

CC **REGION 13**
EDUCATION SERVICE CENTER

2015 ELAR STAAR

Curriculum Council 9.10.15

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CURRICULUM COUNCIL Real time on your time.

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Break-Down

- Levels of Meaning
- Vertical Considerations: Reading
- Writing for An Audience
- Vertical Considerations: Writing

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READING

Vertical Considerations

CURRICULUM COUNCIL Real time on your time.

Levels of Meaning

"Understanding text" is a complex process that builds upon different kinds of thinking.

Literal Meaning
what is happening?

Interpretive Meaning
what does the author want me to understand?

Analytical Meaning
how does the author use words, language, or other resources to add meaning?

Thematic Meaning
what is a big idea the author wants all of us to understand?

On the Line
The meaning is "right there" in the text.

Between the Lines
Use text and clues to make an inference.

Parts of Lines
Look for parts of text (craft) to find evidence of meaning and author's purpose.

Beyond the Line
Use the meaning of text to be added to the world, human experience.

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Grade 4, Reading

27 Which line from the poem best helps the reader picture the speaker's sandcastle?

- A Let's fill a bucket with water and pour it on the land.
- B To make the sand muddy and damp, to work with it by hand.
- C To start a mighty castle on the playground made of sand.
- D** Then make the sand like towers; form walls that stretch up high.

Please read this item.
Determine what Level(s) of Meaning a student would employ to answer this question correctly.

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English II EOC

47 In the poem, the words "It was an ordinary morning" function as a way of —

- A indicating that the poem is about everyday events
- B** contrasting something unexpected that happens in the poem
- C suggesting that the speaker leads an uneventful life
- D introducing the various routines that occur on normal days

Please read this item.
Determine what Level(s) of Meaning a student would employ to answer this question correctly.

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Other Types of Questions CC

Author's Craft

- Grade 4, Poetry, #27: 67% / 70%
- Grade 7, Expository, #9: 64% / 67%
- English I, Lit. Nonfiction, #29: 72% / 76%

Statewide Percentage Correct
Region 13 Percentage Correct

Levels of Meaning

Understanding text is a complex process and each level offers a different view of meaning.

- Literal Meaning**
 - On the line, the meaning is "the text"
- Interpretive Meaning**
 - Through the use of context and prior knowledge, the meaning is "the text"
- Analytical Meaning**
 - Parts of lines and paragraphs are analyzed for their meaning, and the meaning is "the text"
- Thematic Meaning**
 - Parts of lines and paragraphs are analyzed for their meaning, and the meaning is "the text"

Other Types of Questions CC

Crossover

- Grade 4, #34: 41% / 45%
- Grade 7, #31: 54% / 57%

Statewide Percentage Correct
Region 13 Percentage Correct

Levels of Meaning

Understanding text is a complex process and each level offers a different view of meaning.

- Literal Meaning**
 - On the line, the meaning is "the text"
- Interpretive Meaning**
 - Through the use of context and prior knowledge, the meaning is "the text"
- Analytical Meaning**
 - Parts of lines and paragraphs are analyzed for their meaning, and the meaning is "the text"
- Thematic Meaning**
 - Parts of lines and paragraphs are analyzed for their meaning, and the meaning is "the text"

English I Short Answer CC

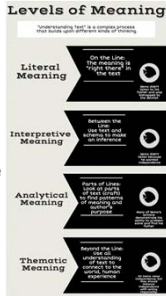
2015 English I Short Answer Response
Single Selection

Score	Statewide %	Region 13 %
0	22	15
1	25	22
2	48	55
3	5	6

Score 3's in Short Answer



- Close reading evident
 - Deep understanding of the text
 - Connecting different parts of the text to bolster an idea
 - Perception and insight into the text
- Writing doesn't follow any given formula or structure



What Do Students Need in Reading Instruction?



Multiple Reads for Different Purposes



- First-Draft Read
- Literal Understanding

JH2
Huck is so not feminine that he is incapable of acting like a girl!

When I see a person in a dress I think it's a woman; Mrs. Loftus is saying that there is someone being a girl. Huck knew she dresses.

women in that old calico. You do a girl tolerable poor, but you might fool men, maybe. Bless you, child, when you set out to thread a needle don't hold the thread still and fetch the needle up to it; hold the needle still and poke the thread at it; that's the way a woman most always does, but a man always does t'other way. And when you throw at a rat or anything, hitch yourself up a tiptoe and fetch your hand up over your head as awkward as you can, and miss your rat about six or seven foot. Throw stiff-armed from the shoulder, like there was a pivot there for it to turn on, like a girl; not from the wrist and elbow, with your arm out to one side, like a boy. And, mind you, when a girl tries to catch anything in her lap she throws her knees apart; she don't clap them together, the way you did when you caught the lump of lead. Why, I spotted you for a boy when you was threading the needle; and I contrived the other things just to make certain. Now trot along to your uncle, Sarah Mary Williams George Alexander Peters, and if you get into trouble you send word to Mrs. Judith Loftus, which is me, and I'll do what I can to get you out of it. Keep the river road

JH2

graphic

Janet Hester, 9/2/2015

English II EOC

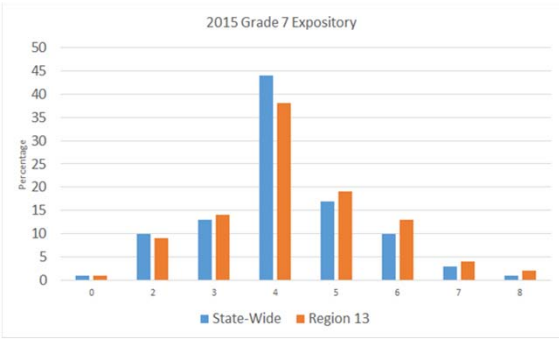


2 What is the most effective way to combine sentences 7 and 8?

- F Afterward Grady became upset and ran toward the nearest source of light, probably thinking it was an exit from the barn.
- G Afterward Grady, who became upset and ran toward the nearest source of light, probably thought it was an exit from the barn.
- H Afterward Grady became upset because she probably thought it was an exit from the barn and ran toward the nearest source of light.
- J Afterward Grady became upset and ran toward the nearest source of light, she probably thought it was an exit from the barn.

Please read this item.
 What skills must students employ to answer correctly? What type of considerations?

Grade 7 Expository



What Do Students
 Need in Writing
 Instruction?



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Writing for an Audience

Audience Appeal?

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Writing for an Audience in Mind

- What does my audience need to know?
- How should I organize the information so it makes sense?
- Will it be clear to a reader?
- Is the language specific?
- Does every sentence contribute?

Social thinking in writing . . .

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Writing Instruction

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Next Steps

- Continue vertical conversations about instruction
- Remember to read for different levels of meaning
- Remember to keep writing as a “core value”

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Thank You!

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