

## Activity 4

# Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

*Systems of Professional Learning*

### **Connecticut Core Standards Systems of Professional Learning**

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Activity 4

## Activity 4: Complex Text and its Academic Language

### DESCRIPTION

In table groups of grades K–1, 2–3, and 4–5, coaches will view and reflect on a video example of a teacher’s text-dependent questions based on a content-rich nonfiction text. They will create an anchor chart reflecting “take-aways” for Shift 2.

### RESOURCES

- Video: Grade 2, English language Arts – “The Wonders of Nature”
- <http://commoncore.americaachieves.org/module/6> (Segment 2:00 – 6:00) approximately 4 minutes
- Lesson plan for “The Wonders of Nature”
- Text exemplars from Appendix B
  - Grades K–1, Read-Aloud Informational Text: Jenkins, Steve and Robin Page. *What Do You Do With a Tail Like This?*
  - Grades 2–3, Informational Text: Alikei. *A Medieval Feast*
  - Grades 4–5, Informational Text: Lauber, Patricia. *Hurricanes: Earth’s Mightiest Storms*
  - Grades 4–5, Informational Text: Simon, Seymour. *Horses*
- Connecticut Core Standards English Language Arts, K–5 Standards Progression

## Activity 4, Part 1: Viewing a Video

### DIRECTIONS

**Part 1:** View a video of instruction related to Shift 3 and discuss your observations.

1. We are going to view segments of a video lesson that show a grade 2 class reading closely David Liben’s “The Wonders of Nature.” For this activity, we focus on the teacher’s text-dependent questions and the students’ text-based answers related to academic language. See the lesson plan for the video segment. As you watch the video, note the text-dependent questions that the teacher poses and the students’ responses to the questions. Do the questions specifically address academic vocabulary or language structures? What types of questions is the teacher asking? Are students successful in responding to the questions with textual evidence? Pay special attention to the way that the teacher helps students become attentive to the contribution that academic language makes to text complexity:
  - a. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
  - b. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases
  - c. RI.5.8 Explain how an author uses evidence to support particular points
  - d. W.5.9 Draw evidence from informational text to support analysis
  - e. SL.5.1 Engage effectively in a range of collaborative discussion, building on others’ ideas and expressing their own identify.
2. After watching the video, “Turn-and-Talk” to your neighbor to discuss what you observed in the video that exemplifies the value of text-dependent questioning in close reading to acquire academic vocabulary and language structures, using the following prompt:

*Do the text-dependent questions in the video exemplar specifically address academic language in the text? What types of questions is the teacher asking? Are students successful in responding to the questions with textual evidence? Pay special attention to the way that the teacher helps students become attentive to the contribution that academic language makes to text complexity. Is there evidence that the questions are directly connected to the lesson’s standards and to the development of academic language?*

**LESSON: THE WONDERS OF NATURE, LESSON 2**

|                  |                       |                |                                  |
|------------------|-----------------------|----------------|----------------------------------|
| <b>Grade</b>     | 2                     | <b>Subject</b> | Reading                          |
| <b>Unit name</b> | The Wonders of Nature | <b>Lesson</b>  | The Wonders of Nature – Lesson 2 |
| <b>Lesson #</b>  | 2 of 5                | <b>Teacher</b> | David Liben                      |

|   |   |
|---|---|
| <b>CC Standards for English Language Arts</b> | <b><u>Reading Standards</u></b>   |
|   | RI.2.1 Ask and answer such questions as who, what, where, when and why to demonstrate understanding of key details in a text. |
|   | RI.2.4 Determine the meaning of words and phrases.  |
|   | RI.2.5 Know and use various text features.  |
|   | <b><u>Speaking and Listening Standards</u></b>  |
|   | SL.2.1 Participate in collaborative conversations.  |

**LESSON PLAN: THE WONDERS OF NATURE, LESSON 2**

Overview: Before today’s lesson, the teacher had read aloud the entire text of the piece with the students following along in the text. After that, the students read it independently.

| SECTION                      | TIME      | SHIFT               | DETAIL  |
|------------------------------|-----------|---------------------|---|
| <b>Introduction</b>          | 2 minutes |                     | Revise the previous reading of the text and the discussion had in the last lesson about which animals were amazing and why.   |
| <b>Vocabulary in context</b> | 2 minutes | Academic vocabulary | Direct students to look at the cover of the text.<br>Call on students to answer: <i>What is a “wonder”?</i><br><br>Relate the answers to some of the animals that are featured in the text.<br><br>Call on students to answer: <i>What does the word “nature” mean? And What is not part of nature?</i> |

| SECTION               | TIME      | SHIFT               | DETAIL   |
|-----------------------|-----------|---------------------|--|
| Vocabulary in context | 8 minutes | Academic vocabulary | <p>Direct the students to the Introduction and have them get their pencils ready for underlining.</p> <p>Read from the introduction: “The world is full of strange and interesting animals. Some animals look unusual or have special abilities. Let’s look at some of these wonders of nature.”</p> <p>Have students underline the word “unusual.”</p> <p>Call on students to answer: <i>What do you think this word (unusual) means?</i></p> <p>Have students cross out the first two letters of the word (“un”). Ask students to discuss in their table groups: <i>What word is left and what does it mean?</i></p> <p>Call on students for answers.</p> <p>Then discuss what “un” means. (in general it means ‘not’).</p> <p>Direct students to the second sentence and read it aloud to them: “Some animals look unusual or have special abilities.”</p> <p>Call on students to answer: <i>What does ability mean?</i></p> <p>Explain what special means to students.</p> |
| Vocabulary in context | 1 minute  | Academic vocabulary | <p>Direct students to page 6 – The Trapdoor Spider</p> <p>Discuss bold-faced text. Revise the meaning of “bold” from last lesson.</p> <p>Call on students to answer: <i>Why would an author put a word in bold-faced print?</i></p> <p>Have students identify the second word on the page that is in bold (silk).</p>  |

| SECTION                                 | TIME      | SHIFT  | DETAIL   |
|---|-----------|--|--|
| <b>Group work on text</b>               | 7 minutes | Evidence from text<br><br><br><br><br><br><br>Evidence from text | <p>Read the section on trapdoor spiders aloud to students. (Conclude at ... “and jumps out to grab it.”)</p> <p>Ask students to talk in groups and to underline evidence to answer this question: <i>What is the door made out of?</i></p> <p>Call on students to answer the question.</p> <p>Ask students to talk in groups and to underline evidence to answer this question: <i>What keeps the water out?</i></p> <p>Call on students to answer that question.</p> <p>Read the last sentence. Circle “senses” and talk in groups about what it means in this context.</p> |
| <b>Drawing inferences from evidence</b> | 7 minutes | Evidence from text   | <p>Ask students to underline and talk in groups to answer this question: <i>What are the two things the text tells us about the tunnel?</i></p> <p>Direct students to look at the section on the Archer Fish. Have students underline the two abilities and discuss in groups.</p> <p>Discuss answers with the class, then ask students to decide in groups: <i>Which of the two abilities is more special?</i></p>  |
| <b>Finding evidence</b>                 | 8 minutes | Vocabulary<br><br><br><br><br><br>Evidence from text             | <p>Ask students to turn to the section on the chameleon. (In the title in bold)</p> <p>Ask students: <i>What makes the “k” sound in the word chameleon?</i></p> <p>With the class, identify one of the special abilities that the chameleon has.</p> <p>Ask students to work in groups to identify, underline and number another 4–5 special abilities of the chameleon.</p> <p>Discuss answers with the whole class.</p>  |

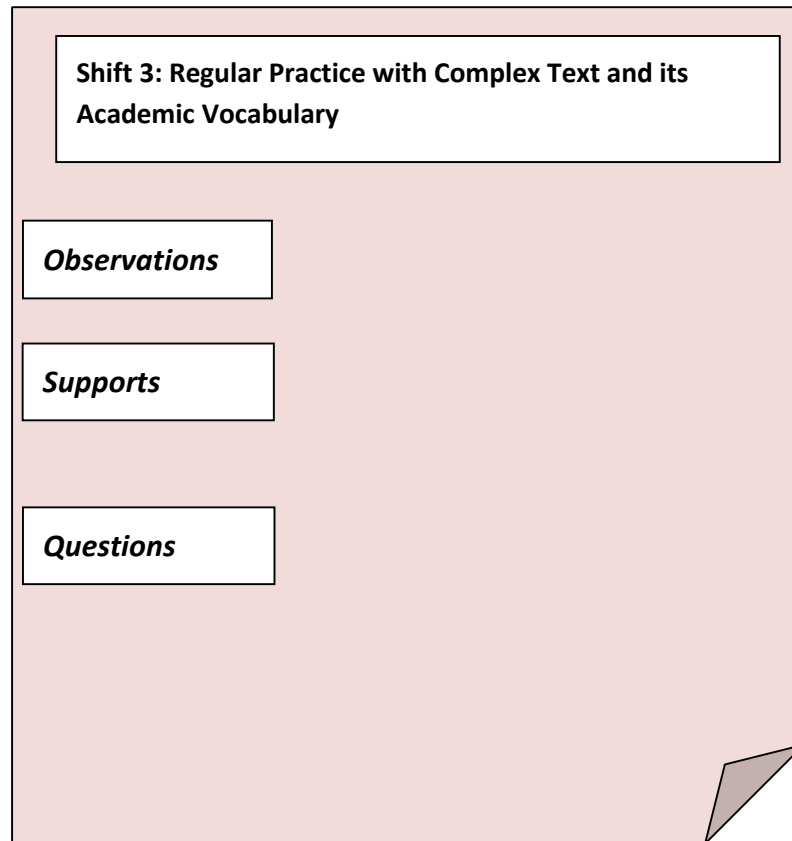


## Activity 4, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to “anchor” the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

### DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:



2. Discuss with your table: “What would you expect to see and hear in a classroom aligned with Shift 3?” In the section of your anchor chart labeled **Observations**, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: “What supports will teachers and students need in order to implement Shift 3 effectively?” In the section of your anchor chart labeled **Supports**, make notes about your discussion.
4. In the section labeled **Questions**, note any questions or further comments participants at your table have about implementing Shift 3.

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## Videos

“Mars - Supporting Evidence” (Price), <http://commoncore.americaachieves.org/module/20>

“The Wonders of Nature” (Liben), <http://commoncore.americaachieves.org/module/6>

“Graphic Non-Fiction: Harriet Tubman” (Sims), <http://commoncore.americaachieves.org/module/2>

## **Websites for Quantitative Text Analyzers**

ATOS Analyzer – Renaissance Learning. Available from <http://www.renlearn.com/ar/overview/atos/>

Degrees of Reading Power – Questar. Available from <http://www.questarai.com>

Lexile Framework – MetaMetrix. Available from <http://www.lexile.com/analyzer/>

Coh-Metrix Easability Tool. Available from <http://141.225.42.101/cohmetrixgates/Hoes.aspx?Login=1>

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