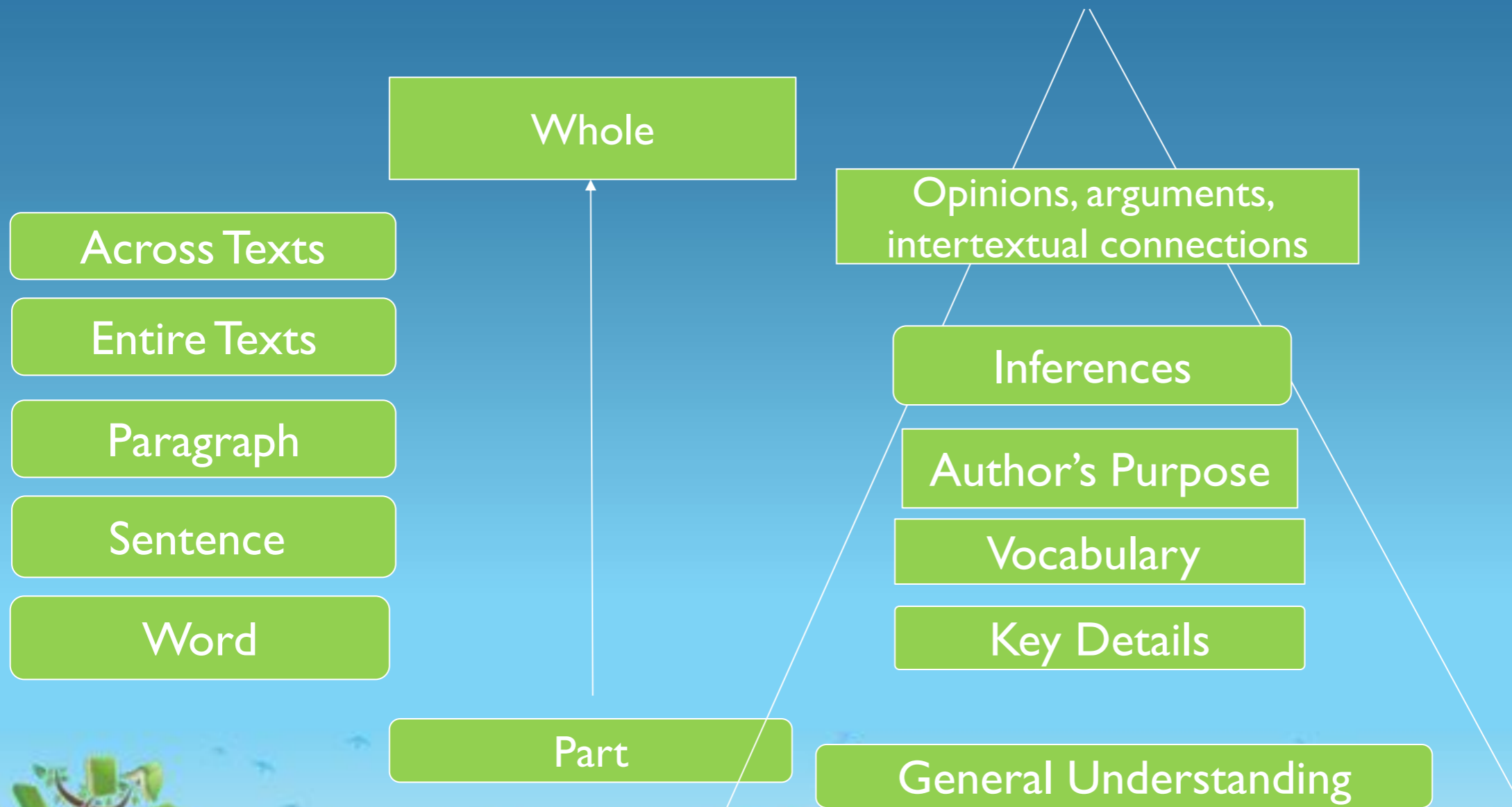(Shanahan, Fisher & Frey, 2012, *Educational Leadership*)

Text-Dependent

Text-Dependent Questions...

- are questions that can only be answered correctly by close reading of the text and demand careful attention to the text

- require an understanding that extends beyond recalling facts

- often require students to infer

- do not depend on information from outside sources

- allow students to gather evidence and build knowledge

- provide access to increasing levels of complex text

- require time for students to process

Text Dependent Questions

Whole

Across Texts

Entire Texts

Paragraph

Sentence

Word

Part

Opinions, arguments, intertextual connections

Inferences

Author's Purpose

Vocabulary

Key Details

General Understanding

Student Generated Questions

- **Right There** -The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.

- **Think and Search -** The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
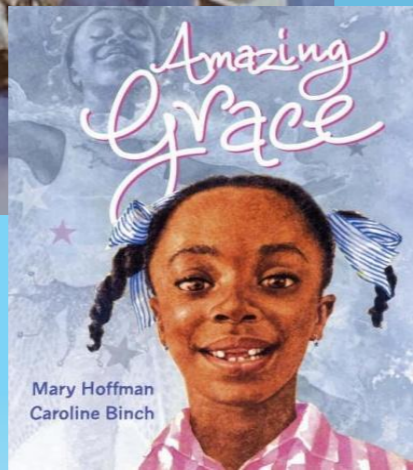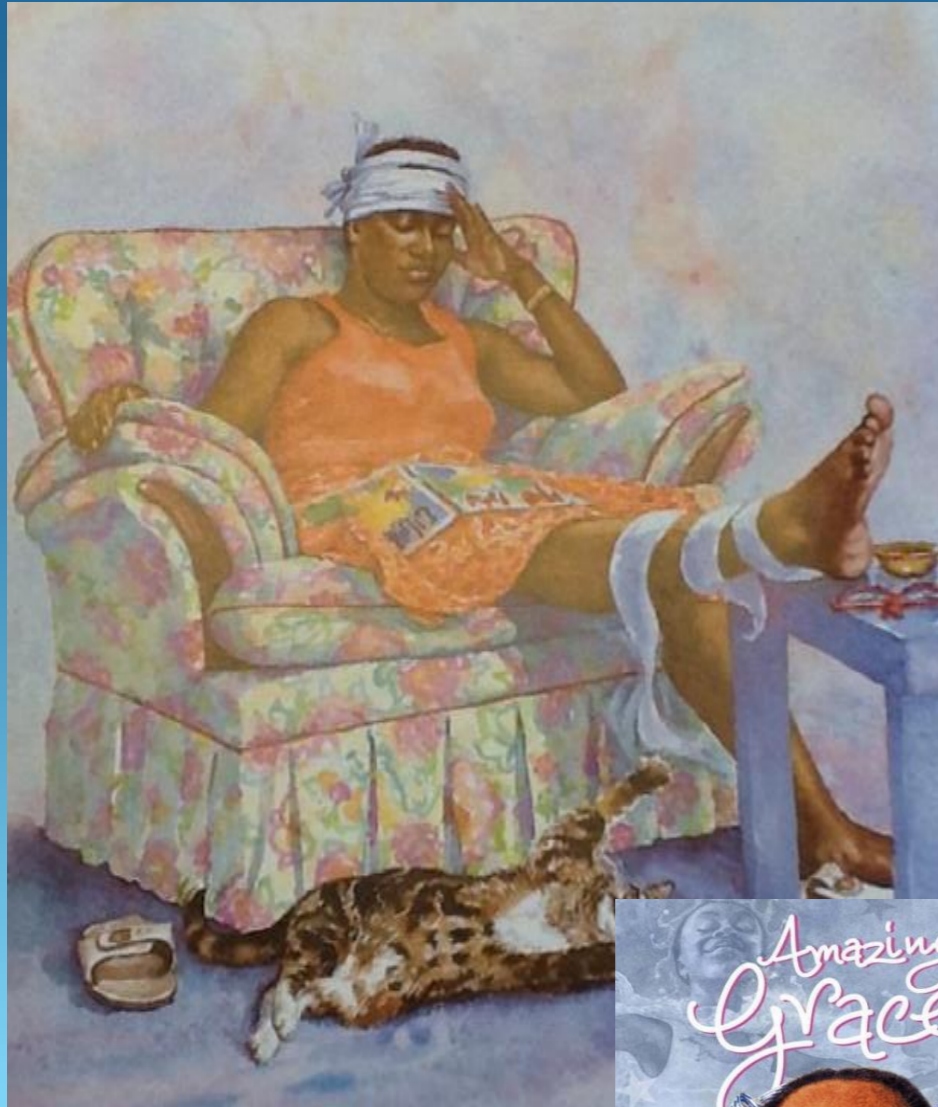
Student Generated Questions

- **On My Own -** The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

- **Author and You -** The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
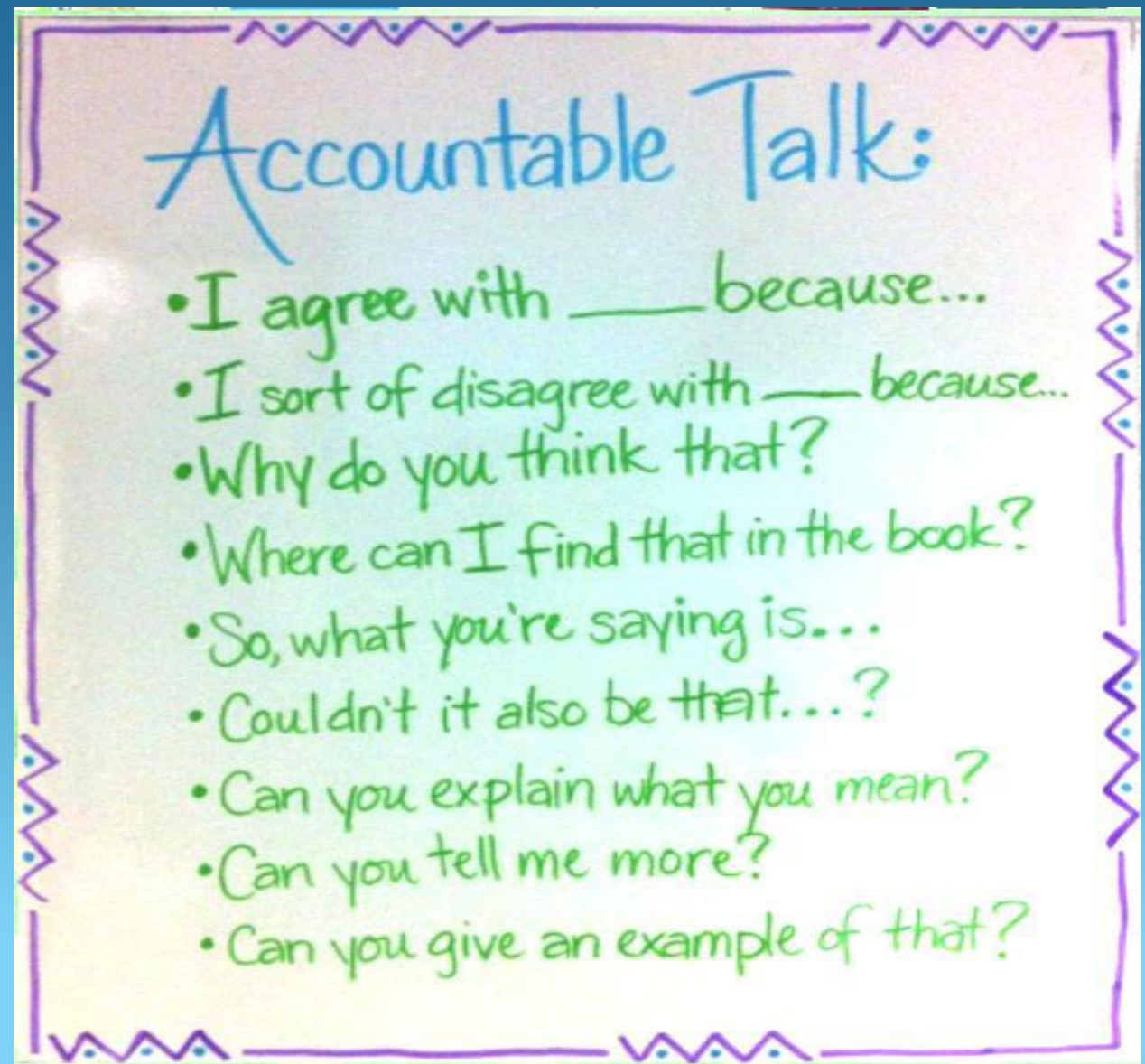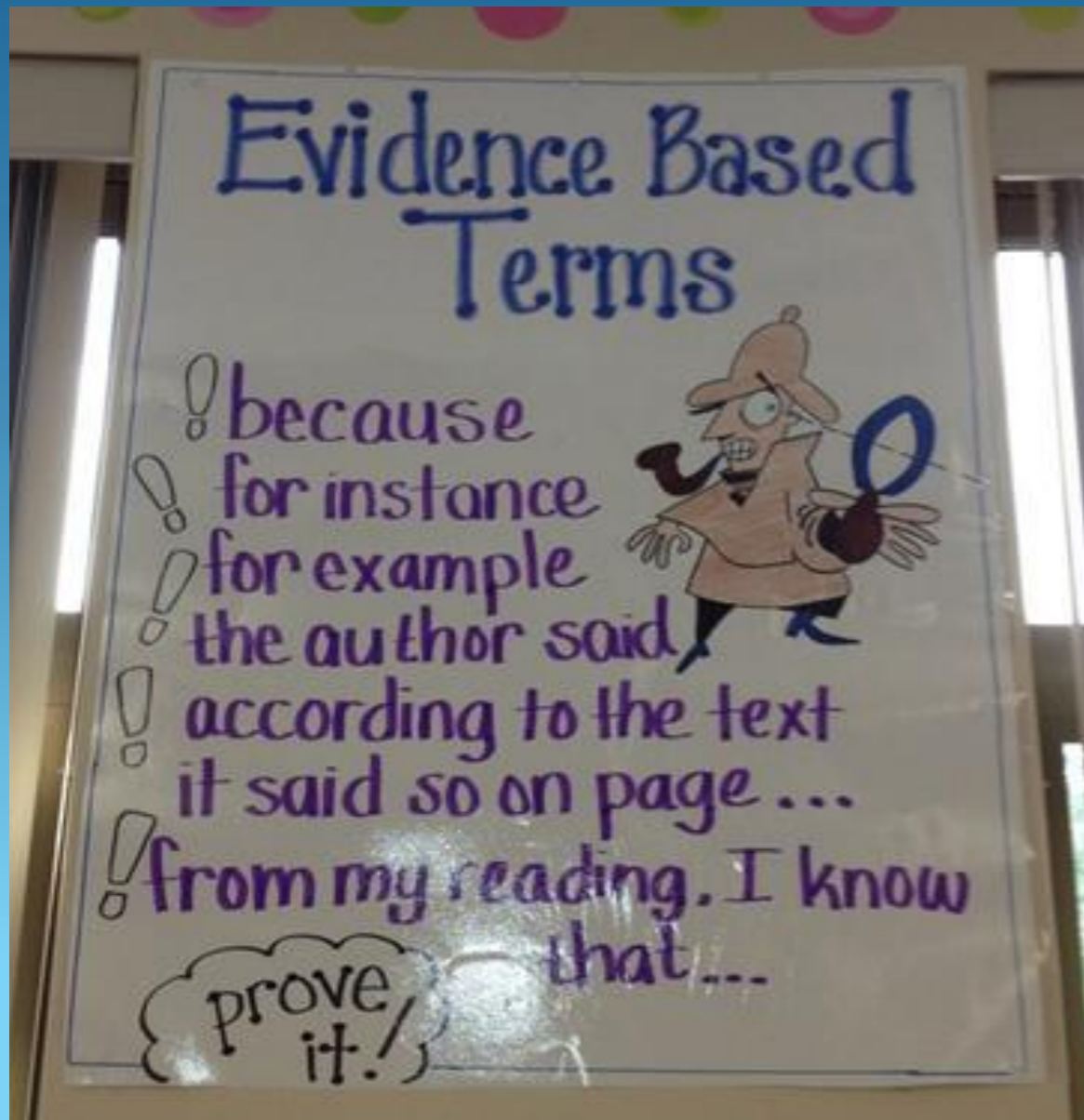
Text Based Questions

- Look at the illustration on page 8, and explain what the author's purpose was for writing "Sometimes [Grace] could get Ma and Nana to join in, when they weren't too busy?"

- Why does Grace "keep her hand up" twice, even though her friends continue to tell her she can't be Peter Pan?

- When Grace told her mother what happened at school, what was Ma so angry about?

- What did Nana want Grace to learn by taking her to the ballet that day?

Amazing Grace

Mary Hoffman
Caroline Binch

Text Based Starters…
Text Based Extenders…

Evidence Based Terms
- because
- for instance
- for example
- the author said
- according to the text
- it said so on page …
- from my reading. I know that…

prove it!

Accountable Talk:
- I agree with ___ because…
- I sort of disagree with ___ because…
- Why do you think that?
- Where can I find that in the book?
- So, what you're saying is…
- Couldn't it also be that…?
- Can you explain what you mean?
- Can you tell me more?
- Can you give an example of that?

Text Dependent Questioning Support for Elementary

Kindergarten –Grade 5

Google + Communities

https://plus.google.com/u/0/communities/113957389427197016087

Text Features

Text features are parts of nonfiction text other than the body that help the reader understand the content more clearly.

Feature Hunt Pre-reading Activity Example

Name _____

Title: _____

<u>Before Reading</u>

Preview your book. Circle all the nonfiction text features found in your book.

table of contents   headings   photographs

captions   diagrams   glossary

index   charts

Name one thing you know about the person you are going to read about.

_____

_____

Write a question you have about the person.

_____

_____

Reading Nonfiction

How do we draw students' attention to all features of the text?

- Nonfiction feature booklets

- Scavenger hunts

- Flip the reading

Close Reading

Close Reading Model

- Sustained reading of complex text; multiple sources

- Using texts of grade-level-appropriate complexity & focusing on reading particular words, phrases, sentences & paragraphs

- Read & re-read deliberately, attending to text…

Close Reading is Careful Reading

- Read carefully, observing facts and details

- Notice striking features (rhetorical features, structural elements, cultural references)

- Annotate text (highlight words, gather data & analyze it)

- Look for patterns (repetitions, contradictions, similarities)

- Interpret your observations (deductive/inductive reasoning)

Higher Order Thinking Questions

Webb's Depth of Knowledge

Webb's Depth of Knowledge

DOK Level 1
(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2
(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts explaining how or why

Note: there's one correct answer

DOK Level 3
(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions
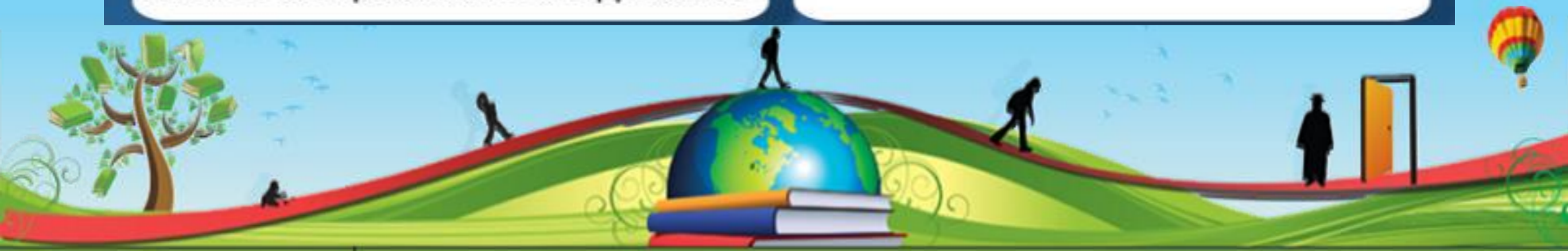
Note: multiple answers or approaches
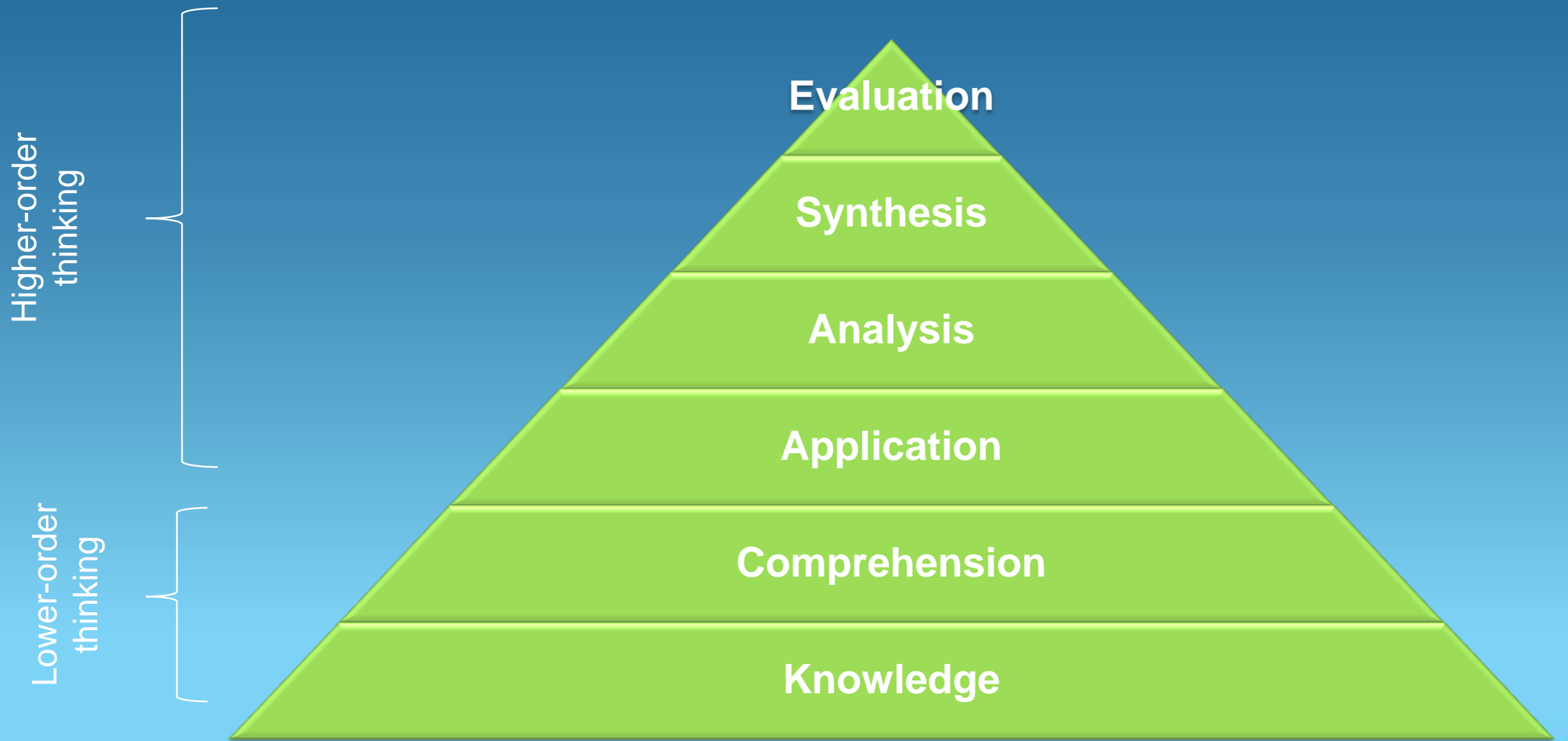
DOK Level 4
(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking make real-world applications in new situations

Note: has multiple answers or approaches often requires extended periods of time with multiple steps

Revised Bloom's Taxonomy of Cognitive Behaviors

Higher-order thinking

Lower-order thinking

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Students Generate "Test" Questions

- Use question starter cards

- Assign one part of the story (beginning, middle, end) to pairs/partners!

- Have them ask other students in group

Vocabulary

Choosing Words to Teach
Isabel Beck, Margaret McKeown, Linda Kucan

Tier One - Basic words
chair, bed, happy, house, car, purse

Tier Two - Words in general use, but not common
analyze, facilitate, absurd, fortunate, observation, accountant, dignity, convenient, laboriously
(Academic Vocabulary)

Tier Three - Rare words limited to a specific domain
tundra, totalitarian, cellular respiration, genre, foreshadowing, monoculture farming, judicial review
(Background Knowledge Vocabulary)

Selecting Tier II Words

Owl butterflies don't need to hide. They have markings that scare their enemies. Big round spots on their wings look just like an owl's eyes! If a bird comes close, the butterfly silently spreads its wings. That is all it has to do. When the bird sees the eyes, it trembles with fear. It thinks a real owl is looking at it.

Reading - Vocabulary

Dictionary Definition

- **compulsory -** (1) Employing compulsion; coercive. (2) Required by law or other rule.

Student-Friendly Explanation

- **Uses known words.**

- **Is easy to understand.**

- When something is required, you must do it, it is compulsory.

Reading - Vocabulary

Use a dictionary designed for English language learners for better definitions.

Example - conglomeration

- First dictionary: The act of conglomerating.

- Second dictionary: The act or process of conglomerating; an accumulation of miscellaneous things.

- Cambridge Advanced Learner's Dictionary: a large group or mass of different things all gathered together in an untidy or unusual way

On-line Dictionaries with Student-friendly Explanations

Collins Cobuild Dictionary

http://www.collinslanguage.com/free-online-cobuild-ESL-dictionary

Longman's

http://www.ldoceonline.com

(Longman's Dictionary of Contemporary English Online)

Heinle's

http://www.nhd.heinle17e.com/home.aspx

(Heinle's Newbury Dictionary for American English)

Merriam Webster's

http://www.learnersdictionary.com

"Student Friendly" Definitions

- in their world

- easy for them to understand

- connects to what they already know

| word | "Student friendly" definition | Pictures (If needed) |

reluctant	I don't want to do it.
delicious	tastes very good
palace	king's home that's very big
generous	gives to others often
hopeful	thinks good things will happen

Tonisha

Jamal

Lakisha

BJ

Jeremy
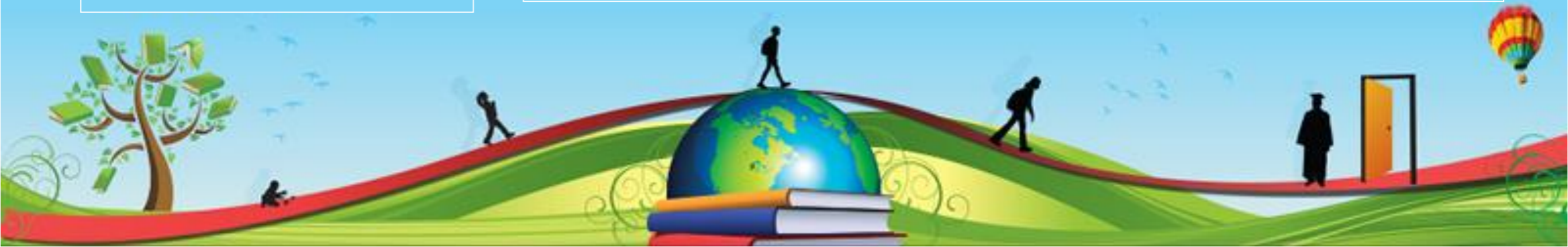
Reading - Vocabulary

Illustrate the word with examples.

- Concrete examples.

- Visual examples.

- Verbal examples.

Reading - Vocabulary

*This father penguin will **protect** his chick from harm.*

Reading - Vocabulary

This baby is protected by this special car seat. If there is an accident, he is less likely to be hurt.

Reading - Vocabulary

Check students' understanding.

Have students discern between   examples and non-examples.

Tell me **protect** or **not protect.**

A parent carefully watches his toddler at the park.

A parent reads a book as his toddler plays in the park. Looking up occasionally.

Reading - Vocabulary

protect

protecting

protection

protector

This mother must **protect** her child. She is **protecting** her frightened child. Her child feels safe during the storm because of her mother's **protection.** Her mother is a great **protector.**
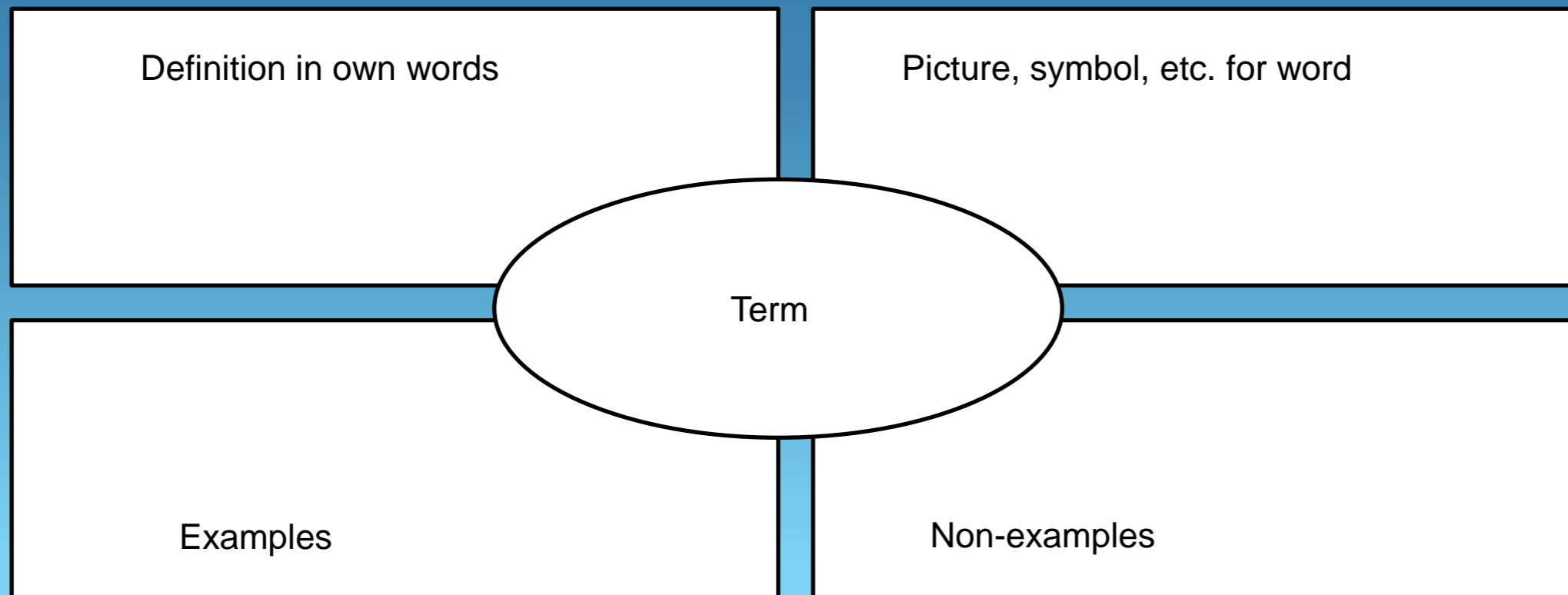
Before Reading - Vocabulary

Have students maintain a vocabulary log.

The log can be used for:

- Scheduled vocabulary reviews with the class.

- Study with a partner or a team.

- Self-study of vocabulary.

- Reference when writing about the topic.

45

Graphic Organizer – Frayer Model

Definition in own words	Picture, symbol, etc. for word

Term

Examples	Non-examples

Vocabulary Instruction Expansions

1. Introduce the **part of speech.**

2. Introduce **synonyms**, **antonyms , homographs.**

3. Tell students when and where the word is often **used.**

4. When appropriate, introduce the **etymology** (history and/or origin) of the word.

5. **Introduce other words in the same word family (derivatives).**

Vocabulary Self-Check
Buehl, D. (2001)

- Before students read a selection, have students write the vocabulary words in the left column of the chart

- Students rate their knowledge of the words in pencil using

  + they can give an example & definition (write on sheet)

  ? they can give an example or definition (write on sheet)

  - they do not know the definition or example

- Make a copy of the sheet as a pretest. Then have students complete the sheet throughout the unit until all are + with examples and definitions.

After the story is read, post the story cover and the words
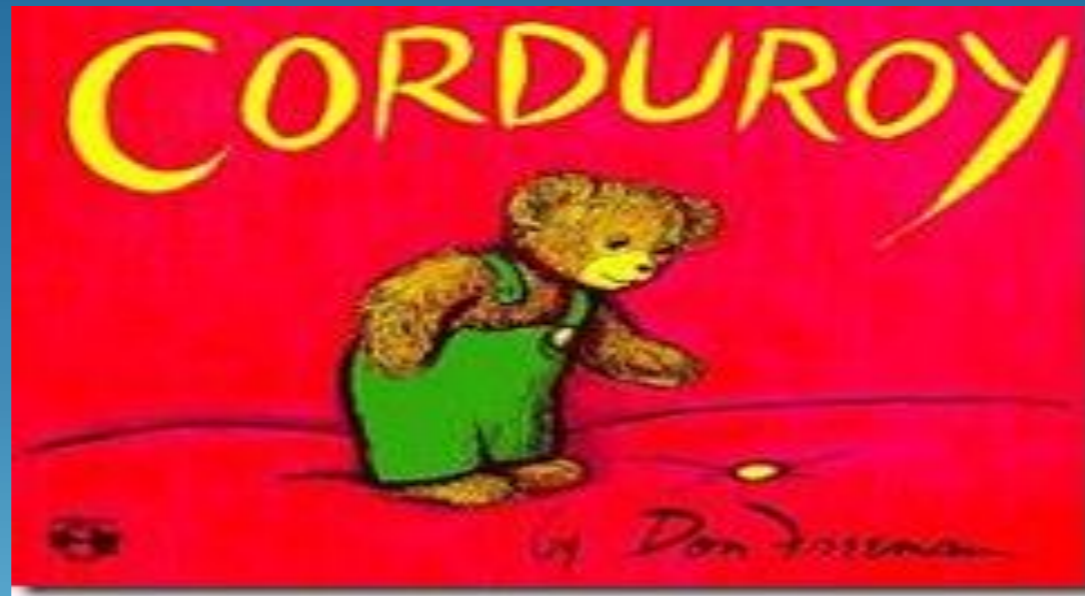
reluctant

insisted

drowsy
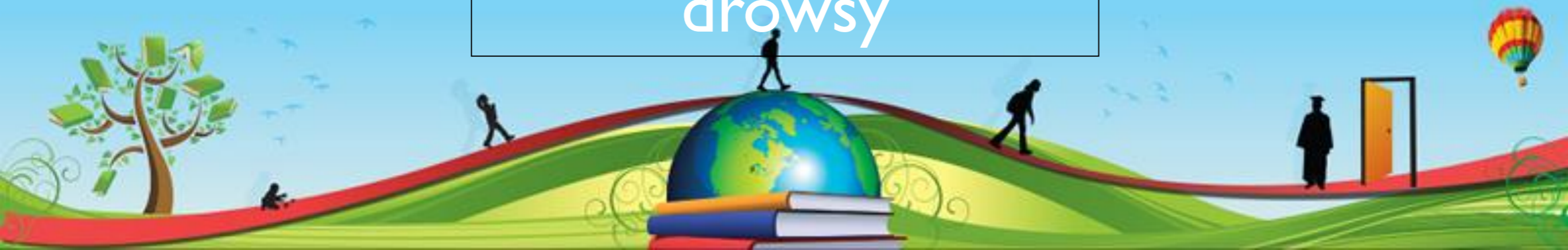
Make Inferences with…
Picture of the Day

Text Dependent Vocabulary Targets and Questions

Target	Possible Question(s)
Students determine the meaning of words and phrases in the text.	What is the meaning of "(insert word or phrase)" and what evidence in the text supports this? What evidence in the text supports (insert name)'s (insert vocabulary word)? e.g. *What evidence in paragraph five supports Julia's benevolence?*
Students analyze how the key vocabulary word is interpreted and used in a specific text, paragraph, or sentence.	In paragraph three, why is the phrase "(insert phrase here)" used by the author? What would the sentence mean without it? What is the impact on the meaning of the text by including "(the word)" in the fifth sentence?
Students analyze and determine the denotative, figurative, and connotative meanings of specific words and phrases in a specific text. They analyze the author's word choices, their nuances, and the impact made on the overall meaning and tone of the writing.	What if the author used the word "(insert a word)" instead of "(the word used in the text)? How is the word "(insert word)" used the first three times in the text? How does that word relate to "(insert a different word)"?
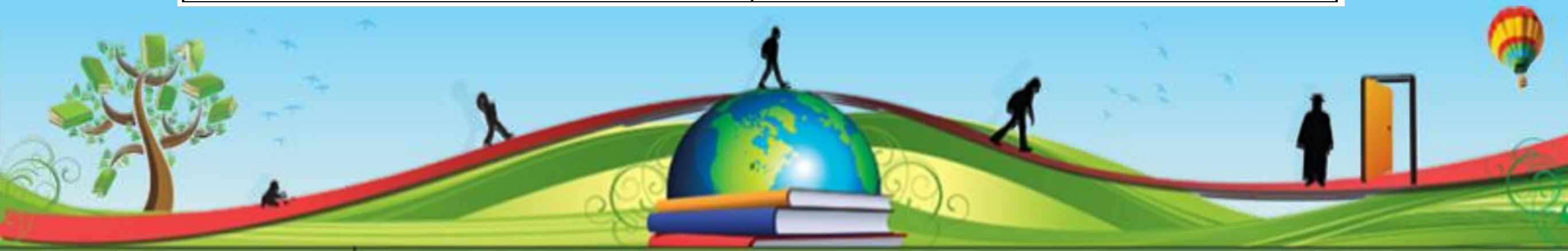
Vocabulary and Background Knowledge
4th grade

http://explicitinstruction.org/?page_id=412

1) Determine the four steps in the *Vocabulary Instruction Routine* that are used to introduce the following words: invent, mischief, and hilarious.

2) Identify **additional vocabulary practices** used to extend student knowledge of the vocabulary words.

3) Identify other good instructional practices.

ABOUT ANITA

Active Participation

Question Frames

Saying answer to partner (Partners First)

1. Ask a *question*

2. Give students *thinking time or writing time*

3. Provide a verbal or written *sentence starter or paragraph frame*

4. Have students share answers with their *partners* using the sentence starter

5. Call on a student to give answer

6. Engage students in a *discussion*

Signal Words

- Time sequence
  first, *second*, *next*, *later*, *after*, and *finally*
- Compare-contrast
  like, *unlike*, *different*, and *same*
- Cause-effect
  because, *if….then, and when…..then*

Exit Tickets

- Save final 2-3 minutes of content block to jot a response to the day's lesson

- Prompts are open-ended

- Notes are used as diagnostic assessment

- Can be used to address processes or content

- Helps inform next day's lesson

- May read select (anonymous) comments next day
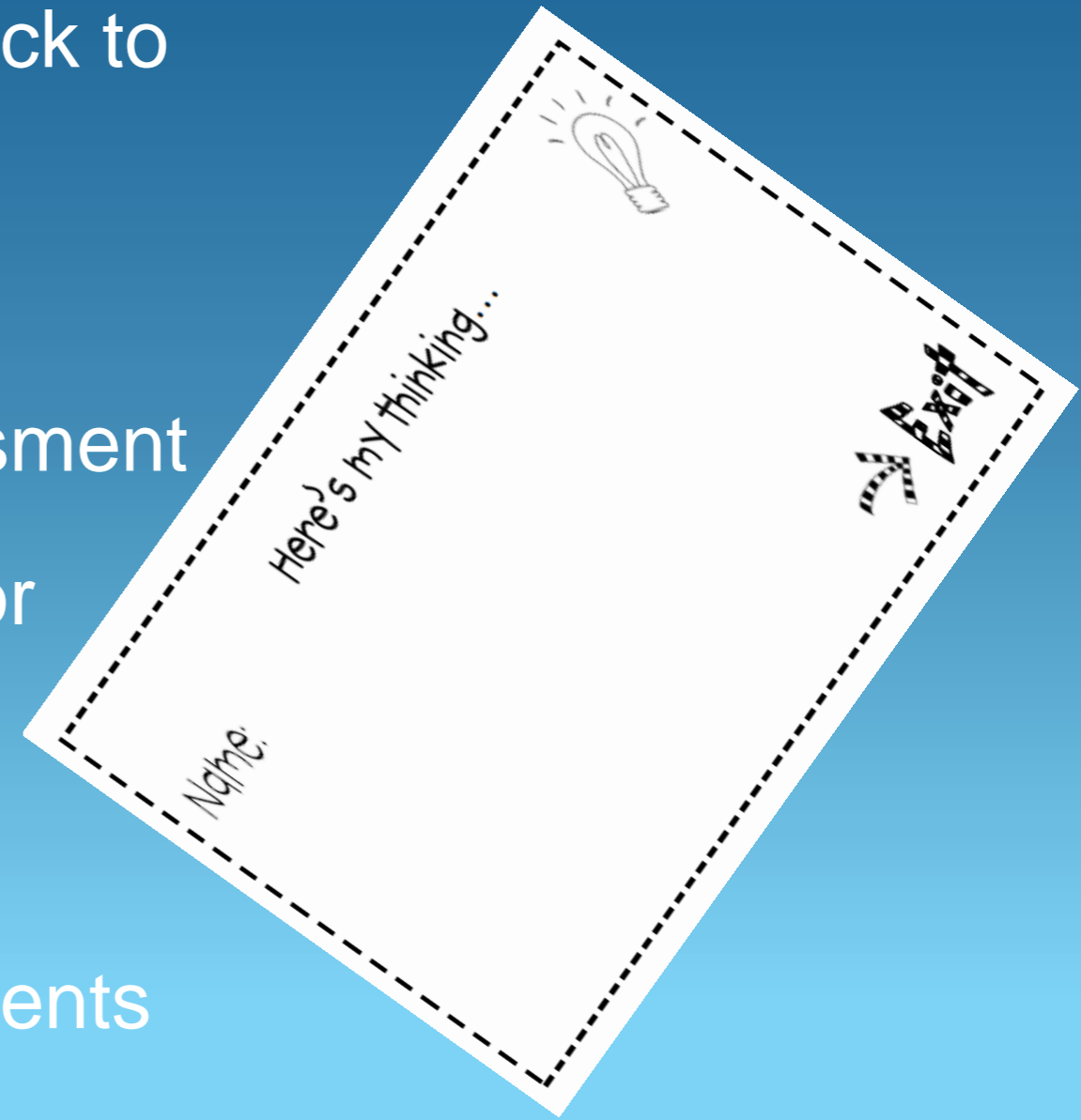
Admit Slip

- A homework assignment to prepare for next day's lesson

- Asks students to reflect on content read, seen, or heard in class the day before

- Teacher selects a few slips (or volunteers to read own slips) to kick off lesson, or uses all slips as an activator/greeting

We will learn more about George Washington tomorrow. Talk about him with your family. Write or draw something you learned about him.

Admit One

Admit One

Brainstorming

- Brain dump of everything that comes to mind when presented with a prompt

- No concern for accuracy or form: goal is quantity over quality

- Can be used at any point during a lesson, to activate prior knowledge or review information

- Combine to create class list

- Return to list to correct misconceptions
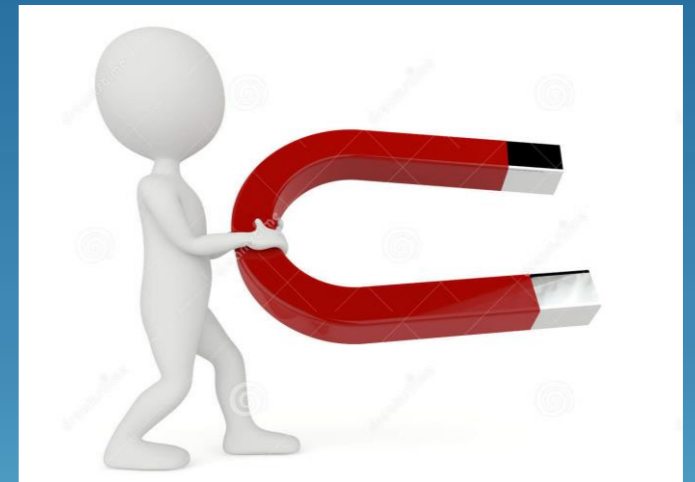
Write down every object you can think of that is attracted by magnets. Be creative!

Drawing and Illustrating

- A quickly drawn graphic or diagram (sometimes with words) to represent ideas or how ideas relate to one another

- Helps students process complex ideas by capturing it in a different mode

- Whole class drawing can be used to correct individual misconceptions

- Important that drawing is constructed, not copied: don't choose a drawing familiar to all


Draw a picture that helps you remember the names for the four types of measurement: length, volume, mass, and temperature.

Clustering

- Non-linear brainstorming process that shows the relationships among ideas or concepts

- Key word in a center balloon; other concepts drawn in balloons connected to center showing how they are related to each other and to the center word
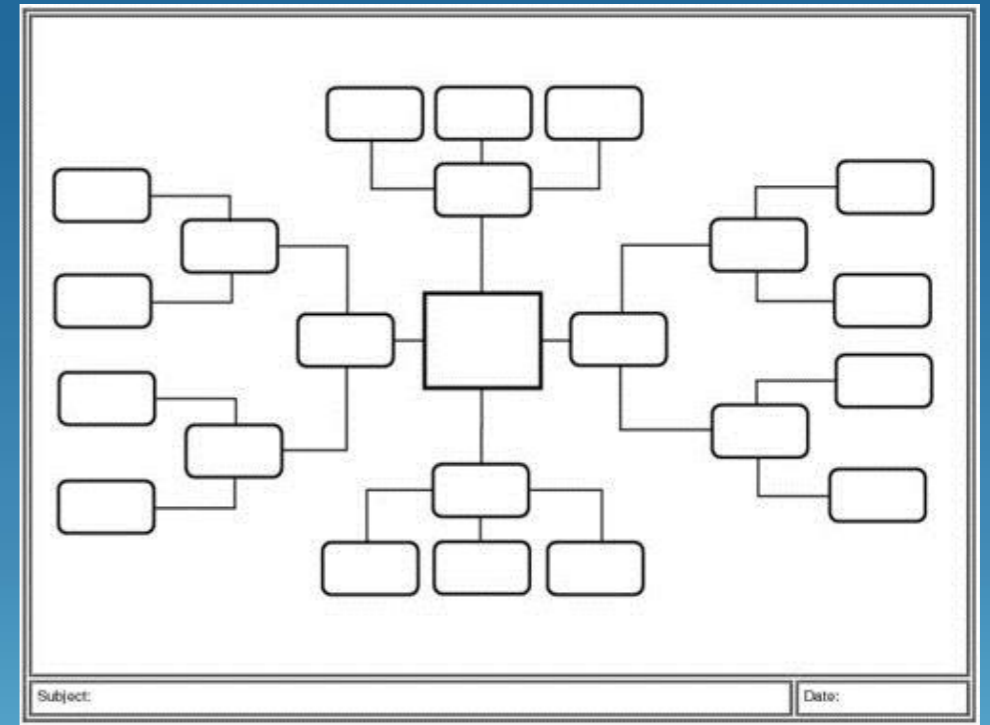
Place the word "CELLS" in the center of your cluster, and draw as many words and concepts that relate to it (and to each other) as you can.

3-2-1 Graphic Organizer

Topic: Sharks

3 Things I Learned:

Large sharks eat almost anything, including other sharks.

Fully grown sharks range from 7 to 60 feet long.

Sharks do not have bones, but are made of cartilage.

2 Interesting Facts:

There are more than 250 species of sharks.

Sharks have up to 7 rows of replacement teeth.

1 Question I have:

How do sharks find their prey?

Appointment Clocks

- Used to quickly put students in pairs or small groups

- Make a copy of the clock for each student. The names of other students go at each hour mark around the clock so that asking students to find their "1 o'clock" partner puts the students in pairs, for example.

- Allow students to choose partners for some times on the clock, but decide some of the partners ahead of time so that you know, for example, that the 2 o'clock partners are students with similar skills in reading or that the 5 o'clock partners have similar interests.
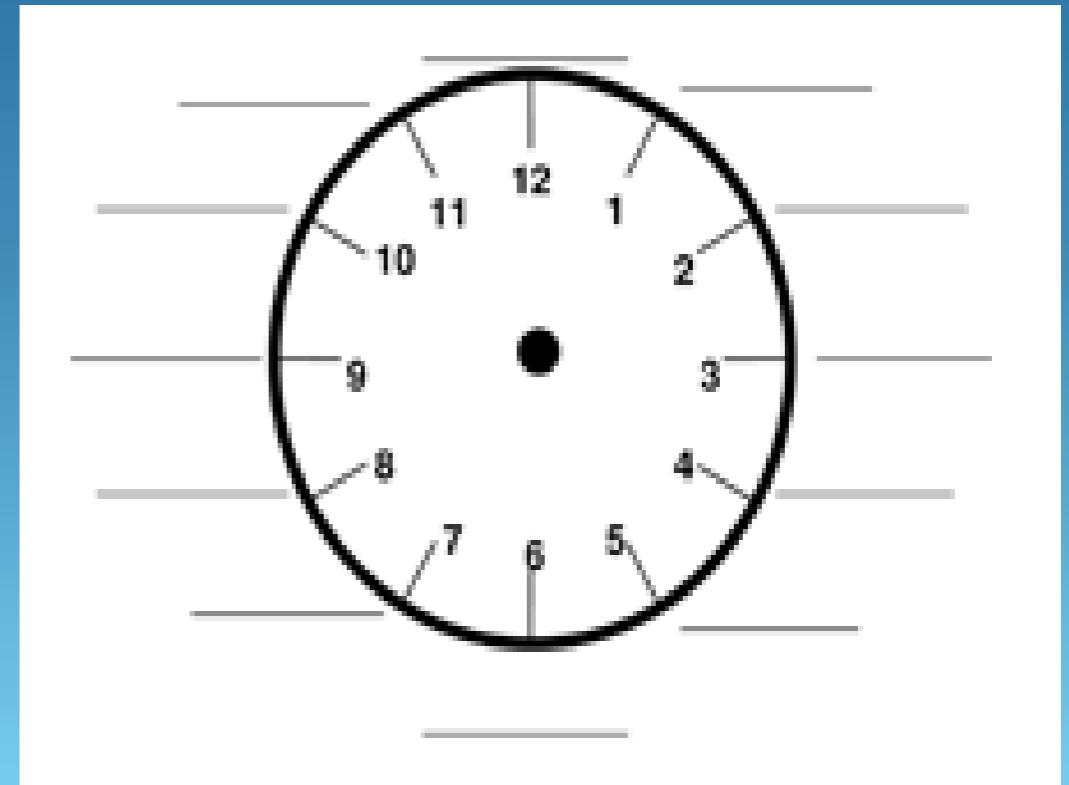
Active Participation Instruction
2nd grade

http://explicitinstruction.org/?page_id=92

ABOUT ANITA

1)   Note the active participation procedures that are directly taught to the students.

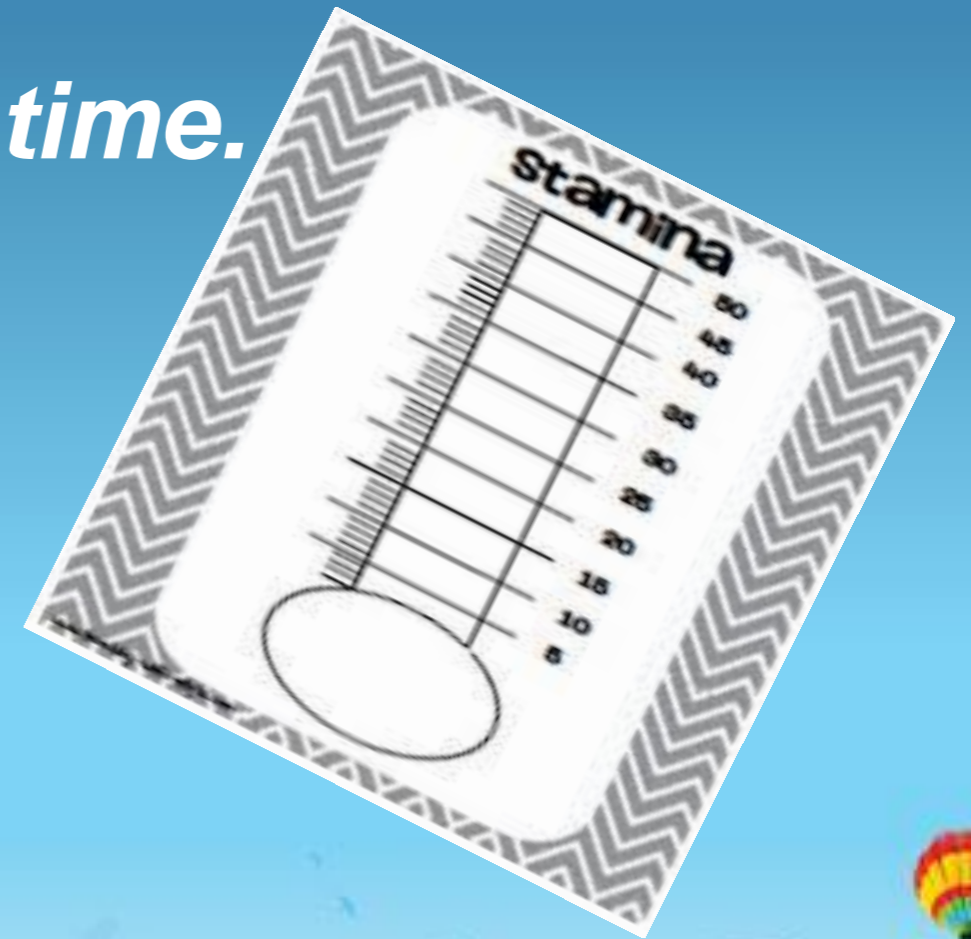2)   Identify other good instructional practices.

Stamina

What Does This Look Like?

- *Readers need the right equipment.*

- *Readers need distraction-free environments.*

- *Stamina is built slowly over time.*

- *Readers need a fan base.*

- *Readers need support.*

Learning Connection

Community

- Indiana Literacy Liaisons

Assessment Guidance

ISTEP+

Part I (Paper and Pencil) February 25 - March 13

Part I (Online) March 2 - 20

Part 2 (Paper and Pencil) April 27 – May 8

Documented Insufficient Technology / Accommodation Only

Part 2 (Online) April 27 – May 15

Assessment Blueprints

- Reading: Literature- Questions are based on a range of grade-level literature and may include identifying, describing, and making inferences about literary elements and themes. . .

- Reading: Nonfiction and Media Literacy- Questions are based on a range of grade-level nonfiction and may include identifying main ideas and supporting ideas with explicit textual support. . .

- Reading: Vocabulary- . . . determining or clarifying the literal and nonliteral meanings of words and phrases and their uses in literature and nonfiction texts…

- Questions may include persuasive, informative, or narrative writing in response to literature and nonfiction texts. . .

Changes to ISTEP+: ELA

English/Language Arts

–ISTEP+ Part 1 (formerly Applied Skills) items are based on reading passages

–Writing prompt involves three steps:

- Read a passage

- Respond to 4 multiple-choice questions

- Complete writing prompt using evidence from the passage

Part 1: Applied Skills Items

- Sample Items:

The following items are samples, designed to use with

– teachers, as part of professional development and

– students, to familiarize them with items aligned to the college- and career-ready 2014 Indiana Academic Standards.

There will be two types of sessions for Part 1 of ISTEP+:

- A passage with constructed response questions and an extended response

- A passage with a few multiple choice questions and a writing prompt

Passage: U.S. Mint

How was the United States Mint born?

1 It is the 18th century, and the colonies are breaking free from England. A new country! But what about money? How can they pay for their war against England?

2 In 1775, **John Hancock** sugg_____ _at Congress issue bills of credit. People could exchange these paper notes for silver Spanish-m_____ ollars after the war.

> John Hancock: John Hancock was a politician and merchant. He was known for his grand signing of the Declaration of Independence.

3 The colonists already use many types of currencies. If the colonies win, should they use British **pounds** after the war? Or use Spanish-milled dollars? Or invent a whole new currency?

> Pound____ _ame for money used in Great Britain. Instead of dollars, British citizens use pounds.

4 Jefferson says that our money should be divided into 100 parts. In 1785, Congress invents a new dollar currency and decides from which metals the coins will be made. Now they just need someone to make them!
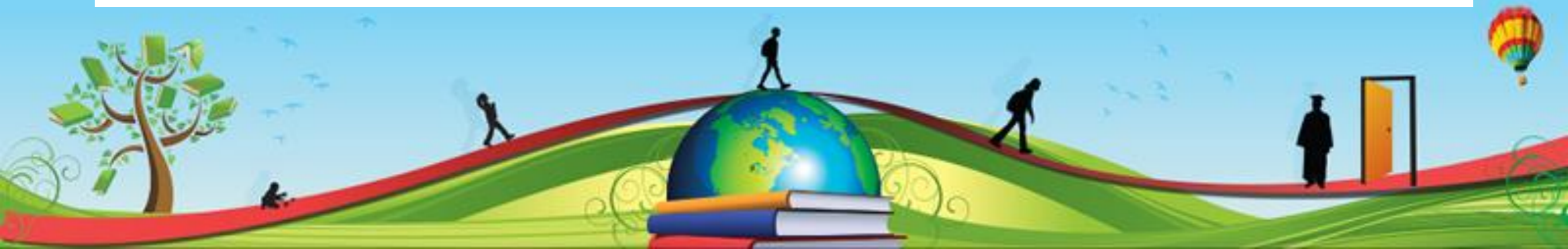
Constructed-Response Item

Inside the United States Mint

ELA Grade 3

How do the picture and the table help the reader understand the information in the article? Support your answer with details from the article.

Constructed Response Rubric

English/ Language Arts

2-point Constructed-Response (CR) Rubric

2 points Proficient

The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.

1 point Partially Proficient

The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.

0 point Not Proficient

The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Example 2-point response

The article says there are Mint facilities across the country. The map shows the reader the five locations. The article also says the Mint created quarters to honor the 50 states. The table shows when each state quarter was created.

Example 1-point response

The map and the table give you more information about where the facilities are located and when they made state quarters.

Example 0-point response

The picture and the table give the reader more information about what is happening in the article.

Why are the Extended Response and the Writing Prompt Changing?

Reflects the Learning Outcome for writing in the standards

Provides an opportunity for more authentic writing that best prepares students for college and career readiness.

Extended-Response Item

Inside the United States Mint

ELA Grade 3

You have read information about the United States Mint. Write a persuasive essay to show your teacher how much you would learn on a field trip to one of the facilities. Use details from the article to help explain what you would learn on your visit.

(one and a half pages in the paper/pencil form)

A New Ability

Read the writing prompt below and complete the writing activity.

Imagine that you wake up one morning to find that you can do something you have never been able to do before. It might be something you have always wanted to be able to do, or it might be something completely new. It might be a musical talent, a privilege, or something related to school, home, or friends.

Write a story about your discovery.

Be sure to include
- what you suddenly discover you are able to do
- how you feel about the discovery
- what is interesting or exciting about the new ability
- clear, strong details to make your story more interesting
- a beginning, a middle, and an end to your story

ISTEP+ Writing Prompt

Grade 3

You have read the story "The Flea, the Grasshopper, and the Frog." Think about the lesson of the story. What did the frog do? Why did the King think the frog won the competition? What do you think is the lesson of this story? Write an essay that explains the lesson, using details from the story.

Be sure to include:

-an explanation of the lesson

-details about events in the story to support the lesson

-an introduction, a body, and a conclusion

(three and a half pages in the paper/pencil form)

Writing Genres and Process Rubric
Grades 3–4

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing stay fully focused? Does it

- stay on the topic?
- avoid rambling and/or repeating information?

Does the writing sample include thorough and complete ideas? Does it

- thoroughly develop the topic with facts and details?
- fully explore many facets of the topic?

Organization

Does the writing have clear order? Does it

- follow a clear sequence with a beginning, a middle, and an end?
- have a logical progression of main ideas and support?
- effectively connect ideas and events using words and phrases?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include dynamic words and provide rich details, strong verbs, and/or vivid descriptions?

- demonstrate control of a challenging vocabulary?

- Is the writing fluent and easy to read? Does it sound natural?

- include varied sentence patterns? (Writing may include complex sentence patterns.)

Does the writing display a clear understanding of the task and purpose? Does it display a strong sense of audience? Does it

- have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

Standards and Assessment Vocabulary

Assessment Vocabulary

English/Language Arts – Grades 3-8

The purpose of the *Assessment Vocabulary* list is to highlight vocabulary used in assessment items that teachers can use to prepare students for ISTEP+ as well as to create classroom assessments. While this list is not inclusive of all vocabulary that may appear on the assessment, it is representative of words and phrases students may frequently encounter. Language from the academic standards (e.g., structure, theme, claim) is also used in assessment items. For a list of academic standard language, please see the Indiana Academic Standards 2014 English/Language Arts Glossary located here: http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf

Key Words	Examples of Use
Best	Which sentence **BEST** describes the central idea of the essay?
Conclude, Conclusion	What can the reader **conclude** about the author's opinion?
Contribute	How does the information in Paragraph 3 **contribute** to the development of ideas in the article?
Convince	Using details from the article, **convince** your principal to allow your class participate in the recycling program.
Describe(s)	**Describe** the setting and how it impacts the plot.
Detail(s)	Support your answer with **details** from the story.
Develop(s), Development	How does the author **develop** the central idea of the article?
Excerpt	How do Joe's actions affect the other characters in the **excerpt**?
Explain	**Explain** how the author attempts to persuade the reader to join an art club.
Illustrate(s)	Which detail BEST **illustrates** the size of the boat?
Impact	How does the narrator's point of view **impact** the reader's understanding of the story?
Most likely	Why does the author **MOST LIKELY** use the phrase "time was crawling as slow as a sloth"?
Reveal	What do the main character's actions **reveal** about his point of view?
Select	Which sentences in Paragraph 2 BEST support the answer to Part A? **Select** TWO sentences.
Support(s)	Which detail BEST **supports** the answer to Part A?
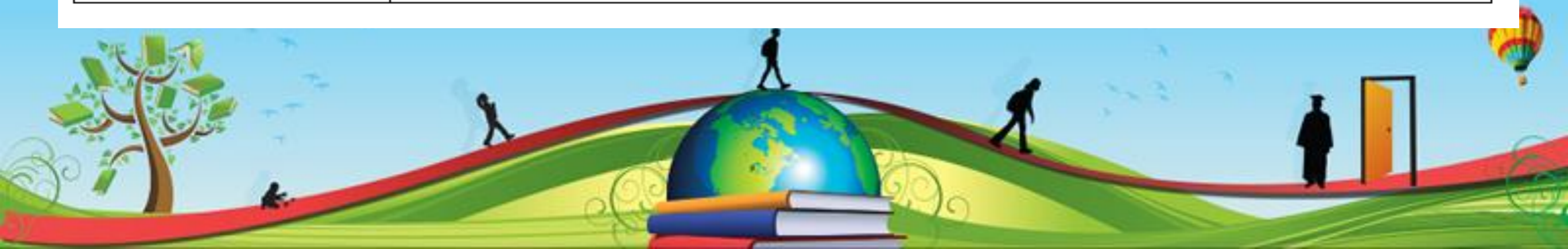
Experience Online Testing

http://experience-ccra-in.ctb.com/

Standards Setting (Cut Score Setting) in July

- Educator participants (nominations)

- Cut score recommendations to Indiana Education Roundtable and State Board of Education

Results returned to schools/corporations early fall

- Followed by a rescore window

- Final results available late fall

Rubrics

English / Language Arts Rubrics

English/Language Arts Rubrics

ELA Rubrics (Updated Fall 2014)

Writing and Grammar and Usage Rubrics

The Writing and Grammar and Usage Rubrics assess students' ability to communicate their ideas effectively and to use correct grammar, spelling, punctuation, and Standard English as defined in the 2014 Indiana Academic Standards (IAS).

As the ISTEP+ test has been updated to align to 2014 IAS, Indiana teachers assisted in ensuring their clarity and alignment to grade–level standards.

Constructed–Response Rubric

The 2–point Constructed–Response Rubric was designed with the help of Indiana teachers to score student responses to open–ended reading comprehension questions.

Accessing Rubrics

To download, click on the grade–level link provided under the type of rubric you wish to access.

Rubrics	Writing (6–point)	Extended–Response Writing (4–point)	Grammar and Usage (4–point)	Constructed–Response (2–point)
Grade Levels	3–4 📄	3–4 📄	3–4 📄	3–12 📄
	5–12 📄	5–12 📄	5–8 📄	
	NA	NA	9–12 📄	