

Module 2
Participant Guide

Supporting All Students in Close
Reading, Academic Language,
and Text-based Discussion

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.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 4

Activity 4: Creating a Sequence of Text-dependent Questions

DESCRIPTION

Using the information they recorded in Activities 3a and 3b, participants craft a sequence of text-dependent questions, using the “Creating Questions for Close Analytic Reading Exemplars: A Brief Guide” on the following page as a resource. They then discuss their challenges in writing text-dependent questions and questions they still have.

DIRECTIONS

In this activity, you will create a series of text-dependent questions for the excerpt you selected, and for which you have identified core content, key details, vocabulary, and challenging sections. Keep in mind that the purpose of text-dependent questions is to scaffold students toward independently reading and comprehending complex text.

1. Working with your partner, craft a series of 4-5 text-dependent questions to support students in comprehending the text you read.
2. Review “Creating Questions for Close Analytic Reading Exemplars: A Brief Guide,” on the following page to help you craft questions. (However, keep in mind that no two sets of questions are alike, and this is not a formula.)
3. Be certain that in your series of text-dependent questions, you are including questions that help students define the vocabulary you identified as “can be defined in context.”
4. Also, be certain that your questions are neither too broad nor too narrow. Help students focus on important information.
5. Use the *Work Time* section of the Lesson Plan Template located in the Appendix of your Participant Guide on page 80 to record your text-dependent questions.
6. After about 25 minutes, you will join another pair of participants.
7. Compare the questions you created, and discuss:
 - Are the questions truly text-dependent?
 - Will they scaffold students toward independence?
 - Do they address the identified standard(s), in this case R.1?
 - How else might students “get” to these questions besides having the teacher ask them directly?
8. In the *notepad* section of your Participant Guide on page 61, reflect on these questions: What are the challenges to writing text-dependent questions? What supports do teachers need to write effective text-dependent questions?

RESOURCES

“Creating Questions for Close Analytic Reading Exemplars: A Brief Guide”

Lesson Plan Template

Vocabulary Quadrant Organizer

Close Reading Organizer

Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build towards.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these questions.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Retrieved from: <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

CT Systems of Professional Learning – Sample Unit Template

Grade Level:	Month	Length:
Unit # and Title:		
Unit Overview		
<p>Summary of the unit, with unit goals, essential learning activities (reading, writing, speaking and listening, and language tasks), central texts, Performance Assessment and connection to units in ELA or other disciplines</p>		
CT Core Standards		
<p>Strand, Grade Level, Standard #, Standard written out (Standards assessed in Performance Assessment or other major assessments are bold-faced. Standards assessed through daily formative assessment are in plain type.)</p>		
Core Understandings to Explore		
<p>Students will understand that... (Big ideas to explore, discuss and uncover, reflect on and analyze during the unit – may transfer to other learning and life experiences)</p>		
Essential Questions		
<p>(Ongoing and guiding questions that point students toward key understandings and push students to look for patterns, connect ideas, and consider strategies)</p>		

Declarative and Factual Knowledge		Skills
<p>Students will know... (Recall, memorize, define)</p>		<p>Students will be able to.... (Organize, apply, analyze, integrate, evaluate)</p>
Performance Assessment(s)		
<p>(Description, Prompt, Standards. Full directions and rubric are in unit appendix.)</p>		
Other Assessment(s)/Evidence		
<p>(Tests and quizzes, projects, writing assignments)</p>		
Vocabulary		
<p>(Definition provided or word defined in context within a lesson)</p>		<p>(Subset of words for extended study in the unit)</p>

Resources
Central Text(s)
Supplementary Text(s)
Art/Music/Media
Online Resources
Student Supports and Extensions
(Broad description of scaffolding and support for all students (UDL) and for specific subgroups of students (SWD, ELL), and including extensions for students working above grade level)
Interdisciplinary Connections

Unit #/Title/Date of version

Lesson Plan Map for Unit (Title)
Lesson 1 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 2 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 3 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: list of materials needed for lesson and any special preparation teacher must make ahead of time.
REPEAT LESSON OUTLINES FOR ALL LESSONS IN UNIT.

Unit #/Title/Date of version

CT Systems of Professional Learning – Sample Lesson Plan Template

Unit Title:	
Lesson # and Title:	
Standards	
<p><i>CCRA.R.1 - Read closely to 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.</i></p> <p><i>CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p> <p><i>CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate</i></p>	
Learning Targets/Goals/Objectives/Guiding Questions	
Vocabulary	Teaching Notes for the Lesson
Lesson Sequence (Agenda)	Materials

Opening	Meeting Students' Needs
Work Time (including specific text-dependent questions and discussion protocols)	Meeting Students' Needs

Closing and Assessment	Meeting Students' Needs
Homework	Meeting Students' Needs

All templates and handouts for lesson should be attached as a part of the lesson plan.

CLOSE READING ORGANIZER			
Par., Line, or Sent. #	Central Ideas, Core Content and Related Key Details	Vocabulary	Difficult Section (Challenging Concepts or Complex Language)
#			
#			
#			
#			
#			

Academic Vocabulary Organizer

	These words merit less time and attention	These words merit more time and attention (They are abstract, have multiple meanings, and/or are a part of a word family)
Meaning can be learned from context	1	2
Meaning needs to be provided	3	4

Adapted from <http://achievethecore.org/page/61/which-words-do-i-teach-and-how>