

# Smarter Balanced Assessment System: Connecting the ELA Claims to Classroom Instruction Grades K-5



Connecticut State Department of Education



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## **FACILITATOR, BEFORE YOU BEGIN:**

<http://www.youtube.com/watch?v=MDSstH49W5Hk>

*Cut and paste this link into a browser.*

*Move the play button time stamp to **2:40 and then pause.** This is for slide 41.*

*Let the video run until the 7:13 mark.*

**Note: Thirty *Common Core Standards* flip books will be provided to each RESC, and should be available at each participant table for reference purposes only. These books may not be distributed for participants to keep.**

## **Welcome**

Introductions. Who are you? Where are you from? What is your job responsibility? Why are you here? What do you know about the Smarter Balanced ELA Claims?

## Learning Targets

- I understand the types of activities that will support mastery of the standards.
- I understand how my classroom instruction supports student learning.
- I understand how classroom activities align with the summative assessment.



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Unlike instructional objectives, which are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons, **learning targets** frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose--why it is crucial to learn this chunk of information, on this day, and in this way.

With this in mind, the three learning targets stated on this slide inform participants of the learning goals based on the scope of this half-day presentation.

Facilitator, please note that the types of activities found within this presentation support different curricular needs, whether it be thematic or topical. They are not stand alone activities that should be done just to check off a standard, but should be a part of a larger unit of instruction.

## Success Criteria

- I can explain how the Connecticut Core Standards (CCS) connect to the Smarter Balanced claims.
- I can meet the scope of the standards through best practices and by incorporating a variety of strategies and activities across content areas.



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When presenting this slide, inform participants that these two bullet point frame the scope of learning for this presentation. The success criteria are the Learning targets written in a student-friendly way, often are posted beginning with the words "I CAN..." indicators that the teacher and the students can use to check their learning against as they work to meet the learning goals. After the completion of a lesson (or in this case, the presentation), students should revisit the success criteria and be able to tell whether they have met the criteria. Students should then be part of the development of next steps in planning how they continue to move their learning forward.

# Food for Thought



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[http://www.ted.com/talks/adora\\_svitak?language=en](http://www.ted.com/talks/adora_svitak?language=en)

Let the video speak for itself.

After video: Reinforce the notion that expectations need to be high. If you set a low expectation, students will “sink” to that level. Teachers need to have the mindset that students CAN achieve at high levels and meet the rigorous levels of the CCS.

## Before We Begin...



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FYI – The Common Core State Standards (CCSS) and Connecticut Core Standards are used interchangeably. In Connecticut, we have fully adopted the Common Core State Standards. In order to show our full support of these standards, in Connecticut we refer to them as the Connecticut Core Standards (CCS). Therefore, the Common Core State Standards ARE the Connecticut Core Standards.

## What is Not Covered by the Common Core State Standards (CCSS) is Still Important

### Page 6 of the CCSS for English language arts & Literacy in History/Social Studies, Science, and Technical subjects states that the standards:

- define what all students are expected to know and be able to do, not how teachers should teach
- focus on what is most essential - they are not a set of restrictions
- are not meant to be an exhaustive list of what is taught
- must be complemented by a well-developed, content-rich curriculum



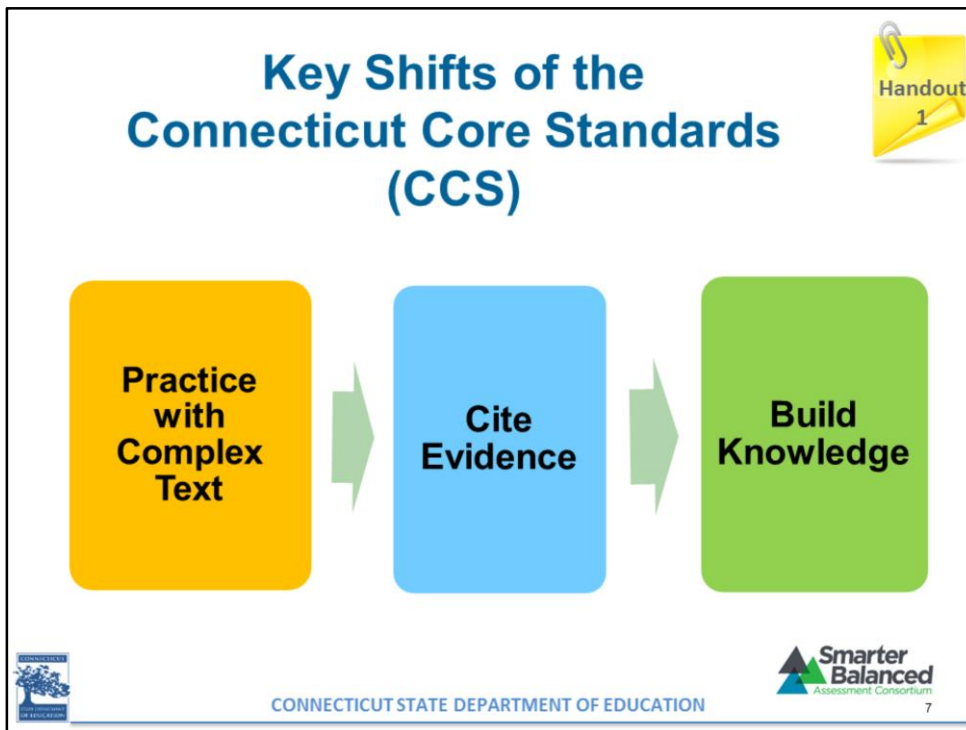
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Page 6 of the ELA/Literacy CCSS explains that there are critical skills and best practices that should not be ignored or dismissed simply because they are not identified in this standards document.

For example, students need to connect with what they read. The Common Core does not address Making Connections: Not mentioned, not measured. But how can a child read closely and analytically without first connecting to a text? Therefore, this slide serves as a reminder to the purposes and limitations of the standards.



### Key Shifts of the Common Core State Standards:

There is a handout from Achieve the Core that provides an explanation of the shifts. It is not necessary to review the handout, but let participants know that a handout that addresses the key shifts is included in their folder. As facilitator, you should remind participants that the shifts do include the following:

#### Engage with Complex Text:

- Standards raise the bar for what students are able to read and understand at each grade level. They are ultimately prepared for college and career.
- Standards reward careful, close reading rather than racing through texts.
- Standards focus on the words that matter most—not obscure vocabulary but assessing academic vocabulary (tier 2 words), assessing words that have different meanings in different places of the text, assessing words that impact the tone of the text, assessing figurative language for meaning.
- Is the text worthy of a close study? Does it exemplify superior, professional-quality literary or informational writing? Is the question worthy of student attention because it can deliver student insights about the text?
- Complexity in questions: Does the question require the student to engage in close

reading of a text? The focus can be on a small part of the text, a section of the text, or the text as a whole.

- Does the question require use of evidence from the text to respond to the question?
- Is the question text-dependent and (usually) text-specific (not “canned” questions, but questions that arise organically from the text?)

**Evidence:**

- Standards prioritize evidence across the standards in the CC
- Focus on students rigorously **citing evidence from texts** to support analyses/claims/inferences
- Require **evidence-based writing** rather than writing to de-contextualized expository prompts
- Standards require that all grades include narrative writing to build skills such as command in sequence and detail, essential for argumentative and explanatory writing.

**Building Knowledge:**

- 50/50 balance between info and lit in K-5
- Greater attention to informational texts and literary nonfiction in 6-12. (70/30)  
This does not mean students will NOT be reading literature.
- Literacy across the disciplines of **science, social studies, and technical** subjects.
- Standards also require the synthesis of ideas within and across texts; they call for regular short research projects



# English Language Arts/Literacy Claims



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## The Structure of the Smarter Balanced ELA/Literacy Summative Assessment

### Overall Claim for Grades 3-8

Students can demonstrate progress toward college and career readiness in English Language arts and literacy.

### Overall Claim for Grade 11

Students can demonstrate college and career readiness in English language arts and literacy.

**Claim 1 Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Claim 2 Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

**Claim 3 Listening:** Students can employ effective listening skills for a range of purposes and audiences.

**Claim 4 Research:** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



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The Overall claim is specific to grade level.

The four claims under the Overall claim are specific to grades 3-8 (progressing towards college and career readiness) and grade 11 (demonstrate college and career readiness).

Across grades 3-8 and 11- students are assessed in reading, writing, listening and research.

## Reminders...

Keep in mind that the CCS

- are **NOT** discrete skills to be taught in isolation
- should be taught in conjunction with other skills in a purposeful, integrated way
- should be embedded in all learning activities across content areas

**We advocate teaching curriculum aligned to the standards, not teaching to the test!**



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This presentation is **not** about starting with a standardized test and trying to figure out how to prepare your students. In reality, you have a curriculum provided by your district in which you determine the content that you want the students to know. We are going to demonstrate for you how to take your grade appropriate content, incorporate strategies to engage with complex text, while bringing in the foundational skills that we should be building and reinforcing. All of these skills are transferable to the Smarter Balanced assessments.

From this point forward we are asking **participants to be in the position of learners**. We will be modeling for you ways to support content, use complex texts, scaffold ideas, incorporate multimedia, all while reinforcing reading, writing, speaking, listening and research through student centered activities.

Much of this may be validating. You may see many of the best practices you are already using in your classroom. We hope to show you multiple pathways to integrating the standards into your instruction. By the end of this presentation, we will specifically connect how these instructional practices connect to the claims of the Smarter Balanced assessment.

Remember, if you are teaching your curriculum, which has the standards embedded, you are preparing your students college and career readiness. The Smarter Balanced resources such as the Digital Library and the Interim Assessments (addressed later on)

can help teachers adjust and modify teaching and learning. The summative assessment will take care of itself.

## Key Elements: CCS Units and Lessons

- Integration of reading, writing, speaking and listening, and language
- Appropriately challenging text
- Close reading, discussion, academic language, writing with evidence, and collaborative protocols
- Building knowledge through rich nonfiction and literature

Adapted from the Systems of Professional Learning  
ELA Module 4: *Focus on Unit Design* developed by PCG



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Note to the facilitator: This slide (adapted from the Systems of Professional Learning ELA Module 4: *Focus on Unit Design* developed by PCG) articulates the critical ways that instruction must shift to truly support the expectations of the CT Core Standards. Teachers will often say that they already do many of these tasks outlined by the CT Core Standards. But in reality, good instruction need to encompass a much deeper scope of teaching and learning. This process can be aided through the use of rich and complex texts and supporting resources (e.g. multimedia), and by asking more challenging and purposeful questions to stimulate and challenge their students. Through teacher/student and small/whole group collaboration, conversations become enriched. Teachers can help students build deeper knowledge in ways that promote the skills necessary for college and career. As already mentioned by previous slides, CCS aligned units and lessons should be taught in conjunction with other skills in a purposeful and integrated way and should be embedded in all learning activities across the subjects.

## Key Elements: CCS Units and Lessons

- Clear learning targets, frequent formative assessment and feedback
- Performance task to demonstrate depth of understanding
- Support for all students to achieve rigorous standards

Adapted from the Systems of Professional Learning  
ELA Module 4: *Focus on Unit Design* developed by PCG



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Note to the facilitator: (adapted from the Systems of Professional Learning ELA Module 4: *Focus on Unit Design* developed by PCG)

## Conducting Close Reads



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Whether you are conducting a close read of a picture, a careful examination of a chart/graphic, a focused read on an audio presentation, or reading a text, there are many ways to engage students in close reading that not only engage students but enhance their understanding the same way as a close read of text. Close reading exercises don't always have to begin with a text, and for students who have not developed fluency in reading/reading comprehension, guiding them in an exercise of a close read of a picture is a great way to start.

## What is Close Reading?

It is an interaction between the reader and a text.

(Douglas Fisher in the online video interview, “Close Reading and the Common Core State Standards,” April 3, 2012)



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There is no single definition of a close read, but we have chosen three explanations from reading experts to explain the concept. First is Douglas Fisher’s view that .....



## What is Close Reading?

It is making careful observations of a text and then interpretations of those observations.

(Patricia Kane for the Writing Center at Harvard University, 1998)



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But we also see Patricia Kane's perspective that...

## What is Close Reading?

It involves rereading; often rereading a short portion of a text that helps a reader to carry new ideas to the whole text.

(Kylene Beers and Robert Probst in *Notice and Note*, 2012)



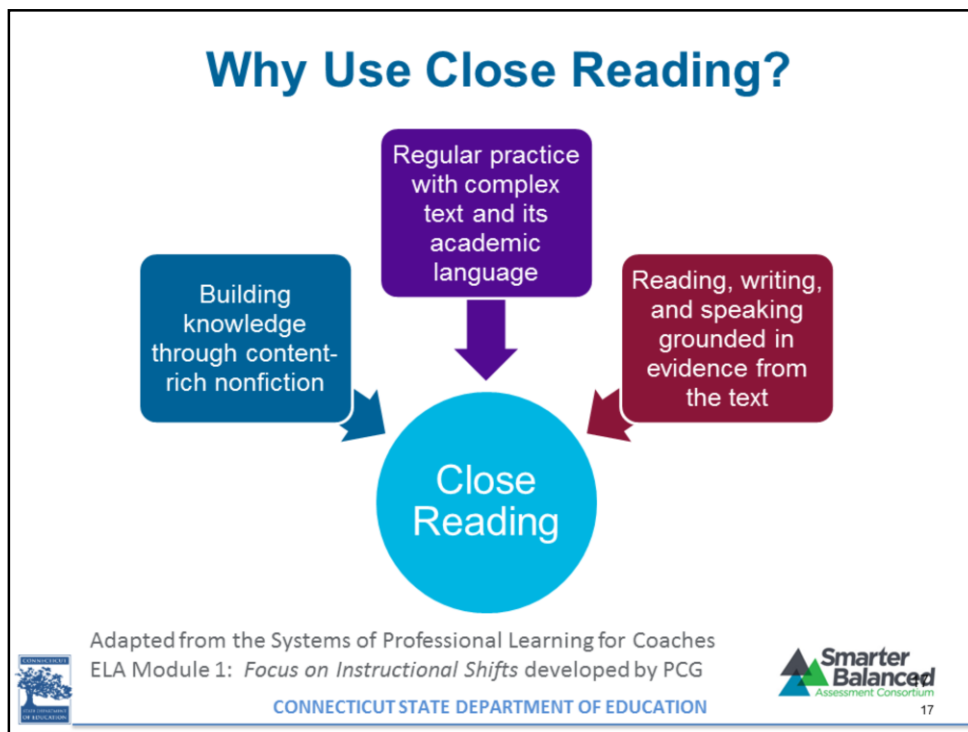
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And also, Probst & Beers explain that...

Note that close reading can be done in any classroom, whether it is a social studies or science lesson. This should not be limited to ELA only.



The purpose of this slide is to explain how close reading relates to the 3 instructional shifts introduced in Module 1.

- The practice of close reading is a way in which readers are able to address all of the shifts.
  - We read closely to build knowledge from text;
  - we find evidence by reading text closely;
  - and close reading is a way to scaffold students toward independence in reading complex text and building vocabulary and language skills.
- In order for teachers to scaffold students toward independently reading and comprehending complex text, teachers must first read and study, interpret, and understand the text themselves.
- Teachers read the text thoroughly, identify big ideas and key details in the text, determine the organizing structure of the text, and identify potential barriers in terms of vocabulary and academic language.
- Text-dependent questions serve as models for the kinds of questions good readers ask themselves.

Materials from the Systems of Professional Learning for Coaches ELA Module 1: *Focus on Instructional Shifts* developed by PCG can be found at [http://ctcorestandards.org/?page\\_id=2110](http://ctcorestandards.org/?page_id=2110)

## Explanation of a Close Read

- Reading through once allows the student to come up with ideas
- Rereading allows the student to pull information from the text (or chapters)
  - to provide a focus: descriptions, definitions, techniques/structures, point of view, word choice
  - to enhance understanding: what is revealed after examining the description, definitions, techniques/structures, point of view
  - to utilize text evidence to support new ideas/inferences/conclusions



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Why do we use close reading? What is the purpose behind it? There are many resources and methods to incorporating close reading into a classroom. We have adapted the following ideas from the chapter “Big Ideas About Close Reading and What Teachers Can Do” from the book *Falling in Love with Close Reading* by Christopher Lehman and Katie Roberts.

## Role of Teacher

- Select challenging and appropriate text
- Analyze the content and language ahead of time
- Anticipate potential challenges the text may present for certain students (e.g., English Learners, students with disabilities, students reading far above or below grade level)



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“Challenging and appropriate text” can be determined using the text complexity placemats. Although the quantitative and qualitative would remain the same regardless of who analyzes the complexity of a text, the section entitled “Considerations for Reader and Task” allows teachers to justify the use of a variety of texts to meet the diverse needs of their students.

The Text Complexity placemat and rubric help teachers in the careful consideration of texts, guiding teachers through an analysis of content, structure and language. There is an example located in your folder.

The teacher, who has an in-depth knowledge of his/her students, should use their own lens when considering challenges or stumbling blocks within a text. These might be difficult or unfamiliar vocabulary, prior knowledge required to fully interact with a text, or subject matter that is completely unfamiliar to the students.

## Role of Teacher

- Write purposeful, text-dependent questions that engage students
- Facilitate rich and rigorous conversations (through the use of text-dependent questions) that keep students engaged
- Ensure that reading activities stay closely connected to the text



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The text-dependent questions are not meant to be “right there” questions. A text-dependent question asks a question that can only be answered by referring back to the text being read. It requires students to make inferences or connect information within a text or across multiple texts. It does 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 what is before them.

Typical text-dependent questions ask students to perform on or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

(adapted from Student Achievement Partners)

ASIDE: Teachers need to prepare students for a variety of grouping protocols before attempting a unit where grouping change regularly throughout. Without some practice and explicit directions, this will only minimize the time spent on task.

Teachers also need to be sure that students know how to annotate texts. This can be done through modeling and regular discussions.

## Role of Students

- Read the text more than once
- Persevere in reading and comprehending challenging text
- Analyze the text for purpose and/or levels of meaning



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Teachers can help students become accustomed to reading a text (or a piece of text) more than once as a strategy to better understand and synthesize the meaning and purpose for reading.

When rereading, students can connect central ideas with the main idea/theme of a text, and support these statements with multiple examples of text evidence.

Students can also identify portions of the text that are confusing to them so that they can then seek clarification when rereading, or can ask a teacher for support.

When close reading is modeled, this skill becomes reinforced and internalized. Providing students with graphic organizers or note taking strategies can further support close reading.



## Role of Students

- Use evidence from the text to ask and answer text-dependent questions
- Increase comprehension of a text through multiple re-readings
- Participate in rich and rigorous conversations about a common text



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As students read, they should be able to locate specific areas of the text that support key ideas, inferences or conclusions, analysis etc.

Using a specific lens will give students a necessary focus as they reread and gather textual evidence.

Not only should teachers model this, but students in conversation with each other should also ask text based questions.

These various skills can be achieved through teachers modeling, and reinforced during whole group and small group activities, which will ensure the necessary scaffolding and supports for readers at all levels.

# 5 Minute Break!



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# Activity 1

## Close Reading a Picture



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## Close Reading of a Picture Directions



- Look at the picture.
- What do you notice? Share your feedback with your group.



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Facilitator Note: This an example of an activity from an ELA unit about Unlikely Friendships that focuses how to conduct a close read. The purpose of this activity is to demonstrate an exercise in close reading using a picture. Regardless of reading ability, all students can participate.

-each group has a picture at their table

-the next slide includes the same picture and should be displayed during this activity

Give groups 3 minutes to share.

## Picture



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Picture 1. Participants should look closely at the picture and make inferences/draw conclusions.

What do you notice?

- a bear
- a dog
- winter
- snow
- hugging
- surprising that a polar bear (who can be ferocious) is hugging a dog instead of attacking it
- size of bear claw in relation to dog

## Directions



Complete the graphic organizer and discuss:

- In the center of each table are graphic organizers for you to use as you study this picture.
- Look at the picture again as you complete the graphic organizer. Remember to use evidence from the picture to support your inferences and conclusions.
- Share your feedback with your group.



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Each table will have picture and graphic organizer (Close Reading of a Picture) available for each participant to complete this activity.

Give groups 5 minutes to reexamine and discuss the picture using notes documented from graphic organizer.

Ask participants to compare their responses.

## Guiding Questions Using Graphic Organizer

- What details do you notice from the picture?
- What was your initial impression and reaction?
- What are your unanswered questions?



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This slide identifies the 3 questions included on the “Close Reading of a Picture” graphic organizer.

Share feedback as a whole group.

Identify a different group to share their feedback per question.

## Further Guiding Questions

- Why do you think the photographer took this picture?
- What is the photographer's point of view?
- What do you notice as different or unusual in the picture? Use information from the picture to support your answer.



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Whole group discussion:

Given that students are analyzing a picture, we are asking for them to make inferences/draw conclusions about the photographer's message, point of view using details from the picture.

For example:

What does the photographer believe?

What does the photographer want people to know?

\* Tell participants that a close reading should take them deeper into the context of the picture than what might be perceived at first glance. These guiding questions will focus their attention on details.



## Capturing the “Big Ideas”

- **Enduring Understanding:**  
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**  
Can we be friends with someone (or something) entirely different from us?



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For the purpose of this presentation, this is the enduring understanding and essential question for a possible unit that grounds the readings and activities.

Whole group discussion:

What are other possible enduring understandings or essential questions you could generate?

## Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in Activity 1.



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Each table should have a Standards graphic organizer and a copy of the Common Core State Standards. Participants should jot down the different standards addressed in this activity, which is part of a larger unit on Unlikely Friendships. This will help us to confirm the alignment of the activity and eventually the overall unit with the Common Core.

## Activity 2

Anchor Text: *Amos & Boris*



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Whether you are conducting a close read of a picture, a careful examination of a chart/graphic, or a focused read on an audio presentation, there are many ways to engage students in close reading that not only engage students but enhance their understanding the same way as a close read of text. Close reading exercises don't always have to begin with a text, and for younger students who have not developed fluency in reading/reading comprehension, guiding them in an exercise of a close read of a picture is a great way to start.

## First Read

Teacher conducts Read Aloud of entire text.

- Can be displayed on Smart Board or using Elmo projector
- Students have individual copies to follow along
- Students listen to teacher modeling fluent reading



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(15 minutes to read aloud)

This can be differentiated by the level of students and what they need, or it can be based on the available materials in the classroom. For example, some students may need one-to-one reading support, while others may work in small groups. Some students may need to follow along with their own copy of the book/text, while others will benefit from the teacher reading aloud to the entire class from a single copy. This really depends on needs of the students, the technology in the school, and the supplies in the classroom.

Avoid giving any background context or instructional guidance at the outset. Students initially grapple with rich texts without the aid of prefatory material, extensive notes, or even teacher explanations. It forces students to rely exclusively on the text instead of privileging background knowledge and helps “level the playing field” for all students as they seek to comprehend.

Asking students to listen to the text exposes them to the rhythms and meaning of the language before they begin their own close reading of the passage. Reading clearly and carefully will allow students to follow the narrative, and reading out loud with students following along improves fluency while offering all students access to complex text. Accurate and skillful modeling of the reading provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.

Teachers may choose to reverse the order of reading aloud and independent reading to provide extra support for struggling readers. Scaffold as appropriate.

## Second Read



Students conduct a close read independently.

- Read pages 16-19, paragraphs 21-28
- Annotate by **circling** unknown words and placing a **?** in areas that you do not understand
- Share with group, teacher will post and review key vocabulary



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Prior to this lesson the teacher must model and establish routines on annotating.

This text lends itself to multiple reads with multiple purposes. For this second read, we are reading the text closely focusing on the lens of friendship (and the essential question). There could be a read focused solely on word choice, setting, character traits, etc.

Remember, students don't need to understand every word. Teach them to use context in order to determine word meaning. Small group mini-lessons on vocabulary may add extra support to students who need it.

Using the information gained from the student annotations, the teacher would then differentiate the vocabulary instruction to meet the various needs of the students in the classroom.

This close reading approach is critical to cultivating independence and creating a culture in which students grapple with complex texts and experience success when they find evidence to support their responses.

## Third Read



- Complete the *Amos & Boris Third Close Read* Graphic Organizer with a partner.
- This set of text-dependent questions focus on key details and ideas.
  - What does this text say?



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For this close read, the participants will read the text again and complete a graphic organizer that contains text-dependent questions.

Students re-read the text while stopping to respond to and discuss the questions through the use of structured talk opportunities and returning to the text to gather evidence.

This is a good point to support differentiation through multiple grouping options. A variety of methods can be used to structure the reading and discussion such as whole class, turn and talk, think-pair-share, independent written response, group work, etc.

## Fold the Line: Text-Dependent Questions

- How does Boris feel about Amos? Use evidence from the text to support your answer.
- How does Amos feel about Boris? Use evidence from the text to support your answer.



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Ask participants to share out their responses from various groups.

Possible option:

Divide the class in half. One half of the room answers the “How does Boris feel about Amos?” questions while the other half answers “How does Amos feel about Boris?” Using the Fold the Line protocol, have students share their responses with a classmate.



## Final Read



- Students will work on completing the text-dependent questions on the Final Close Read graphic organizer.
- This set of text-dependent questions focuses on integrating knowledge and ideas.
  - What is the purpose of this story?
  - What is the central idea?
  - How does the central idea connect to the theme?



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Each time the teacher conducts a close read with the class, there should be a different lens addressed. You can look at the same portion of text through various lenses, or read different sections with the same lens.

## Turn and Talk: Analysis Across Texts

- Using evidence from pages 16-19, describe the friendship between Amos and Boris.
- How does this information connect with Picture 1? Use information from the text and Picture 1 to support your answer.
- What theme do these two texts share? Use evidence from both sources to support your answer.



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Take 10 minutes to share your thoughts with your table.

## Capturing the “Big Ideas”

- **Enduring Understanding:**  
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**  
Can we be friends with someone (or something) entirely different from us?



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How does the preceding activity tie into the unit’s Enduring Understanding and Essential Question that has been identified for this presentation?

## Bringing It Back to the Standards



Using the standards graphic organizer previously used, identify which Connecticut Core Standards (CCS) were addressed in Activity 2.



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Using the same graphic organizer from before, give participants 5 minutes to jot down the different standards addressed in this activity to confirm the alignment with the Common Core.

## Activity 3

Supporting Text: *The Best Day Ever*



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## Incorporating Nonfiction Text



- Read *The Best Day Ever* article independently.
- Take notes on the graphic organizer in the section under “Article” in which you focus on the animals’ actions, gestures, expressions, and relationships.



## Incorporating Multimedia

- Now you will watch a video.



- Take notes on the graphic organizer in the section under “Video” in which you focus on the animals’ actions, gestures, expressions, and relationships.



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The video should be cued to begin at 2:40. Let the video run until the 7:13 mark.

## Guiding Questions

- Does the video change your understanding of what you have read?
- How does reading the chapter and watching the video differ?
- Share your thinking with your table. Designate a table leader who will share responses with the whole group.



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Facilitator addresses these questions after the group watches the video on Surya and Roscoe.

The following components may be addressed: Determining main ideas, making inferences/drawing conclusions, analysis within and across medias (text and video).

Take 5 minutes to share as a whole group.



## Paired Discussions

- What does Suryaia gain from his friendship with Roscoe? Use evidence from the article and video to support your conclusions.
- In contrast, what does Roscoe gain from his friendship with Suryaia? Use evidence from the article and video to support your conclusions.



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Facilitator will randomly distribute book-pair cards to each participant (see handout “K\_5\_Activity 3, Paired Discussions grouping activity.pdf” from Facilitator’s Guide). Participants will look for the colleague who shares the character from the same book. Pairs will work together to answer the above questions.

This activity should take 5-7 minutes.



Who can resist this picture of Suryia and Roscoe reading a book about themselves?

## Capturing the “Big Ideas”

- **Enduring Understanding:**  
Friendships can develop unexpectedly in unlikely ways and places.
- **Essential Question:**  
Can we be friends with someone (or something) entirely different from us?



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How does the preceding activity tie into the unit’s Enduring Understanding and Essential Question that has been identified for this presentation?

## Bringing It Back to the Standards



Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in Activity 3.



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Using the same graphic organizer from before, give participants 5 minutes to jot down the different standards addressed in this activity to confirm the alignment with the Common Core.

## Bringing It Together

### Optional Culminating Activities



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Thus far, throughout this presentation, participants have had an opportunity to practice close reading through various lenses and engage in discussion through multiple discussion protocols. Participants have had an opportunity to connect these activities to the CCS to ensure alignment. At this point, we will move forward and look at various ways in which we can incorporate other components of the CCS that include longer pieces of writing and research while also including possible ideas for mini-lessons.

## Optional Activities: Opinion Writing

- Each group will read a chapter from the book *Unlikely Friendships* by Jennifer S. Holland.
- As you read closely, gather information on the animals to answer the following question:
  - Can we be friends with someone (or something) entirely different from us?



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Note to facilitator:

Activity 4: Each group will answer the question stated above after reading a chapter from the book *Unlikely Friendships* by Jennifer S. Holland.

Each table will be numbered 1-4. Each number is associated with a particular story from the book *Unlikely Friendships for Kids*. Copies of the chapter (as associated with number) will be available at each table.

- 1= The Dog and the Piglet
- 2=The Orangutan and the Cat
- 3= The Hippopotamus and the Goat
- 4= The Deer and the Dog

Another possible option is to Jigsaw this activity. The Home Group could be divided into the 4 groups where each participant works with the Expert Group in order to read their assigned chapter. Participants will then report back to the Home Group on what evidence they found while reading that answers the essential question “Can we be friends with someone (or something) entirely different from us?”

## Optional Activities: Opinion Writing

- What are the qualities of a good friendship?
- Based on the animals you've seen and discussed in group, would you describe them as having unusual friendships? Use information from the picture, text and video to support your answers.
- Opinion Writing Activity/Speech



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Facilitator Note: These ideas are just possible options that allow the incorporation of writing and speaking. Have participants brainstorm possible ways that students could demonstrate their understanding, i.e. small groups and then students can write an opinion piece, give a speech, make collages, write poems, write narratives about friendships, and/or **students in grades K and 1 could illustrate their ideas and present them.**

## Optional Activities: Research and Informational Writing



Under the overarching theme of Unlikely Friendships:

- Divide class into 4 groups.
- Each group will be provided with a different focus.
- Within each group, students will work together to research their topic.
  - Group 1: Dogs
  - Group 2: Cats
  - Group 3: Goats
  - Group 4: Deer
- Once resources are collected and evidence is gathered, each student will independently write an informational paper about an unlikely animal friendship based on their research.



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Here is another possible option in which students can conduct research on specific animals and the unlikely friendships that they can develop. Multiple articles, stories, and multimedia can be presented to each group in order for students to gather information. After collecting evidence, students will independently write an informational/explanatory piece.

Other topics can be selected to incorporate the various purposes for writing.



## Using Mini Lessons

- Using text evidence for elaboration
- Developing introductions and conclusions
- Editing for grammar usage, punctuation, spelling, capitalization, sentence structure
- Using transitions in writing
- Stating an opinion or central idea
- Reading texts that support specific purposes



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Note to facilitator: While teaching the topic of Unlikely Friendships, students can build knowledge and enhance skills through a variety of other activities/mini-lessons.

The purpose of this slide is to briefly reference the types of mini-lessons that should be used to give students a greater exposure for reading and writing under the theme of Unlikely Friendships. It should be clear that while students are conducting close reading, there are other ways we can develop their learning and building knowledge.

To coincide with the activities conducted in this presentation, teachers should also be incorporating mini-lessons that provide students with support and guidance on various skills. This will support differentiated instruction and address the needs of Tier 1 instruction.

## Using Mini Lessons

- Writing for different purposes and audiences
- Organizing ideas using note taking strategies/graphic organizers
- Collecting information using books, articles, references online
- Finding credible sources
- Citing information



## Bringing It Back to the Standards

- Using the standards graphic organizer, identify which Connecticut Core Standards (CCS) were addressed in the Optional Activities.
- How many standards were met during today's activities?



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Using the same graphic organizer from before, give participants 5 minutes to jot down the different standards addressed in this activity to confirm the alignment with the Common Core.

How many standards were met during these activities?

- Discuss at your tables
- Whole group discussion

# Connecting These Standards to the Smarter Balanced Claims



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## Alignment of Standards with Smarter Balanced Claims

What is a claim?

- Broad statements of the assessment system's learning outcomes, each of which requires evidence that articulates the types of data/observations that will support interpretations of competence towards achievement of the claims

The claims have been carefully aligned with the expectations of the CCS.



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The overall focus of this presentation has been to illustrate the ways in which the Smarter Balanced Assessment Consortium assessment's claims are aligned to the standards. However, we need to reiterate that we do not encourage teaching to the test. The standards themselves are not discreet skills and should not be used as a checklist, but rather embedded in a larger curriculum. Best practices and ongoing incorporation of the following will give students the kinds of preparation needed to access the content of the Smarter Balanced Assessments.

\*Students need to engage in reading, writing, listening, and research for a purpose

\*Students need regular exposure to a range of complex literary and informational texts across content areas

\*Students should be building skills that incorporate text evidence in reading, writing, research activities and well as the use of multiple sources across disciplines \*Students should be familiar with the integration of technology and multi-media sources throughout instruction (including frequent use of computers, online sources/materials)

The Overall claim is specific to grade level. The overarching claims are specific to grades 3-8 (progressing towards college and career readiness) and grade 11 (demonstrate college and career readiness).

The definition of the claim can best be supported in subsequent slides in which we go through the individual claims and connect back to the activities conducted in this presentation.

## Claim 1: Reading

**Claim 1 Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

In the earlier activities modeled, students:

- read complex literary and informational texts
- used implicit and explicit details to support inferences and conclusions



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Claim 1 for the Smarter Balanced Summative Assessment is noted in this slide. The points listed are those modeled throughout the presentation and they connect the key skills that are assessed on the summative assessment.

For the purposes of assessing Claim 1:

At each grade level, students will engage with a variety of literary and informational texts, including literary nonfiction and texts covering science, social studies, and technical topics.

Students are expected to answer questions that range from demonstrating the ability to locate key details and summarize central ideas to using textual evidence to analyze and support judgments made about the ideas presented.

Some assessment items/tasks will focus on reading one text, while others will require students to compare, analyze, or integrate information from more than one text.

## Claim 1: Reading

**Claim 1 Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

In the earlier activities modeled, students:

- summarized key details and central ideas
- examined vocabulary in context and made meaning using context clues
- analyzed in and across texts



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Claim 1 for the Smarter Balanced Summative Assessment is noted in this slide. The points listed are those modeled throughout the presentation and they connect the key skills that are assessed on the summative assessment.

For the purposes of assessing Claim 1:

At each grade level, students will engage with a variety of literary and informational texts, including literary nonfiction and texts covering science, social studies, and technical topics.

Students are expected to answer questions that range from demonstrating the ability to locate key details and summarize central ideas to using textual evidence to analyze and support judgments made about the ideas presented.

Some assessment items/tasks will focus on reading one text, while others will require students to compare, analyze, or integrate information from more than one text.

## Claim 2: Writing

**Claim 2 Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- composed full texts - informational or opinion
- addressed purpose and audience
- stated an opinion or central idea
- provided supporting evidence/details/elaboration consistent with focus/thesis/claim



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The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

At each grade level, students will demonstrate their ability to work with—compose, revise, and/or edit—a variety of shorter and longer literary and informational texts for different purposes.

As a reminder, assessment items and tasks addressing this claim include a combination of the following types of writing:

- narrative writing about real or imaginary experiences or events,
- writing informational/explanatory texts,
- writing opinions/arguments about a topic,
- and writing opinions/arguments in response to texts read (either fiction or nonfiction).

Therefore frequent and ongoing exposure to writing for all purposes and to a variety of audiences using a range of sources will prepare students for these type of assessment items.



## Claim 2: Writing

**Claim 2 Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- learned to use transitional strategies
- developed a topic and elaborated using evidence from the text(s)
- wrote effective introductions and conclusions



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The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

## Claim 2: Writing

**Claim 2 Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

In the earlier activities modeled, students:

- used appropriate vocabulary for audience, purpose and task
- used language effectively (including word choice, sentence variety, and voice)
- edited their own writing for conventions of Standard English



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The information on this slide describes the expectation of Claim 2 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

## Claim 3: Listening

**Claim 3 Listening:** Students can employ effective listening skills for a range of purposes and audiences.

In the earlier activities modeled, students:

- worked collaboratively
- expressed their own ideas and listened carefully to ideas of others
- integrated information from oral, visual, and media sources
- evaluated what they heard



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The information on this slide describes the expectation of Claim 3 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

For the purposes of the Claim 3 Listening assessments, students at all grade levels will listen to/view a variety of non-print texts, such as following directions or procedures in a simulation or hands-on task, or viewing demonstrations, lectures, media messages, speeches, etc., and responding to comprehension- and integration/analysis-type questions (similar to the selected-response and open-response questions described for Claim #1).

The stimuli for the listening comprehension items will be drawn from a range of subject areas, including but not limited to science, history, and technical topics.

Listening comprehension items and tasks may include input that is audio-visual, as well as just audio in nature, and can be controlled by individual students as needed (e.g., repeated or paused for note taking).

## Claim 4 Research



**Claim 4 Research:** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

In the earlier activities modeled, students:

- conducted short research projects to answer a question or investigate a topic
- located information from print and non-print sources
- used evidence to generate opinions or central ideas and cited evidence to support them



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The information on this slide describes the expectation of Claim 4 for the Smarter Balanced Summative Assessment and then connects key skills aligned to activities modeled in this presentation.

Research and inquiry tasks are a means by which students can demonstrate their ability to think critically, analyze and synthesize information, and communicate effectively.

At each grade level, students will explore a topic, issue, or complex problem that may involve working with peers to gather and/or interpret information from multiple sources through the completion of a Performance Task. Sources will be varied in terms of types, format, and content area.

Individual students then select, analyze, and synthesize information in order to craft a coherent response to the problem or prompt using supporting evidence.

In these multi-step performance tasks, students demonstrate their ability to apply literacy skills across content areas—history/social studies, science, and technical subjects, as well as the language arts.

**Note:** Handout 11 in the Participant Folder includes the Smarter Balanced Performance Task Writing Rubrics for narrative, opinion and informational writing.

# The Components of the Smarter Balanced Assessment System



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## The Smarter Balanced Assessment System

The Smarter Balanced Assessment System includes:

- formative tools in the Digital Library that benefit both instruction and learning
- interim assessments that mirror the summative assessment in test design
- summative assessments that are computer adaptive and administered during the last 12 weeks of the school year



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When people think of Smarter Balanced, they think of the summative test. One of the great components of the Smarter Balanced Assessment System is the Digital Library which contains tools to support the formative process. There is also an interim assessment component which is helpful for teachers as it mirrors the summative assessment and will provide information on how students are meeting the performance expectations of the claims.

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**The Digital Library** is an online collection of instructional and professional learning resources contributed by educators for educators. The resources are aligned with the intent of the Common Core State Standards and will help educators implement the formative assessment process to include teaching and learning.

All resources must support or lend itself to support one of the formative assessment attributes:

- Clarify intended learning
- Elicit evidence
- Interpret evidence
- Act on evidence

The Digital Library will contain assessment literacy modules, exemplar assessment modules and education resources.

For more information:

<http://www.smarterbalanced.org/k-12-education/teachers/>

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335358>

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The Smarter Balanced **Interim Assessments** serve as progress checks, providing evidence on students' strengths and limitations in relation to the standards, and may also be diagnostic if they are detailed enough.

These checks identify students needs as to how they are progressing in their understanding of the content taught. A snapshot of how students are progressing giving an indication on how they would perform on the summative assessment.

Interim assessments are also helpful in providing data about the strengths and limitations of curriculum or program. Focusing questions

- How are the students progressing?

- How well is this program working?

Open-Ended test items will be locally scored. All scoring materials will be made available to districts.

**There are no security expectations for the items in the interim assessment item bank, and the interim assessments are not intended to be used for accountability purposes.**

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The 2014-2015 Smarter Balanced **Summative Assessment** testing schedule is available on the CSDE website. For more information about Smarter Balanced, please visit the CSDE and Smarter Balanced websites.

## Supporting Students Who Take the Smarter Balanced Assessments

- Frequent exposure to typing, writing and reading on-line
- Regular use of online tools such as highlighting, note-taking, increasing/decreasing font size, scrolling
- Familiarity with navigating the assessment through the online training and practice tests



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The practice and training tests will allow students to familiarize themselves with the embedded accommodations, text format, and tools. They will also allow students to see the types of items presented. Incorporating the standards when accessing the content will help prepare students; however, teachers may also use some of the strategies outlined here to help prepare students with the newer technology demands of the Interim and Summative assessments.

**The Smarter Balanced Practice Test** allows teachers, students, parents, and other interested parties to experience a full grade-level assessment and gain insight into how Smarter Balanced will assess students' mastery of the Common Core. The Practice Tests mirror the year-end assessment. Each grade level assessment includes a variety of question types and difficulty (approximately 30 items each in ELA and math) as well as an ELA and math performance task at each grade level (3–8 and 11). The May 2014 version of the Practice Tests include additional universal tools, designated supports, and [accommodations](#) that were not available in the previous version. All language supports, including translated glossaries and stacked Spanish translation, are available on mathematics Practice and Training Tests

**The Training Tests** are designed to provide students and teachers with opportunities to quickly familiarize themselves with the [software](#) and navigational tools that they will use on the upcoming Smarter Balanced Field Test and/or the spring 2015 Smarter Balanced Assessments. The Training Test is organized by grade bands (grades 3 to 5, 6



to 8, and high school) and each test contains 14-15 questions. The questions on the Training Test were selected to provide students with an opportunity to practice a range of question types. The Training Tests do not contain performance tasks. Similar to the Practice Test, the Training Test includes all embedded universal tools, designated supports, and accommodations.

## Smarter Balanced Practice and Training Tests

Smarter Balanced Practice and Training  
Tests available for math and ELA/Literacy  
[http://www.smarterbalanced.org/practice-  
test/](http://www.smarterbalanced.org/practice-test/)



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Updated in May 2014, the URL included above will give teachers access to the Smarter Balanced Practice and Training Tests available for math and ELA.

# Questions



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## Success Criteria

- I can explain how the Connecticut Core Standards (CCS) connect to the Smarter Balanced claims.
- I can meet the scope of the standards through best practices and by incorporating a variety of strategies and activities across content areas.



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Facilitator: Take a moment to have participants reflect on the Success Criteria following the conclusion of this presentation.

## Additional Resources



- CT Core Standards: <http://ctcorestandards.org/>
- Connecticut Dream Team 2014 ELA Resources: [http://ctcorestandards.org/?page\\_id=869](http://ctcorestandards.org/?page_id=869)
- Achieve the Core: <http://achievethecore.org/>
- iCONN.org – Connecticut’s research engine
- Text Complexity Rubrics and Placemats: <http://achievethecore.org/page/642/text-complexity-collection>



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This slide includes some resources

## Additional Resources

- Smarter Balanced Practice Tests and Training Site  
<http://sbac.portal.airast.org/practice-test/resources/>
- Smarter Balanced Assessment System:  
<http://www.smarterbalanced.org/>
- Karin Hess Depth of Knowledge  
<http://static.pdesas.org/content/documents/M1-Slide 22 DOK Hess Cognitive Rigor.pdf>



## Additional Resources

### Digital Library

- <http://www.smarterbalanced.org/k-12-education/teachers/>
- <http://www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=335358>



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## Additional Resources

- Smarter Balanced Scoring Guides and Performance Task Writing Rubrics can be accessed at:  
<http://sbac.portal.airast.org/practice-test/resources/>
- Copies of the Performance Task Writing Rubrics are included in each participant folder.





# Connecticut State Department of Education

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