

## 4 Steps to Analyze Student Work

1. What standard or standards are addressed?
2. What do you consider a proficient response for this formative assessment?
3. What do you see in the work samples?  
Strengths? Weaknesses?
4. What do students' needs indicate for designing instruction to move their learning forward?

# NAEP QUESTIONS TOOL

[http://nces.ed.gov/nationsreportcard/about/  
booklets.aspx](http://nces.ed.gov/nationsreportcard/about/booklets.aspx)

## The Tell Tale Heart by Edgar Allan Poe

### Lesson 1

#### Paragraph 1

TRUE! -- nervous -- very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses -- not destroyed -- not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! And observe how healthily -- how calmly I can tell you the whole story.

Respond briefly in writing to the following prompt:

What is the narrator's purpose in asking the two questions in paragraph 1?  
Answer the prompt by citing strong and thorough textual evidence.

#### 1. What standard or standards are addressed?

CCRA. R.6	Assess how point of view or purpose shapes the content and style of a text.
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
W.10.29	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply Grade 10 reading standards to literature (e.g., "analyze how an author draws on and transforms source material in a specific work...")
L.10.37	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.10.38	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

#### 2. What do you consider a proficient response for this formative assessment?

## "Text-Dependent Questions

Douglas Fisher and Nancy Frey

"Effective questions about literature and non-fiction texts  
require students to delve into a text to find answers"

Fisher, D. & Frey, N. (2012). Text-Dependent Questions.  
*Principal Leadership*, September, 70-73

[https://www.principals.org/Content/158/pl\\_sept12\\_instructldr.pdf](https://www.principals.org/Content/158/pl_sept12_instructldr.pdf)



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Name: \_\_\_\_\_

[http://www.fisherandfrey.com/\\_admin/\\_filemanager/File/Text\\_Dependent.pdf](http://www.fisherandfrey.com/_admin/_filemanager/File/Text_Dependent.pdf)

Date: September 2012

Hierarchical: 8 Main Ideas

# Side Ideas

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## Text-Dependent Questions

Is about ...

Douglas Fisher's and Nancy Frey's six types of text-dependent questions and how they influence the way a student reads a text.

Order Main Idea

Details

**Introduction**

**General Understanding**

**Key Details**

**Vocabulary and Text Structure**

**Purpose**

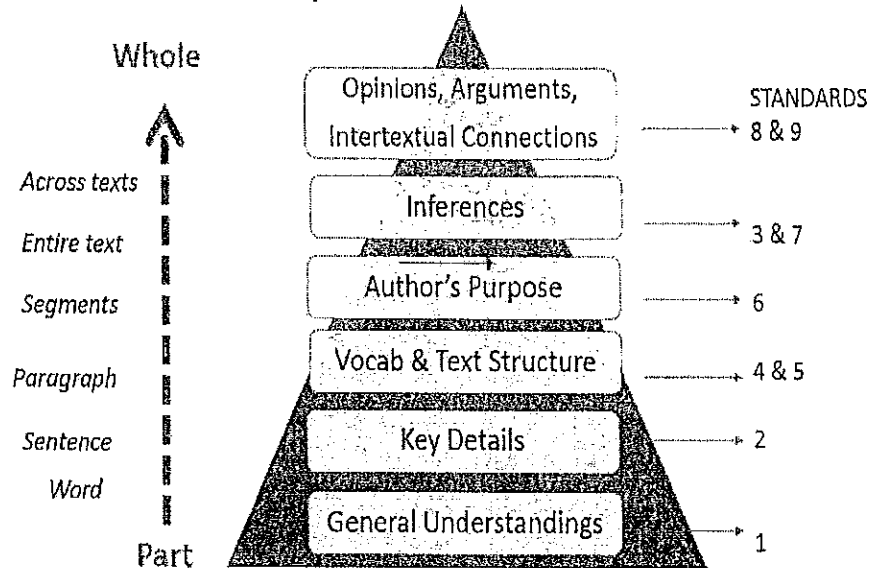
**Inferences**

**Opinions, Arguments, Intertextual Connections**

**T-D Questions Prompt Critical Thinking**

So what? What is important to understand about this?

# Progression of Text-Dependent Questions



Source: Frey, N., & Fisher, D. (In press). Common core language arts in a PLC at work (Grades 9–12). Bloomington, IN: Solution Tree.

<p><b>"Text-dependent questions, as the name denotes, are questions designed around a fiction or nonfiction piece that prompt readers to use the actual text to respond. These are questions designed to compel students to examine and analyze the author's work at a sophisticated level to decipher surface and hidden meanings."</b></p> <p><i>Mapping and Designing Units to the ELA Common Core, 6-12</i> by Kathy Glass</p>	<p><b>Text-Dependent Questions are not...</b></p> <ul style="list-style-type: none"> <li>➤ Low-level, literal, or recall questions</li> <li>➤ Focused on comprehension strategies</li> <li>➤ Just questions...</li> </ul>	<p><b>Text-Dependent Questions...</b></p> <ul style="list-style-type: none"> <li>• Can <i>only</i> be answered with evidence from the text.</li> <li>• Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.</li> <li>• Focus on the word, sentence, and paragraph, as well as larger ideas, themes, or events.</li> <li>• Focus on difficult portions of text in order to enhance reading proficiency.</li> <li>• Can also include prompts for writing and discussion questions.</li> </ul>
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Text Dependent Question  
Stems and Frames Aligned to  
College and Career  
Readiness Reading Anchor  
Standards (CCRA.R)

**KEY IDEAS AND DETAILS:  
STANDARDS 1-3**

**CCRA.R.1**

- Cite evidence to prove what is indirectly stated in the text.
- Cite examples to show what the author is trying to say.
- What clues show you...?
- Who are the main characters? Cite evidence to prove it.
- What is the setting? Cite evidence.
- When does the story take place? How do you know?
- What evidence showed...?
- Cite evidence to show how...

**CCRA.R.2**

- What is the central idea? Cite evidence to prove it?
- What is the central message? Cite evidence to prove it.
- What is the theme? Cite evidence to prove it?
- What is the topic? Cite evidence to prove it.
- What are key ideas or details?
- Where does the author prove the intended message?
- Summarize the main ideas, details, or points of the text.
- Explain how the author shows the central idea. Cite evidence.

**CCRA.R.3**

- What evidence shows that a character is working on a solution?
- What evidence shows that a character is having a conflict?
- Explain and cite evidence that shows how the characters relate to each other.

- Cite evidence to show that a specific character is changing.
- Cite evidence to show how the events unfold.
- How did the central idea of the text develop? Cite evidence.
- Cite evidence to show how the plot is revealed.
- Explain how the key points, ideas, and message are made known. Cite evidence.

**CRAFT AND STRUCTURE  
STANDARDS 4-6**

**CCRA.R.4**

- What is the meaning of \_\_\_\_ as used in the text?
- What is the meaning of the phrase \_\_\_\_ as used in the text?
- How does the word \_\_\_\_ contribute to the \_\_\_\_?
- How does the phrase \_\_\_\_ contribute to \_\_\_\_?
- What is the purpose of this word?
- What is the purpose of this phrase?
- What in the text helped you understand this work?
- What in the text helped you understand the meaning of this phrase?

**CCRA.R.5**

- The text begins with...How does the beginning shape the text?
- What does the opening help you recognize?
- How does the sentence...affect the structure?
- How the chapter ...affect the overall text?
- How does stanza... fit into the overall structure?
- How does paragraph... fit into the overall structure?
- Where in the text does the author show...? How does this affect the text?
- The text ends with...Describe how this wraps up or closes the text?

### CCRA.R.6

- How does the author develop the point of view in the text?
- What is the purpose of the text?
- The author included \_\_\_ in the text. Determine why. Cite evidence to support.
- Locate a sentence, phrase, or paragraph that persuades. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that informs. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that entertains. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that describes or explains something. Cite evidence to explain how.

### INTEGRATION OF KNOWLEDGE AND IDEAS STANDARDS 7-9

#### CCRA.R.7

- What is the purpose of the information that is graphically displayed? Cite evidence to explain.
- What information did you gain from the graphics that is not written in the text? Cite evidence to explain.
- How do the graphics affect the meaning of the text? Cite evidence to explain.
- What is the purpose of the illustrations? Cite evidence to explain.
- Describe the relationship between the graphics and the text.
- Explain the purpose of the \_\_\_.
- How do the graphics enhance the meaning of the text? Cite evidence.

#### CCRA.R.8

- How does the author support the points of the text? Cite evidence to explain.
- Describe how the author proves the key ideas of the text. Cite evidence.

- Does the author support the intended message with adequate information? Cite evidence to support your opinion.
- Cite evidence that supports the various points of view in the (text, article, paragraph, graphic, picture, etc.)
- How does the tone of the text change? Why does it change? Cite evidence to explain.
- What evidence does the author give that relates to the argument?
- Describe which reasons and evidence support specific points.

#### CCRA.R.9

- How do the two texts address similar themes? Cite evidence to explain.
- How do the texts address similar topics? Cite evidence to explain.
- Cite evidence that supports the similarities of the texts.
- Compare and contrast the texts.
- Describe the different approaches the authors of the \_\_\_ (articles, paragraphs, pictures, graphics, etc.) use to communicate information on the same topic. Cite evidence to explain.
- Describe how the concepts/information about the same topic are presented in the \_\_\_ (articles, paragraphs, pictures, graphics, etc.)

**Using text dependent questions and close reading strategies will help students move towards being able to:**

**Read and comprehend complex literary and informational texts independently and proficiently. (CCRA.R.10)**

Adapted from *Text Dependent Question Stems and Frames*, available on Teachers Pay Teachers, Teacher 247.



**9.2.1****Lesson 1****Introduction**

In this first lesson of the unit and the module, students will begin an exploration of Edgar Allan Poe’s “The Tell-Tale Heart.” They will listen to a masterful reading of the text and begin to analyze the first paragraph of this classic text, in which Poe introduces the narrator.

Students will analyze and discuss anchor standard CCRA.R.6 and, in the lesson assessment, begin to consider the narrator’s purpose in the first paragraph. For homework, students will continue to read their Accountable Independent Reading through the lens of their focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of their text based on that standard. Additionally, students will reread and annotate paragraph 1 of “The Tell-Tale Heart” to gather evidence about whether the narrator is mad. Students will preview paragraph 2 and annotate using the annotation codes from Module 9.1.

**Standards**

Assessed Standard(s)	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
Addressed Standard(s)	
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

## Assessment

Assessment(s)
<p>The learning in this lesson will be captured through a Quick Write at the end of the lesson. Students will answer the following prompt based on the close reading (citing evidence from the text and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>• What is the narrator's purpose in asking the two questions in paragraph 1?</li> </ul>
High Performance Response(s)
<p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>• The questions show that the narrator is speaking to someone who has accused him of being mad. And, by asking the questions, he is trying to prove that he is not mad: "but why will you say that I am mad?"</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>• in medias res (adv.) – in or into the middle of a narrative or plot</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>• None.</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: CCRA.R.6, RL.9-10.5, W.9-10.9.a</li> <li>• Text: "The Tell-Tale Heart," entire text and paragraph 1</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Unit and Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. "The Tell-Tale Heart" Masterful Reading</li> <li>4. Paragraph 1 Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 20%</li> <li>2. 5%</li> <li>3. 30%</li> <li>4. 20%</li> <li>5. 15%</li> <li>6. 10%</li> </ol>

## Materials

- Copies of “The Tell-Tale Heart” for each student
- Copies of the 9.2 Common Core Learning Standards Tool for each student
- Free Audio Resource: [http://www.loudlit.org/audio/heart/pages/01\\_01\\_heart.htm](http://www.loudlit.org/audio/heart/pages/01_01_heart.htm)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage Indicates the percentage of lesson time each activity should take.
	Plain text (no symbol) indicates teacher action.
	<b>Bold text (no symbol)</b> indicates questions for the teacher to ask students.
	<i>Italicized text (no symbol)</i> indicates a vocabulary word.
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction to Unit and Lesson Agenda

20%

Introduce the focus of this unit and module: Build students’ ability to read complex texts and use evidence to talk and write about fiction, nonfiction, drama, and poetry. Share with students the End-of-Unit Assessments and the Module Performance Assessment. Inform students that their work over the next several weeks should prepare them for each of these assessments. Briefly introduce the unit and the texts: “The Tell-Tale Heart” from Edgar Allan Poe and “I felt a Funeral, in my Brain,” by Emily Dickinson. Inform students that this unit will focus on analyzing the development of central ideas through specific textual details like point of view and structural choices.

- ▶ Students listen.

Distribute copies of the 9.2 Common Core Learning Standards Tool to each student. Explain that students will continue to work on mastering the skills described in the Common Core Learning Standards (CCLS) throughout this new module and the rest of the year.

- ▶ Students listen and examine their 9.2 Common Core Learning Standards Tool.

- ① It may be helpful here to explain to students that they will be returning to the standards at the beginning of each lesson, as they did in Module 9.1. Whenever a new standard is introduced,

students will use their 9.2 Common Core Learning Standards Tool to read, paraphrase, and assess their familiarity with and mastery of the new standard.

Introduce the agenda and the assessed standard for this lesson: CCRA.R.6. Today, students will experience a new text called “The Tell-Tale Heart” through a masterful reading and will begin the process of reading paragraph 1 closely. Students will analyze and discuss reading standard CCRA.R.6 and begin to consider the narrator’s purpose in paragraph 1.

- ▶ Students look at the agenda.

Inform students that they will begin working with two new standards in this lesson: CCRA.R.6 and W.9-10.9.a. Ask students to individually read standards CCRA.R.6 and W.9-10.9.a on the 9.2 Common Core Learning Standards Tool and assess their familiarity with and mastery of these standards.

- ▶ Students read standards CCRA.R.6 and W.9-10.9.a and assess their familiarity with and mastery of these standards.

- ① “The Tell-Tale Heart” is an excellent text in which to discuss point of view. However, the language of standard RL.9-10.6 specifies a focus on literature from outside the U.S. In order to give students an opportunity to consider point of view with this classic text, this unit focuses on Anchor Standard CCRA.R.6, rather than the grade level standard.

Instruct students to focus on CCRA.R.6. Ask students the following questions:

**What is point of view?**

- 🗣️ Point of view is the narrator or who is telling the story.

**What are examples of text content?**

- 🗣️ Student responses may include the following: characters, plot, theme, or setting.

**What are examples of text style?**

- 🗣️ Student responses may include the following: punctuation used, how the plot or action is ordered, the story’s pacing, word choice.

**Ask students to paraphrase standard CCRA.R.6**

- 🗣️ How the author influences what is in the story and how it is written.

- ① Students will have the opportunity to assess their familiarity with and mastery of each of the other standards as they are introduced in subsequent lessons.

- ① It may be useful to have the standards written on the board or displayed in some other way before class begins, for ease of student reference and to encourage students to develop ownership of the standards.

Ask students to look at W.9-10.9.a in pairs and compare it to RL.9-10.1, a standard they worked with several times in the last module. Instruct students to talk about what they notice about these two standards.

- Student responses may include the following: Both standards ask students to learn to use evidence from text; W.9-10.9.a asks students to apply the reading standards (which include RL.9-10.1); W.9-10.9.a specifically focuses on using evidence in writing.
- ① Students should easily recognize the similarities between W.9-10.9.a and RL.9-10.1, having worked with the latter extensively in the last module. It may be useful to project both standards if students need additional support.

Inform students that they will be focusing on W.9-10.9.a for this unit, using annotation as they learn first to identify and later to collect evidence from fiction texts.

## Activity 2: Homework Accountability

5%

Check in with students about their Accountable Independent Reading text. Inform students that they will begin discussing their reading in class in Lesson 2, and the focus standard is RL.9-10.4, which they will discuss at the end of this lesson.

- ▶ Students listen.

## Activity 3: “The Tell-Tale Heart” Masterful Reading

30%

Introduce the Quick Write assessment (What is the narrator's purpose in asking the two questions in paragraph 1?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students examine the Quick Write assessment and listen.
- ① Display the Quick Write assessment for students to see.

Distribute copies of “The Tell-Tale Heart” to each student and instruct students to number the paragraphs.

- ▶ Students number the paragraphs on their individual copies of “The Tell-Tale Heart.”
- ① There are 18 paragraphs in “The Tell-Tale Heart.”

Have students listen to a masterful reading of “The Tell-Tale Heart” in its entirety. (Read from “True!—nervous—very, very dreadfully nervous I had been and am” to “It is the beating of his hideous heart!”) Instruct students to read along in their text.

- ▶ Students follow along, reading silently.
- ① Consider reading aloud the text or using a recording for the masterful reading. However, if using a recording, make sure the recording matches the version of the text distributed to the students.
- ① **Differentiation Consideration:** Although this is a short text, consider dividing the masterful reading into sections to allow students to comprehend smaller sections of text. A suggestion is to pause the masterful reading after paragraphs 3, 11, and the text’s conclusion to give students time to write down initial reactions and questions.

Ask students to spend about 3–5 minutes independently writing down initial reactions and questions they have about the text.

- 🗣️ Student questions may include the following:
  - Who thinks the narrator is mad?
  - What is a “vulture eye”?
  - Why would he kill the old man over his eye?
  - How can the narrator hear the old man’s beating heart?
  - What is *vexed*? What is *stealthily*?
  - Is the narrator insane?
  - Why would the narrator allow the police to sit in the bedroom where the body was buried?
  - How can the old man’s heart continue to beat if he is dead?
  - What are *gesticulations*?
  - Could the police tell the narrator was going crazy from the beating heart?
  - What is *mockery*?
  - Is the narrator in prison?
  - Is he telling this story from prison?
  - What is wrong with this narrator?
- ① Assure students that any question related to the text is a valid one. If students are struggling with questions, encourage them to think about unknown vocabulary, textual details that seem confusing, or what they still want to know from the text after this initial reading.
- ① Although students will have questions about unknown vocabulary, consider asking students to leave their vocabulary questions as questions for now, because vocabulary is explored in-depth in subsequent lessons.

Ask students to share out their initial questions. Write these questions on the board or on chart paper. Share with the students that it is okay to have questions as they engage in complex texts. Remind them that many of these questions will be answered as they read the text closely in upcoming lessons. Also, as they read students can keep an eye out for these answers, as well as answers to other questions that may arise.

- ▶ Students share out questions.
- ① Posting these questions will be helpful when students go back and read the text closely in subsequent lessons.

#### Activity 4: Paragraph 1 Reading and Discussion

20%

Instruct students to reread paragraph 1 in pairs.

- ▶ Student pairs reread paragraph 1.

Lead a whole class discussion by asking students the following questions:

What information does the narrator reveal about himself in paragraph 1?

- ☞ Student responses might include the following:
    - He is nervous.
    - He has some disease that has made his hearing sharper.
    - He hears things in heaven, in earth, and in hell.
    - He is going to tell the reader the story.
    - He is worried about being seen as mad.
- ① Consider discussing with students the use of the word *mad* in this text to mean “insane.” If students do not know this alternate use of the word, ask them to use context clues to determine the meaning.

Point out that this narrator provides the point of view for the story. Instruct students to underline the word “I” where it repeats in this paragraph and annotate the text by writing POV in the margin. Remind students that since the narrator is using “I,” the story is written from a first person point of view.

Who is the narrator speaking to?

- ☞ The text does not say. He is either talking to an unknown character or the reader.

What does Poe’s use of punctuation in the first sentence reveal about the narrator?

- ☛ Poe uses punctuation to show how nervous or excited the narrator is. He reveals the narrator's excitability by the narrator exclaiming "True!" and "Hearken!" Poe also uses dashes to show the narrator's repetition, which reveals the narrator's nervousness: "nervous—very, very dreadfully nervous."

Ask students to look again at CCRA.R.6. Point out that the analysis they just did around punctuation is a good example of how the story's point of view shapes the content and style. Instruct students to underline the punctuation and make a note in the margin. Instruct them to use the code POV and write the connection in their own words.

- ▶ Students annotate their text according to the instructions.
- ① This connection is an important one for students to make. If your students need additional scaffolding, it may be helpful to ask them to report out on their annotations and have a brief discussion.

During what part of the action does Poe begin his story?

- ☛ Student responses should include the following: The story begins after the action of the story has occurred. The narrator has already committed the murder and now he is going to tell the story of how it happened: "how calmly I can tell you the whole story."
- ① **Extension:** Consider discussing the literary technique of in medias res (in or into the middle of a narrative or plot) and how Poe structures the story's beginning using this technique.

What is the effect of Poe's choice to begin the story after the action has taken place?

- ☛ Starting the story in the middle creates suspense or anticipation because the reader does not know who the narrator is, what the story is, or who he is talking to: "How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story."

### Activity 5: Quick Write

15%

Introduce the Quick Write assessment by reminding students of the standards they were working on during this lesson: CCRA.R.6 and W.9-10.9.a. Instruct students to respond briefly in writing to the following prompt:

What is the narrator's purpose in asking the two questions in paragraph 1?

Remind students to answer the above prompt based on the reading completed in the lesson by citing strong and thorough textual evidence. Remind them to take a look at the evidence they underlined for Point of View.



- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Introduce the Short Response Checklist and Rubric. Briefly explain the purpose of the Checklist and Rubric: to help students improve their Quick Write and reflective writing responses. Inform students that they should use the Short Response Checklist and Rubric to guide their own writing, and that they will be using it for both Quick Writes and reflective writing assignments. For longer writing assignments (like the Mid-Unit and End-of-Unit Assessments) students will use the Text Analysis Rubric.

Lead a brief discussion of the Short Response Checklist and Rubric categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses.

Transition to independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🔊 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

10%

Introduce standard RL.9-10.4 as a focus standard to guide students' Accountable Independent Reading, and model what applying a focus standard looks like. Inform students that they should prepare for a brief 3–5 minute discussion that will ask them to apply the language of the standards to their reading.

For example, RL.9-10.4 asks students to “Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).” Students who read “The Tell-Tale Heart” might say, “The narrator states, ‘I placed my hand upon the heart and held it there many minutes. There was no more pulsation.’” The word *pulsation* describes what a beating heart should feel like. When the narrator states, “There was no more pulsation,” the reader knows that he feels no heartbeat when he touches the old man’s chest. “The old man was dead.”

- ▶ Students listen.

Display and distribute the homework assignment. For homework, instruct students to continue their Accountable Independent Reading through the lens of the new focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of their text based on that standard.

Instruct students to reread and annotate paragraph 1 to gather evidence about whether the narrator is mad. Instruct students to preview paragraph 2 and annotate using the annotation codes from Module 9.1.

▶ Students follow along.

- ① Consider reviewing the annotation codes introduced in Module 9.1. Box or circle unfamiliar words and phrases and rewrite a word or phrase you might have figured out; star (\*) important or repeating ideas; put a question mark (?) next to a section you are questioning or confused about; and use an exclamation point (!) for areas that remind you of another text or ideas that strike you or surprise you in some way. Remind students that besides using the codes, marking the text with thinking related to the codes is important. Explain that students will continue using these codes throughout their reading of both texts in the unit to think more deeply about the details in each text.
- ① **Differentiation Consideration:** The process of annotation can be complex for some students. Consider providing them the annotation symbols on chart paper, on a handout or bookmark, or posted on their desks.

## Homework

Continue reading your Accountable Independent Reading text through the lens of the assigned focus standard (RL.9-10.4) and prepare for a 3–5 minute discussion of your text based on that standard.

Reread and annotate paragraph 1 to gather evidence about whether the narrator is mad. Preview paragraph 2 and annotate using the annotation codes from Module 9.1.

## Short Response Rubric

Assessed Standard(s): \_\_\_\_\_

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

## Short Response Checklist

Assessed Standard(s): \_\_\_\_\_

Does my writing...	Did I...	<input checked="" type="checkbox"/>
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

## Next Steps

- Share the 4-step process for analyzing student work with your colleagues.
- Co-create text-dependent questions using text from a classroom lesson.
- Teach the lesson incorporating the text-dependent questions.
- Use the 4-step process to sort student work with your colleagues.
- Bring back student work samples and be prepared to share your learning.

## Resources for CCRS #2

**Text Dependent Questions**

“Text Dependent Questions” by D. Fisher and N. Frey

This article explains the progression of Text-Dependent questions.

[http://www.nassp.org/tabid/3788/default.aspx?topic=Instructional\\_Leader\\_0912](http://www.nassp.org/tabid/3788/default.aspx?topic=Instructional_Leader_0912)

Achieve the Core: ELA/Literacy Lesson Bank

This library of almost 300 free, teacher-developed Common Core-aligned lessons for grades 3-10 includes lessons for popular stories, nonfiction texts, basal readers, and anthologies. Each lesson has text dependent questions and an answer key!

<http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/788/ela-literacy-lesson-bank>

Teaching Higher Order Thinking Skills

In this 6 minute video, watch how a teacher has her students create higher order questions in order to analyze and discuss a text.

<https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills>

Getting Ready to Write: Citing Textual Evidence

6 minute Teaching Channel video shows 6th grade students as they identify, discuss, and apply textual evidence.

[https://www.teachingchannel.org/videos/teaching-about-textual-evidence?utm\\_campaign](https://www.teachingchannel.org/videos/teaching-about-textual-evidence?utm_campaign)

Using Questioning to Develop Understanding

In this 2 minute video, Ms. Baines uses questioning to scaffold her 9th grade students' understanding of a text.

[https://www.teachingchannel.org/videos/questioning-in-the-classroom?utm\\_campaign=digest&utm\\_medium=email&utm\\_source=digest](https://www.teachingchannel.org/videos/questioning-in-the-classroom?utm_campaign=digest&utm_medium=email&utm_source=digest)


Higher Order Questions: A Path to Deeper Learning

Six minute Teaching Channel video that shows students creating and using higher order questions to analyze and discuss a text


<https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills>

Text Dependent Question Frames by CCR Reading Standards


These text dependent question frames are organized by Reading College and Career Anchor Standards 1-9, all of which support Standard 10.

 [Text dependent Questions for CCSS Reading Anchor Standards.pdf, 149.55 KB](#)


How to Create Text Dependent Questions: Step Sheet (1 page)

 [Step Sheet Creating Text-Dependent Qs for Close Reading.pdf, 48.42 KB](#)

Higher Order Thinking Skills: Question Prompts

 [Higher Order Thinking Skills Questions Templates.pdf, 65.39 KB](#)

Prompts for Creating Text Dependent Questions

 [Prompts for Text Dependent Questions.pdf, 170.81 KB](#)

NAEP Question Bank

<http://nces.ed.gov/nationsreportcard/itnurlsx/>

## NAEP Questions Tool

<http://nces.ed.gov/nationsreportcard/about/booklets.aspx>

## Rubrics for Writing

RubiStar is a tool to help the teacher who wants to use rubrics, but does not have the time to develop it.

<http://rubistar.4teachers.org/index.php?screen=NewRubric>

## Formative Assessment

### Using Classroom Assessment Techniques

Classroom Assessment Techniques (CATs) are a set of specific activities that instructors can use to quickly gauge students' comprehension. They are generally used to assess students' understanding of material in the current course, but with minor modifications they can also be used to gauge students' knowledge coming into a course or program.

CATs are meant to provide immediate feedback about the entire class's level of understanding, not individual students'. The instructor can use this feedback to inform instruction, such as speeding up or slowing the pace of a lecture or explicitly addressing areas of confusion.

<http://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>

### Analyzing and Learning from Student Work: A Protocol

[https://www4.uwm.edu/Org/mmp/PDFs/Yr5\\_PDFs/Maly-Rahming-Sagrillo-WMC08.pdf](https://www4.uwm.edu/Org/mmp/PDFs/Yr5_PDFs/Maly-Rahming-Sagrillo-WMC08.pdf)

### Classroom Assessment: Every Student a Learner

[http://ati.pearson.com/downloads/chapters/CASL\\_02E\\_C01.pdf](http://ati.pearson.com/downloads/chapters/CASL_02E_C01.pdf)

### Critical Friends: A Process Built on Reflection

[https://depts.washington.edu/ccph/pdf\\_files/CriticalFriends.pdf](https://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf)

### Tuning Protocol

To take part in the Tuning Protocol, educators bring samples of either own work or their students' work on paper and, whenever possible, on video, as well as some of the materials they have created to support student performance, such as assignment descriptions and scoring rubrics.

[http://www.nsrffharmony.org/system/files/protocols/tuning\\_0.pdf](http://www.nsrffharmony.org/system/files/protocols/tuning_0.pdf)