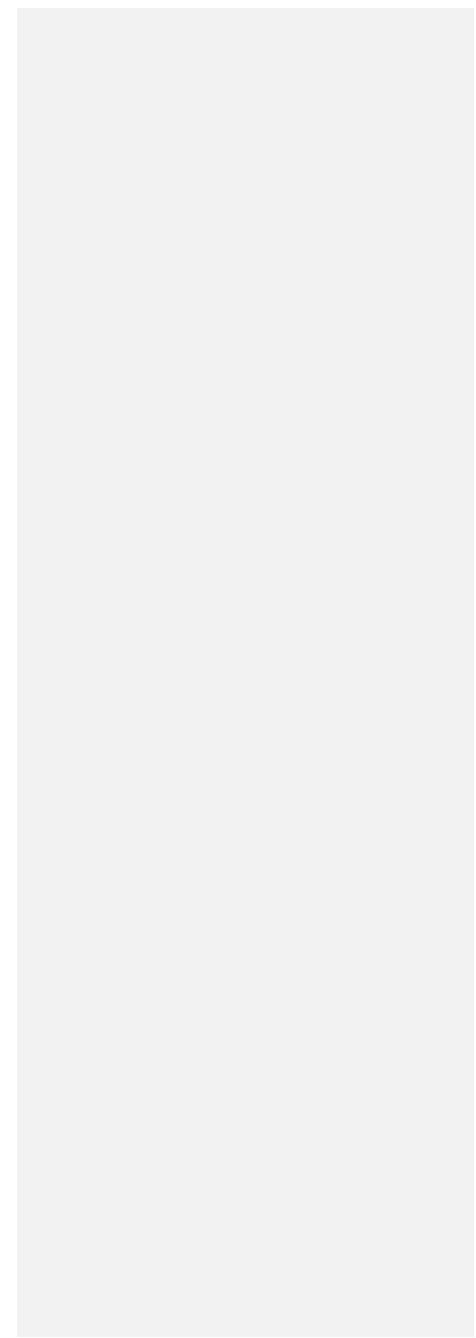


Chris Crouch 12/10/13 2:37 PM  
**Comment [1]:** How do you assess text complexity to meet student needs?

		<b>CCSS.ELA-Literacy.CCRA.R.1</b> 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.					
<b>Grade 8</b>	In Grade 8, students will refine the use of textual support from the Grade 7 expectation of citing "several pieces" to the Grade 8 expectation of selecting the evidence "that most strongly supports" a conclusion.						
	<b>Emerging</b>	<b>Ideas for Progress</b>	<b>Developing</b>	<b>Ideas for Progress</b>	<b>Accomplishing</b>	<b>Ideas for Progress</b>	<b>Surpassing</b>
	With instructional supports students cite textual evidence to support explicit conclusions and inferences with text below grade level complexity		With instructional supports, students cite textual evidence to support explicit conclusions and inferences with text at grade level complexity		At grade level complexity, students are able to cite textual evidence to support explicit conclusions and inferences independently		With instructional supports, students are able to cite textual evidence to support explicit conclusions and inferences with text beyond grade level complexity.
<b>Instructional Applications</b>	<ul style="list-style-type: none"> <li>- Modeling annotations</li> <li>- summary skills</li> <li>- graphic organizers</li> <li>- sentence frames</li> </ul>	<ul style="list-style-type: none"> <li>- Student's write objective summaries</li> <li>- Students draw conclusions in writing about text</li> </ul>	<ul style="list-style-type: none"> <li>- Modeling questioning skills while reading a text</li> <li>- Allow students to apply a variety of strategies</li> </ul>	Writing instruction that builds student sophistication of thinking and independency	<ul style="list-style-type: none"> <li>-Modeling of contextualizing of text</li> <li>- Instructional time for students to refine meaning-making strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Scaffold student writing experiences to accommodate more complex texts</li> <li>- Apply specific strategies to decode complex text</li> </ul>	<ul style="list-style-type: none"> <li>- Scaffold sophistication of student thinking through writing</li> <li>- Create opportunities for students to develop a sense of style when communicating conclusions</li> </ul>
<b>Correlated Standards in Italics (Part of instruction, but not assessed)</b>		<i>CCSS.ELA-Literacy.W.8.2b</i>		<i>CCSS.ELA-Literacy.W.8.2a</i>  <i>CCSS.ELA-Literacy.W.8.1b</i>		<i>CCSS.ELA-Literacy.W.8.1c</i> <i>CCSS.ELA-Literacy.W.8.2c</i> <i>CCSS.ELA-Literacy.W.8.1d</i>  <i>CCSS.ELA-Literacy.W.8.2d</i>	

		<b>CCSS.ELA-Literacy.CCRA.R.1</b> 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.					
<b>Possible Examples:</b>  <b>Students in this category can:</b>	complete structured or guided application of textual evidence  draw literal conclusions in text below grade level  make judgments about connotation and provide support in text below grade level		select from a list of options strategies for meaning-making  Communicate in short writings explicit conclusions with supports  Implicit conclusions may or may not be accurate nor supported with appropriate evidence		create or refine appropriate strategy for a specific text  communicate in writing an analysis of a text that has explicit and implicit conclusions supported with evidence  refine thinking when presented with new or different information		<ul style="list-style-type: none"> <li>- refine thinking and writing independently and "in the moment".</li> <li>- make intentional decisions about syntax and diction to communicate conclusions.</li> </ul>



How will you scaffold skills and experiences to bridge student performance to developing?

What data indicates to you that a student needs these instructional supports?

How do these instructional strategies scaffold students toward independence?

How do you assess text complexity to meet student needs?

What formative feedback will you provide students to propel students forward in their thinking?

How does your grade level standard differ in the progression in the standards above and below grade level?

How does this standard contribute toward the critical ability of independence?

