



Curriculum Night

ELA (ENGLISH/LANGUAGE ARTS)

GRADES 3-5

What is close reading?

Analytic Reading is Worth the Effort


The practice of close reading invites students to read repeatedly and is guided by discussion of text-dependent questions. When practices such as close reading are consistently implemented, students become better equipped to handle increasingly difficult texts. Over time, and with practice, they will apply the approaches used in close readings to the extended readings that they do independently. Close reading is a practice that deserves increased attention in elementary school classrooms as students are expected to read and understand increasingly complex texts.


Close Reading Lesson

- ▶ https://youtu.be/HDfv3B_JZQo
- ▶ Students whisper/silent read to themselves, then they read together
- ▶ Students take notes and write down key words
- ▶ Teacher asks guiding questions and refers back to the essential question

Sample 4th grade passage

Read Skillfully ✓

Write about What You Read 

Learn More 

Breaking the Food Chain

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

A food chain is a link between plants and animals. It starts with a plant. The next part of the link is a plant eater. When the prairie plants were uprooted, the animals that depended on them lost their food source. So while the farmers produced more food for people, they broke the animals' food chain. For example, if a bird needs seeds to eat and the plant is gone, that bird will not be able to survive. And the animals that ate that bird won't have any food, either.

A food chain is part of a bigger system called a food web. That web links the living things in an environment. The herbivores in that system depend on the plants. If the plants are removed, the herbivores cannot survive. Herbivores in Chicago include rabbits, squirrels, and many insects. Long ago, they used to include bison and deer. Today you will find some deer in some parts of this area, but you won't find them in the city.

When herbivores lose their food, they die out. Then the carnivores, the animals that eat other animals, lose their food, too. Wolves used to depend on the deer for their food. Without deer, the wolves lost their food. Foxes died out, too. They had hunted birds, even catching ducks when they were on the side of ponds.

Remove just one kind of plant from an environment and you disrupt a food chain. Plow up the land and you destroy the whole system.

What happened in Chicago? People moved in. They built homes. They built streets. They took away land from nature. Look at this timeline and you'll see how more and more people moved here. We don't have the numbers for the bison or deer. But we know that today there are no bison in Chicago, you will only find them at the zoo.

1880 The population of the city is 503,185; farms continue to expand

1890 The population of the city is 1,099,850

1900 The population is 1,698,676

1910 Factories expand in the city; population is 2,185,283

1920 The city's population has grown to 2,701,705

1930 The city's population is 3,376,438

What is the main idea of this passage?

How do you know? Underline five sentences that help you know the main idea.

Close Reading Summary

- ▶ Engages students in critical thinking
- ▶ Reading and re-reading for deeper understanding
- ▶ Teachers ask guiding questions that lead students back to the text
- ▶ Using text evidence to support answers

ELA Text-based Writing in Grade 4-5

- ▶ Informational/Explanatory or Opinion/Argumentative
- ▶ Students read stimulus about a single topic
- ▶ Stimulus consist of several texts writing on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts
- ▶ Text can include graphics such as photographs, tables, and diagrams
- ▶ Students respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument

ELA Writing Scoring Rubric

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

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ELA Writing Scoring Rubric

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>


Florida Standards Assessment


FLORIDA'S TRANSITION TO COMPUTER-BASED TESTING FOR STATEWIDE ASSESSMENTS 2014–18

Assessment	2014–15	2015–16	2016–17	2017–18
FLORIDA STANDARDS ASSESSMENTS American Institutes for Research (AIR)				
Grade 3 ELA	PBT	PBT	PBT	1 st year CBT
Grade 3 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 4 ELA	PBT	1 st year CBT	CBT	CBT
Grade 4 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 5 ELA	1 st year CBT	CBT	CBT	CBT
Grade 5 Mathematics	CBT	CBT	CBT	CBT

Florida Standards Assessment

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2015–2016 SCHEDULE

 Florida Standards Assessments (FSA)	
English Language Arts and Mathematics	
Dates	Assessment
October 12–16, 2015	Paper-Based Accommodations: FSA English Language Arts Grade 10 Retake
October 12–23, 2015	Computer-Based: FSA English Language Arts Grade 10 Retake
February 29–March 11, 2016	Computer-Based (and Paper-Based Accommodations): FSA Grades 4–11 English Language Arts – Writing Component
March 28–April 8, 2016	Paper-Based: FSA Grade 3 English Language Arts FSA Grades 3 and 4 Mathematics
March 28–April 8, 2016	Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Retake
April 11–22, 2016	Paper-Based Accommodations: FSA Grades 4–11 English Language Arts FSA Grades 5–8 Mathematics
April 11–May 6, 2016	Computer-Based: FSA Grades 4–11 English Language Arts FSA Grades 5–8 Mathematics

Next Generation Sunshine State Standards (NGSSS) Assessments	
 FCAT 2.0 Florida Comprehensive Assessment Test® FCAT 2.0	
Dates	Assessment
October 12–16, 2015 and March 28–April 1, 2016	Paper-Based Accommodations: FCAT 2.0 Reading Retake
October 12–23, 2015 and March 28–April 8, 2016	Computer-Based: FCAT 2.0 Reading Retake
April 11–May 6, 2016	Paper-Based: FCAT 2.0 Grades 5 and 8 Science

Test Sessions

ELA Writing: 1- 90 minute session
 ELA & Mathematics: 2-80 minute sessions

How can I help my child?

- ▶ Have him/her complete iReady (a minimum of 1 hour a week in both reading and math)
- ▶ Read a variety of materials: fiction, non-fiction, biography, newspapers, brochures, maps, drama, poetry, technical texts, webpages, and etc
- ▶ Build stamina for assessment by reading for longer periods of time
- ▶ Retell chapters in books both orally and in writing
- ▶ Make sure your child can explain how he/she came to the final answer use evidence from the text