Facilitator's Packet for The Essential Skill of Reading Level 4 In-Depth Training on Developing Work Samples

This packet contains the following:

- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Handouts included in Participant Packet

Information provided by Oregon Department of Education
Office of Assessment and Information Services
Updated for 2011-12

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Level 4 Reading Work Sample Development
Facilitator's AGENDA
(3.5 – 4 hours)

Prior to Training Session	• Participants **should have participated** in a training session on the reading scoring guide and/or demonstrated understanding of the knowledge and skills the three traits of the reading scoring guide assess. (This could have been Level 1 Overview or Level 2 Introduction – Level 3 is <u>not</u> a prerequisite for Level 4) • Ask participants to bring sample articles or other reading selections related to their subject area. *Encourage them to bring 2 or 3 choices. Emphasize that textbook material is not good for this activity – articles from professional journals, student-oriented magazines, magazines & web-based articles, short stories etc. Aim for word length of 1000 to 2000 words and difficulty appropriate to juniors or seniors in high school.* **You have to really emphasize this – make it their "ticket into the workshop" or similar wording.**
Start-up of hands-on work sample development training 5 – 10 minutes	**1. Welcome and Introductions** • May be done by the host or by the presenter. • Focus on making participants feel welcome and let them know what to expect • Take care of any housekeeping details • **Handout: Participant Packet**
Small group discussion & ice breaker 10 – 15 minutes	**2. Discuss "Reading across the Curriculum"** • **Strategies:** Divide into small groups and have each group read and discuss "Reading Across the Curriculum" article, record their ideas on chart paper and share out with group. • **Materials:** Easel and chart paper, markers, white board, document camera or small groups report out
Review & Discussion 10 -12 minutes	**3. Begin PowerPoint presentation slides 1- 5** **4. What resources are available for students to demonstrate proficiency in the Essential Skill of reading?** • **Strategies:** Introduce workshop goals (emphasize hands-on) and review the 3 options for Essential Skill proficiency in reading – OAKS, other approved tests, **work samples**. Point out this session focuses on work samples and how to develop them. • **Handout:** Refer to Options for Demonstrating Proficiency in Reading Essential Skill in Participant Packet

Inform / Discuss 15 - 20 minutes	**5. Slides 6 & 7** begin first section of workshop – selecting reading material. • Strategies: Have participants pair and share or divide into small groups to answer the question on **slide 7.** • Have participants look at Guidelines for Reading Work Samples – you have an annotated version in your facilitator's packet. Discuss together through the first 4 bullets in Recommendations for Developing Local Reading Work Samples **6. Slide 8 - 11** discuss the differences between a "stand-alone" reading work sample and a "curriculum-embedded" work sample. Refer to "Curriculum Embedded Tasks FAQ" in handout packet. **Key Discussion Points:** Difference between Curriculum-embedded and Stand-Alone **Curriculum-embedded Example** On-going unit (civil war) Within that unit students read primary source material or a related article or fiction that is part of unit. Textbook passages are not good for reading assessment because they are generally very poorly written and contain too many "factoids" **Stand-alone (also called on-demand)** Related to curriculum area (Ideally – but may also be just for purpose of reading skill check) Not necessarily a part of a specific unit • High interest • Good vocabulary • Background knowledge appropriate to11th & 12th graders – remember this is a diploma requirement • Example – students read current article about death of famous figure and his/her impact on politics, art, music, etc.
Demonstration 15 - 20 min	**7. Slide 12 – 13 Demonstrate use of Lexile® Analyzer** • Point out handout with Lexile levels and note the current requirement, but also the projections for Common Core State Standards proficiency. • **Materials:** Laptop with Internet Access PowerPoint & projector • **Handouts:** Sample "Endangered State Parks" article, regular and plain text versions, Lexile® analyzer Instructions • **Strategies:** Walk through steps to analyze "Endangered State Parks" article on Lexile® Analyzer using directions on "Lexile Analyzer® Instructions." Point out that Lexile® score for this article is 1160 which is within the target range for reading work samples. **Note:** You probably should ask participants to wait to try the analyzer until their individual work time and assure them that they have directions in their packet and that you will circulate to help them. They can also play around with the Lexile Analyzer® on the break if they choose to do that.

Break 15 min	**Break – Be sure to plan breaks!** You can determine the timing for the break based on your group. This is a good transition point for a break or if you have to split the workshop into sections (Refreshments are a good crowd pleaser if host can provide something)
Discussion/ Activity 30 - 45 min	**8. Slides 14 – 21 Developing Good "Prompts"** • **Slide 14 –** have participants read the article and then identify several main ideas as a large group. • **Slide 15 –** Discuss: What are characteristics of good "prompts"? Need questions that elicit complete responses from students; use scaffolding techniques so students can demonstrate their reading without being confounded by writing or question misinterpretation; allow "mental elbow-room"; provide opportunity to use graphic responses, but require students to write some explanation of what they drew; are clearly worded and avoid multiple questions embedded in a single prompt Discuss difference between a "prompt" and a test or worksheet question in both designing a task and scoring a student response. (*Test/Worksheet Questions are generally seeking a "right" answer or at least something that can be marked as correct or incorrect. Prompts pose open-ended questions to stimulate student thinking. There are generally a variety of "correct" responses. Attempting to get students to open a window into their mind so we can see the covert activity of reading.)* • **Slide 16 –** Have participants work in pairs to write a few prompts for Demonstrate General Understanding. The reason for this activity is to get participants thinking and to validate their knowledge and expertise – rather than to have them turn to the "generic" prompts right away and stifle individual thinking. (5 – 10 minutes is plenty of time) • **Slide 17 –** Discuss Sample Prompts and additional support documents for Demonstrate General Understanding. (Be sure to devote some time to looking at the samples provided and discussing possible uses.) • **Slides 18 & 19 –** Follow procedure for having participants brainstorm prompts for Develop an Interpretation. (Again, review support materials together. You may want to consider an activity with the Marzano article if time allows.) • **Slide 20 & 21– Introduce Analyze Text.** Do not have participants attempt to generate prompts. Instead, spend more time on the support materials. If time allows, have participants identify some prompts that could be used with "Endangered Parks." • **Slide 22 – Finishing touches –** Importance of having an introduction to the reading selection; peer review. Use checklist

	and Reading Work Sample template in handout materials. **Note:** you will have to provide the electronic version of the template to participants and explain to them that they must first "Save As" a template. From then on, it will open as a new document into which material can be entered. • **Materials – various handouts in Participant Packet**
Small group or Individual work 1 – 1 ½ hours	**9.** Using the articles/reading selections they brought to the workshop (supplementing with articles from your stash when necessary), have teachers use the Work Sample Template to begin designing their own reading work sample. • **Materials:** Laptops for group or individual work if possible • **Handouts:** in packet • **Strategies:** circulate to assist as needed; facilitate groups sharing and coaching each other. • **DANGER!** Teachers may want to opt out at this point and will promise that they will complete the task later. However, there is a lot of benefit to doing the work with a group and getting some feedback or at least having a set date for a review session with their group for feedback and next steps planning.
Closing 10 minutes	**10. Optional Question & Answer or Summary** Discuss follow-up plans and how teachers can get further assistance in developing reading work samples. Remind participants of website www.ode.state.or.us/go/worksamples
Total = 3.5 - 4 hours	

Materials:

- Laptop with internet access and projector
- Chart pack and pens
- Extra paper and pencils for people who forget them
- Sample articles of a general nature that you have gathered from different sources for people who forget to bring something to work on

Reading Across the Curriculum

By Emma McDonald
Inspiring Teachers.com

We all know that reading is a key skill for students. Without it our students cannot function efficiently and successfully in the world, not to mention on those oh-so-important standardized tests. However, it seems that the main bulk of reading instruction and practice fall on the Language Arts instructors. Imagine how much better our students would be in the area of reading if we ALL, no matter what subject we teach, took some time to reinforce important reading skills every day.

Now I realize that many of you may be feeling a bit nervous at the prospect of taking on additional responsibilities, especially when they wander into the unknown territory of reading and/or writing. However, by understanding the basic reading objectives, you can very easily incorporate them into your instruction.

First, what are the basic reading objectives? Every state should have their state standards listed on the Education Department website. You can check your state standards by visiting www.ode.state.or.us to get the exact objectives laid out by your state. The following are some of the basic objectives that you can begin to apply in your classroom.

Reading Objectives:

- Identify main idea
- Summarize a passage
- Distinguish Fact from Non-Fact
- Sequence events
- Identify supporting details in a passage
- Determining the meaning of words
- Determine cause and effect relationships
- Compare/contrast ideas
- Make observations and analyze issues within a passage
- Locate specific information in a passage
- Use graphic sources to help interpret reading
- Make generalizations and draw conclusions from a passage
- Identify purpose of text

As you read these objectives, ask yourself, how many of these am I already doing without being aware of it? How many of you science and social studies teachers, for instance, require your students to locate facts from the textbook? Sequencing is another common skill that is used in Math, Science and Social Studies classes.

"Well," you may ask, "since I'm already reinforcing many of these skills in the classroom, what more is there?" Awareness on the part of the teacher is the first step. However, we must also make our students aware that these skills are not just practiced in their Reading or Language Arts class, but that they can be applied in all areas - academic and real life.

Once you and your students begin to see the application of Reading skills in your classroom, you can actively reinforce and practice these skills on a daily basis. Through constant daily use, these skills will be refined to the point where they are implemented fluently and without conscious effort.

When planning out your lessons, think about ways you will incorporate vocabulary, textbook reading, and reading from other sources to enhance student learning of the curriculum. As you write your objectives, be sure to include the reading objectives that will be used in the lesson.

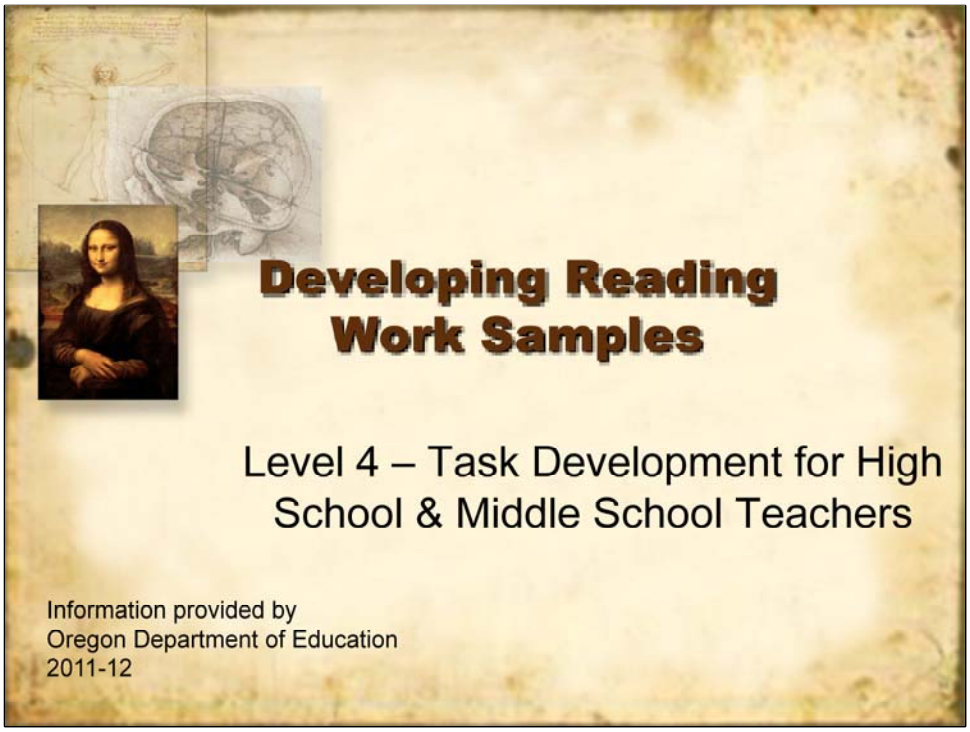
For example, a Science teacher may have a lesson on electricity. Before the textbook reading, the teacher may want to introduce important vocabulary terms that students will encounter when reading the textbook. Within the objectives section of the lesson plans, this teacher would write: Students will be able to identify key vocabulary terms within the text.

When discussing the vocabulary terms, it would also be very easy to incorporate a discussion on how the prefix or suffix gives a "clue" as to the meaning of the word. This little bit of "reading instruction" won't take more than a few extra minutes in the discussion. However, this teacher has now made the effort to utilize an important reading skill within the teaching of the Science curriculum.

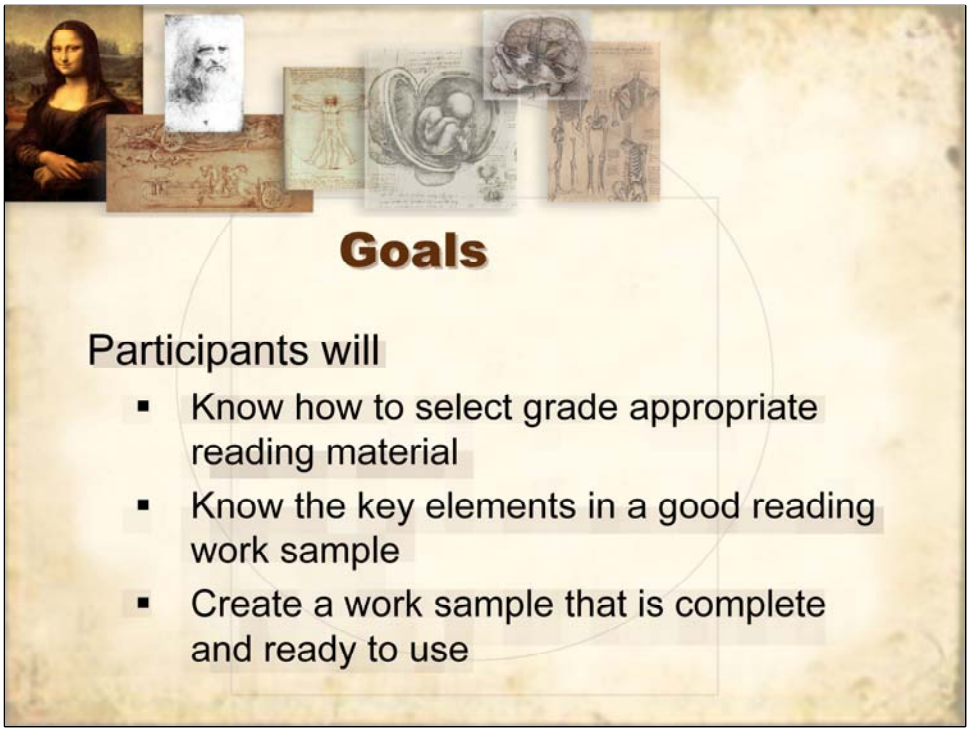
To take it a step further, this teacher could also point out to his/her students that the use of prefixes and suffixes will help them determine word meaning in everything they read. In the course of a few minutes within the lesson, the Science teacher has reinforced Reading skills, applied it to his/her curriculum, AND applied it to the real world. Although it may not seem like a big deal, this teacher has just helped a classroom full of students to become fluent readers. The time is minimal, but if Every teacher in the school makes the commitment to apply at least one reading skill each day, the effects will multiply and we will see a surge in fluent readers!

For practical tips on ways you can incorporate reading strategies in your classroom, read our tip entitled "Reading Strategies Across the Curriculum" at http://www.inspiringteachers.com/classroom_resources/tips/curriculum_and_instruction/reading_strategies.html.

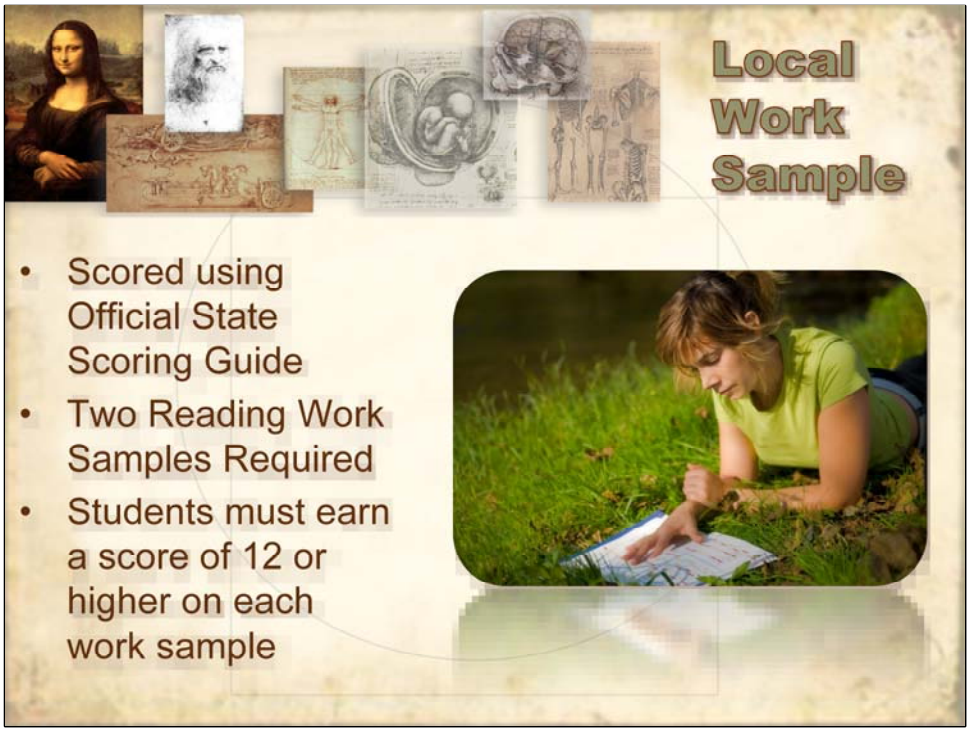
"Emma McDonald is a veteran teacher and the co-author of *Classrooms that Spark* and *Survival Kit for New Secondary Teachers*. She can be contacted through Inspiring Teachers at emma@inspiringteachers.com.



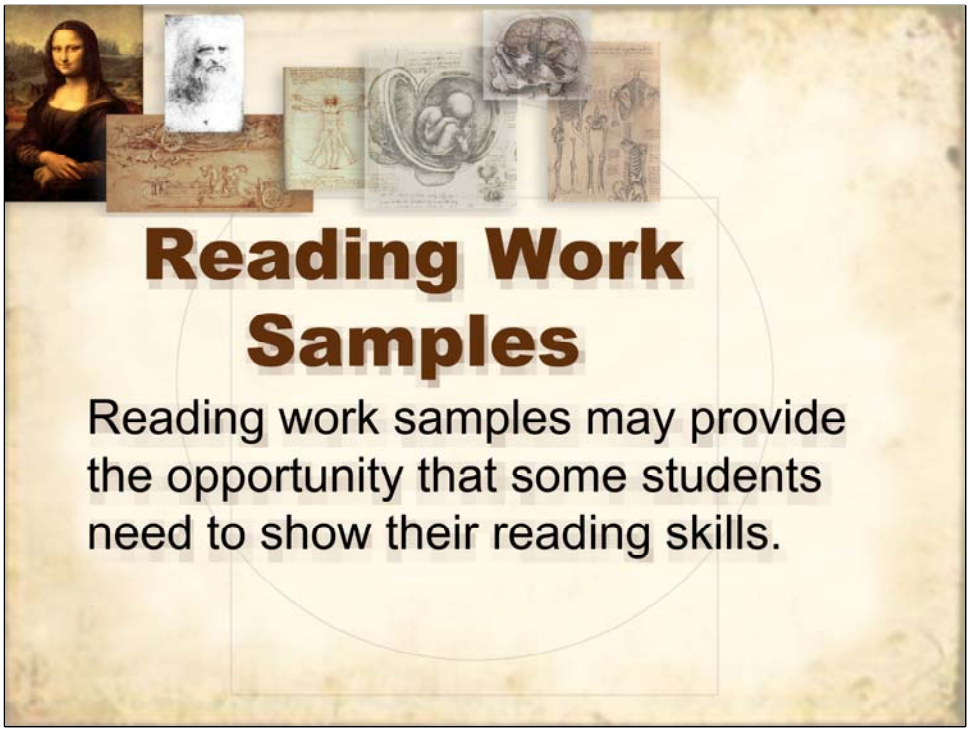
This workshop is appropriate for both middle school and high school teachers. The process for task development is the same. The main difference is the Lexile level and length of the reading passage for middle school and the use of more scaffolding in the prompts for middle school.



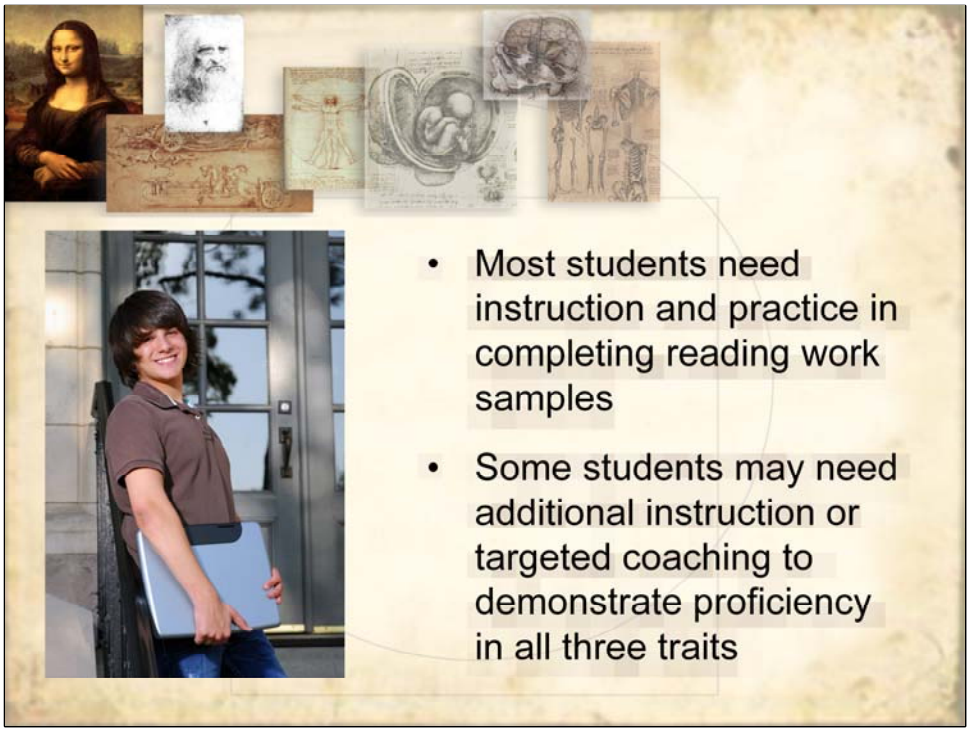
These are the goals for the training session – emphasize **hands-on**! Most important is that participants leave with a finished work sample they can administer in their classrooms. (If minor formatting needs to be cleaned up, that is ok, but it is important that participants feel that passage and prompts/questions are solid so they can try them out with their students.)
During the work session on each trait, teachers will also be provided with materials they can use before students attempt a work sample to help them understand each trait better.



Reminder of the requirements for high school students to use the reading work sample as demonstration of reading proficiency for diploma requirement. Refer to Handout in Participants' Packet: Guidelines for High School Reading Work Samples – Intro and 2 Requirements. Facilitators have an Annotated copy of the Guidelines to help in leading discussion or providing additional insight.



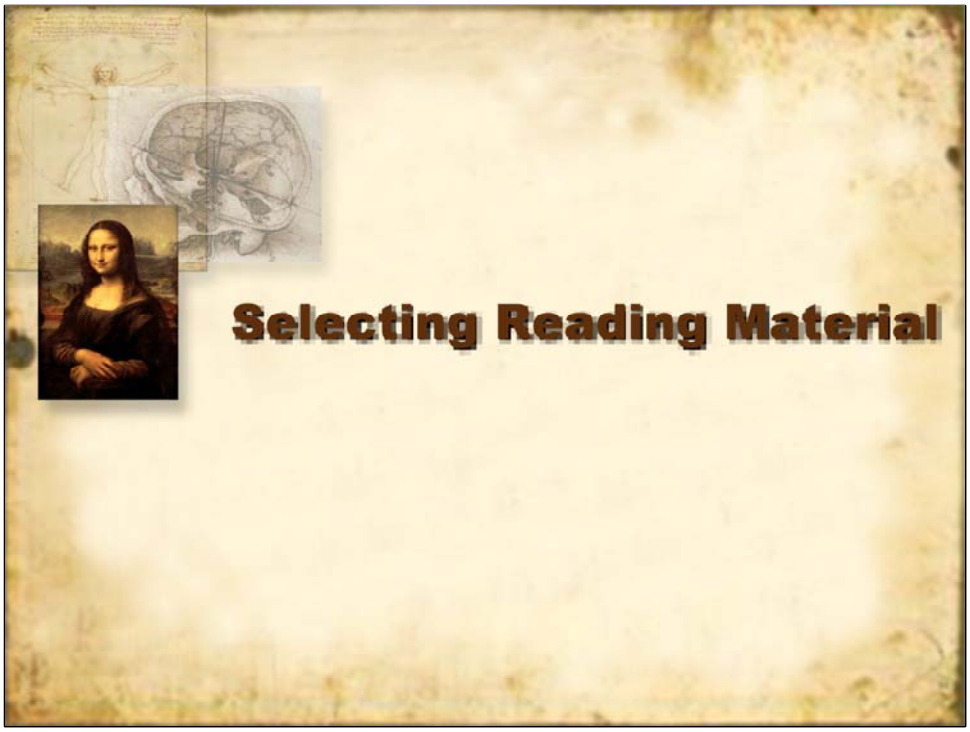
Reading work samples assist students in 2 ways – 1) for students who do not perform well in a multiple-choice test, the constructed response format of the reading work sample may allow them to show that they have the reading proficiency needed; 2) working with the reading work sample format helps students to understand what each trait means and how to show proficiency in that trait. This understanding and practice with reading skills often leads to improved student scores on the OAKS assessment as well as the reading work sample.



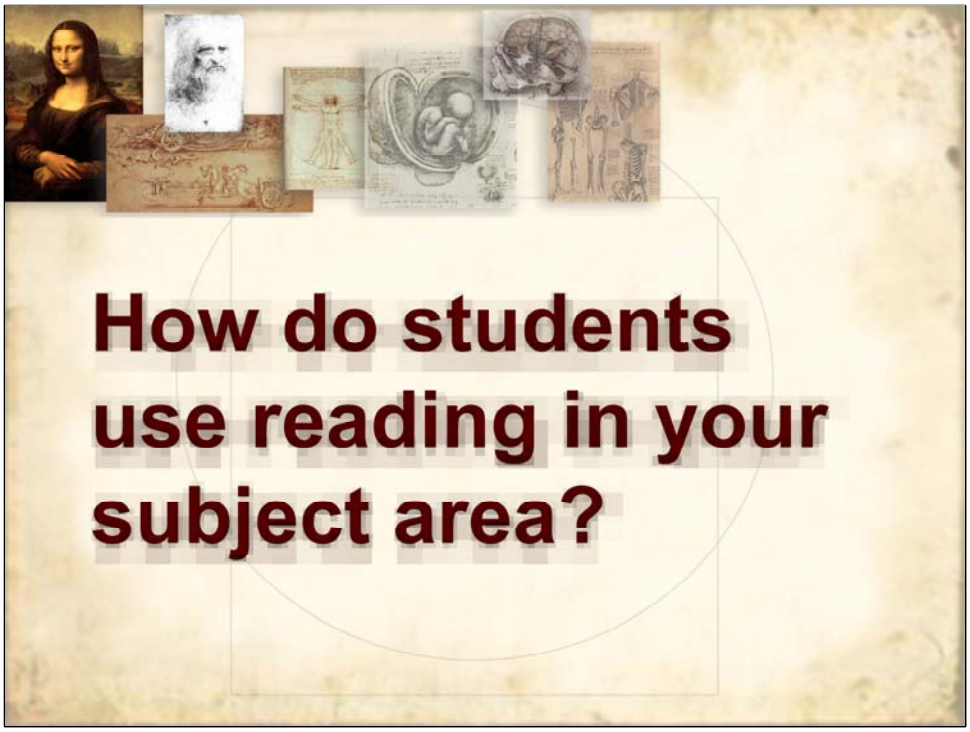
Using work samples for Essential Skills proficiency is most appropriate for students who Nearly Meet the standard.

Generally, students are not successful on the first try with a work sample because they are unfamiliar with the format, don't understand what the prompts/questions are asking for, or have not received instruction (or explicit instruction) in a particular trait.

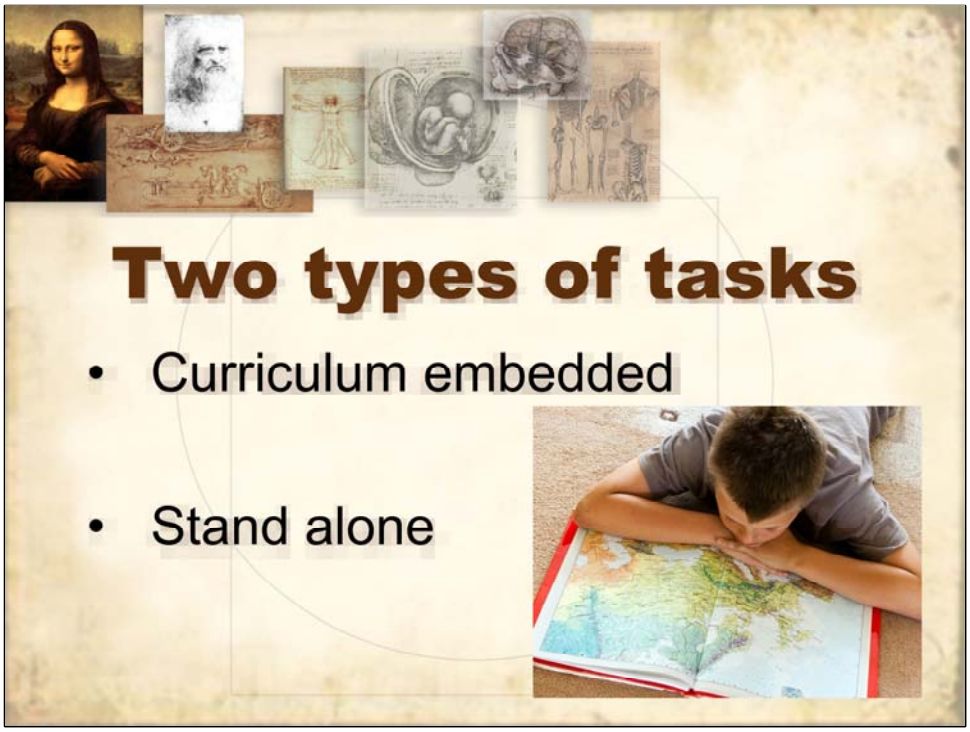
However, **all students** can benefit from learning to explain their reading and using the scoring guide – from students who already Exceed the standard to students who struggle at the "Low" level on the OAKS test. One added benefit of the work sample is that tasks used for instruction or practice can be adapted to the student's reading level so that the focus is on learning to demonstrate reading skills and then gradually increasing the difficulty level of the passages.



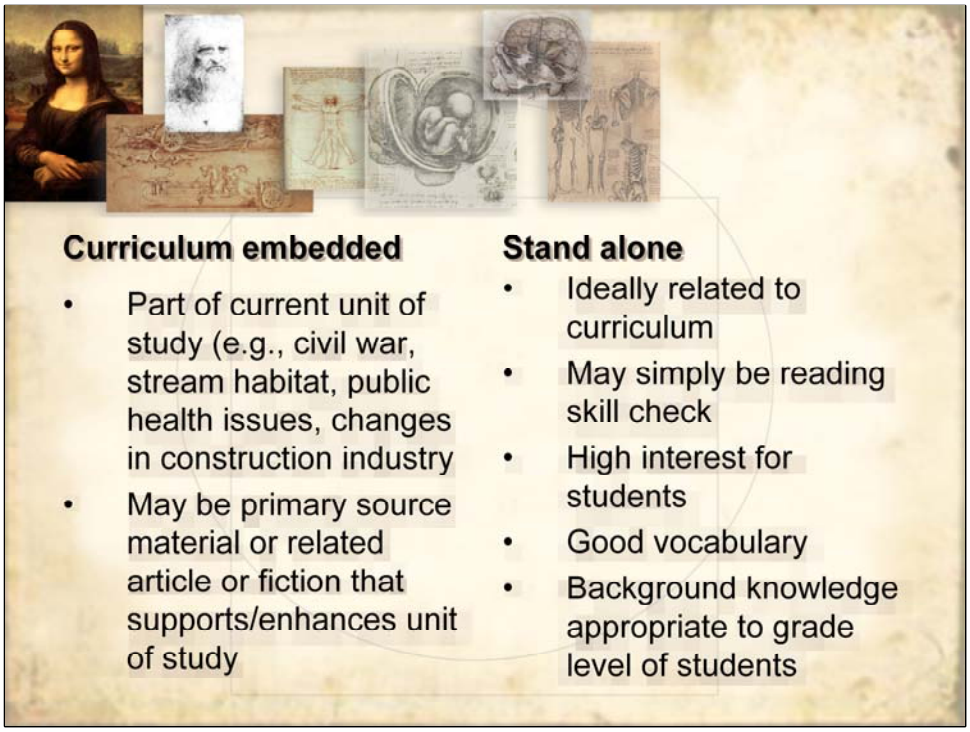
The first section of the workshop will focus on selecting appropriate reading material.



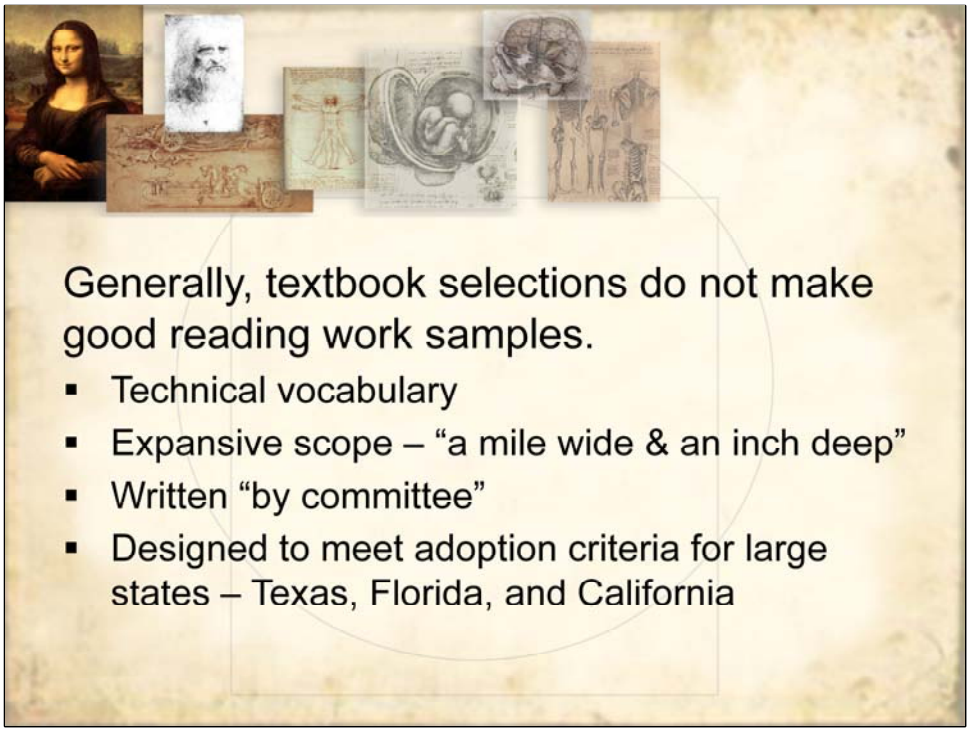
Time for some interaction! Have participants work in small groups, pair and share, or whole group if workshop is small. Brainstorm ways students use reading in the classroom – what are important skills to comprehend material. You can also extend this if there are a number of content area teachers to "how do workers/professionals in fields related to your subject area use reading on the job?"



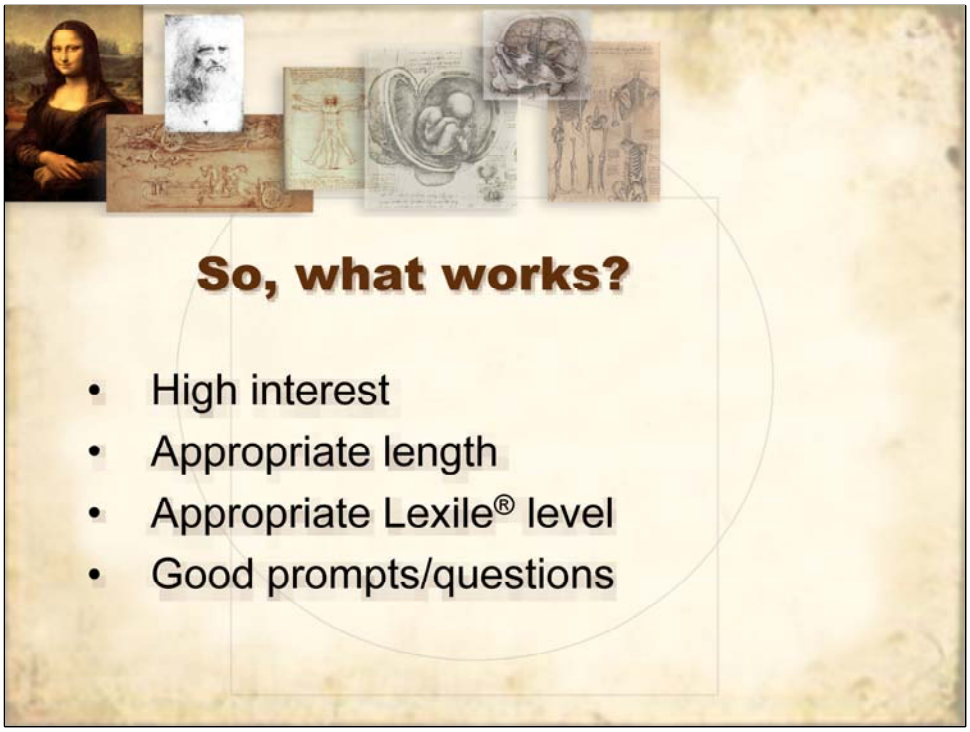
Use the suggestions in the Facilitator's Agenda to provide information on curriculum-embedded tasks and "stand alone" tasks on this slide and the next.



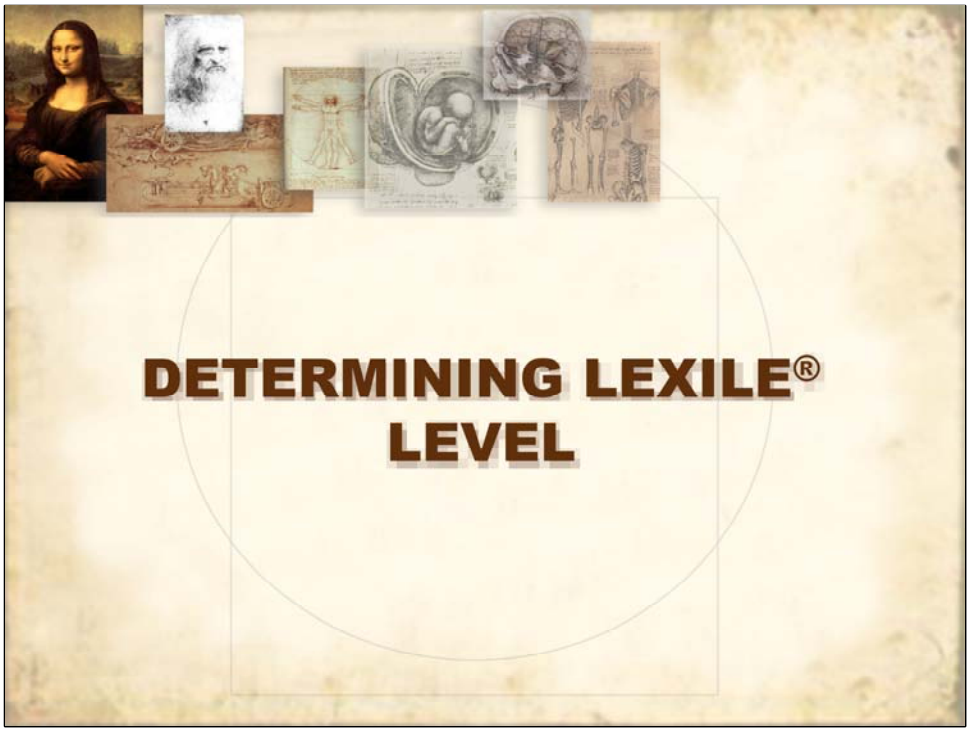
Encourage teachers to think about including curriculum embedded work samples as part of the regular activities in their classrooms. Not only will that give students practice and feedback on reading skills, but it will reveal to the teacher where there are major gaps in understanding or confusions about the content.



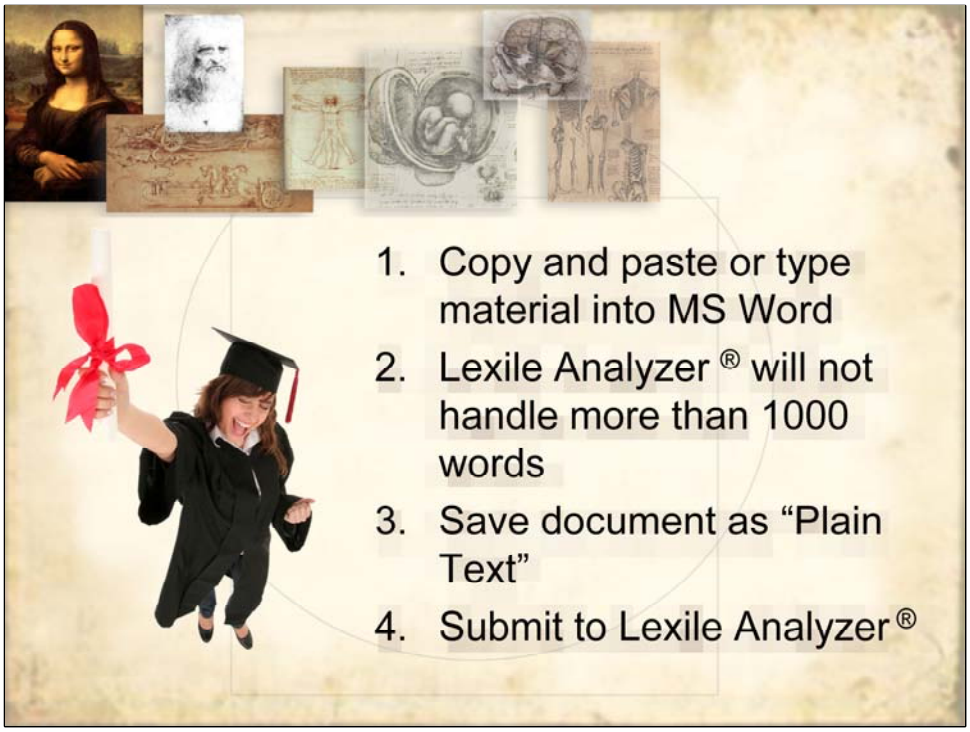
Text books are written to meet criteria set by the 28 states that adopt textbooks. The three most influential states (because they have the largest numbers of students) are Texas, Florida and California (in that order). However, textbook publishers want to be sure they can check off every criterion for every state that adopts textbooks – so they often include "factoids" to meet a certain state's requirement. Finally, textbooks are "written by committee" in that the individuals listed as "authors" may have had input in the very beginning of development, but revisions, including new editions of the book, are edited by junior and senior editors.



Refer to Handouts: Guidelines for High School Reading Work Samples (first 4 bullets under Recommendations for Developing) and FAQ's about Curriculum-embedded Reading Tasks. Remind middle school participants that these recommendations are much more flexible for them – and for high school teachers when developing work samples for instruction or practice.



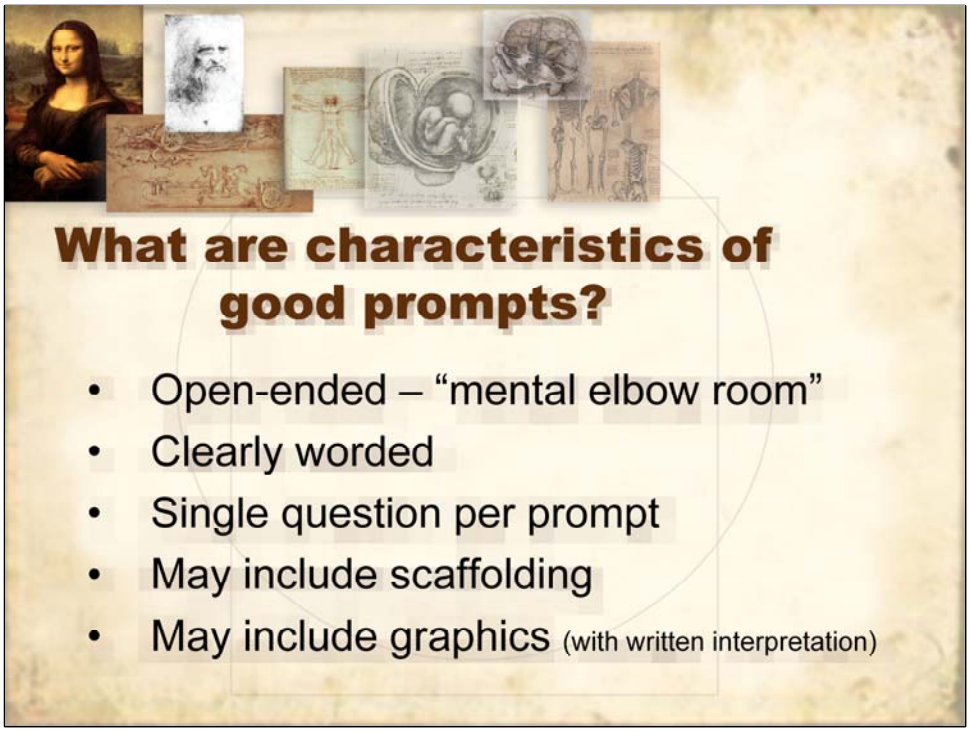
The next section will be a demonstration of how to use the Lexile Analyzer®. Refer participants their handout packet that shows the current Lexile level chart and CCSS text complexity demands. (This will also help middle school teachers by revealing approximate Lexile® levels at grades 6, 7 & 8.)



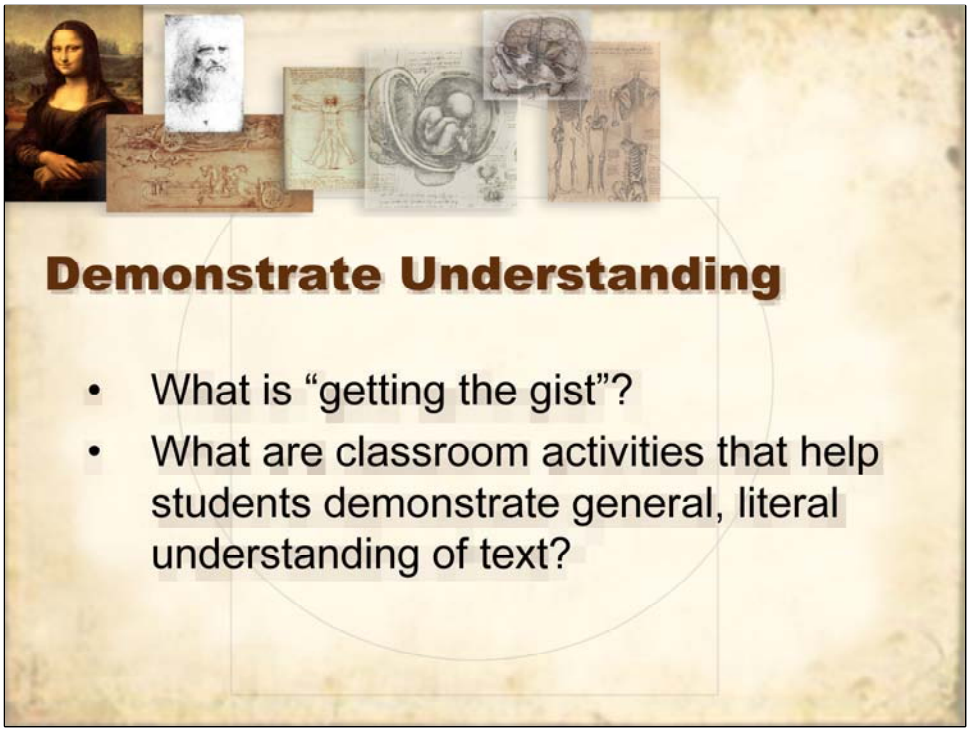
Refer to handout – Lexile Analyzer Instructions

Demonstrate process: Have participants turn to article "Endangered State Parks." Then show them the Lexile Analyzer® process using the plain txt file of the beginning of the article in your facilitator materials: In 1936 the civilian conservation corps.txt Explain that to get a true Lexile® level, you would have to break the article into several sections in order to run the whole article because Lexile® level may vary within a passage. However, for the purposes of work samples, assuring that about 800 - 900 words from the article are at an appropriate level is probably sufficient.

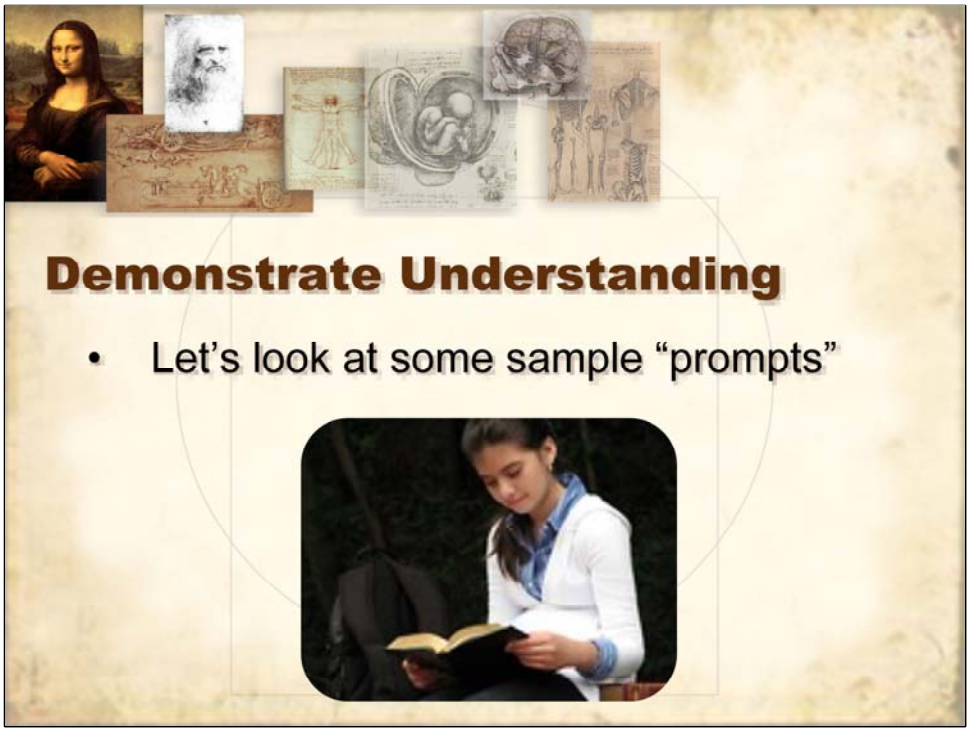
Small group activity – reading article “Endangered State Parks” and developing questions. Explain that this is an excerpt from the complete article to save time and provide an example that is closer to the high school guidelines for length. (This excerpt is 1157 words long). See Facilitator guide for details on small group activity.



Discuss difference between a "prompt" and a test or worksheet question in both designing a task and scoring a student response. (*Test/Worksheet Questions are generally seeking a "right" answer or at least something that can be marked as correct or incorrect. Prompts pose open-ended questions to stimulate student thinking. There are generally a variety of "correct" responses. Attempting to get students to open a window into their mind so rater can see the covert activity of reading.)*

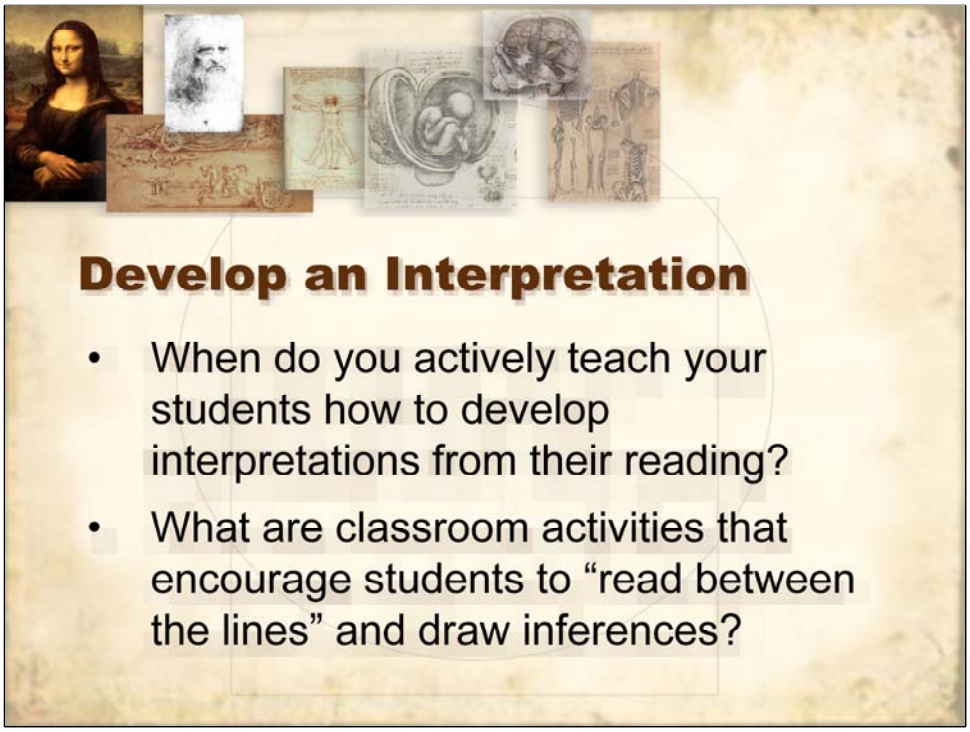


Have participants work in pairs to write 2 or 3 Demonstrate Understanding questions for “Endangered Parks” article. Remind participants that this is an excerpt, which is why the conclusion seems unsatisfying.



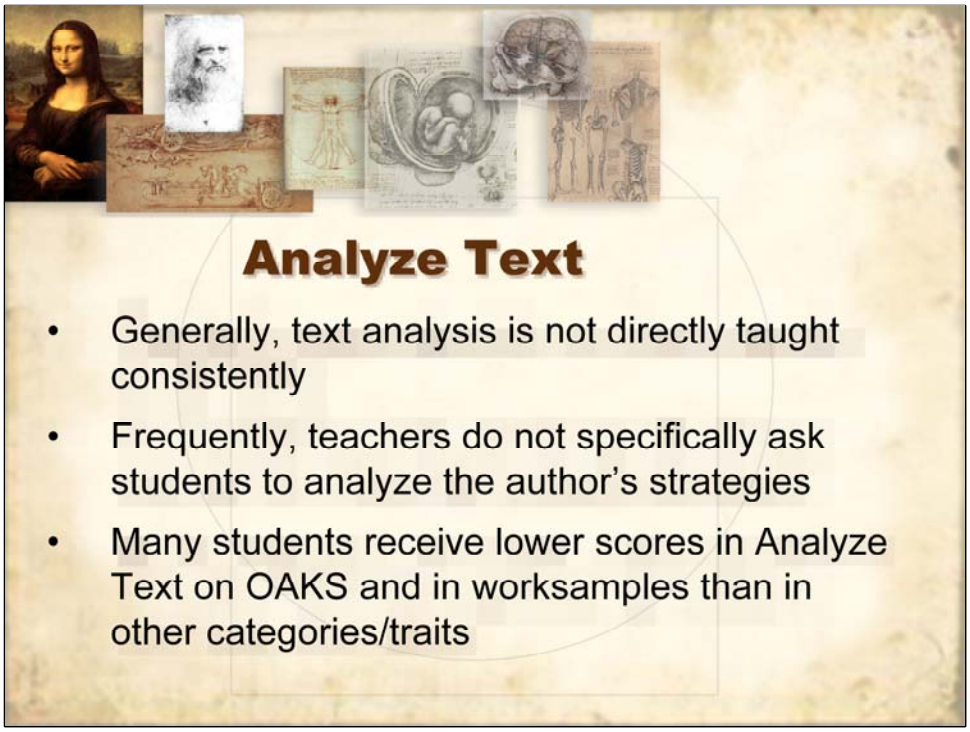
Refer to Sample Prompts to Individualize for Your Work Sample in handout packet. Then look at pages # - # for ideas to help students **practice** demonstrating understanding in all classes. Some of the activities in the various handouts for each trait might also be appropriate scaffolded questions for middle school students. High school students, after instruction and practice, should be able to respond to more open-ended prompts.

Point out that **all** students benefit from strategy instruction and having the strategy taught within a content class helps students see that they can apply it to many situations.



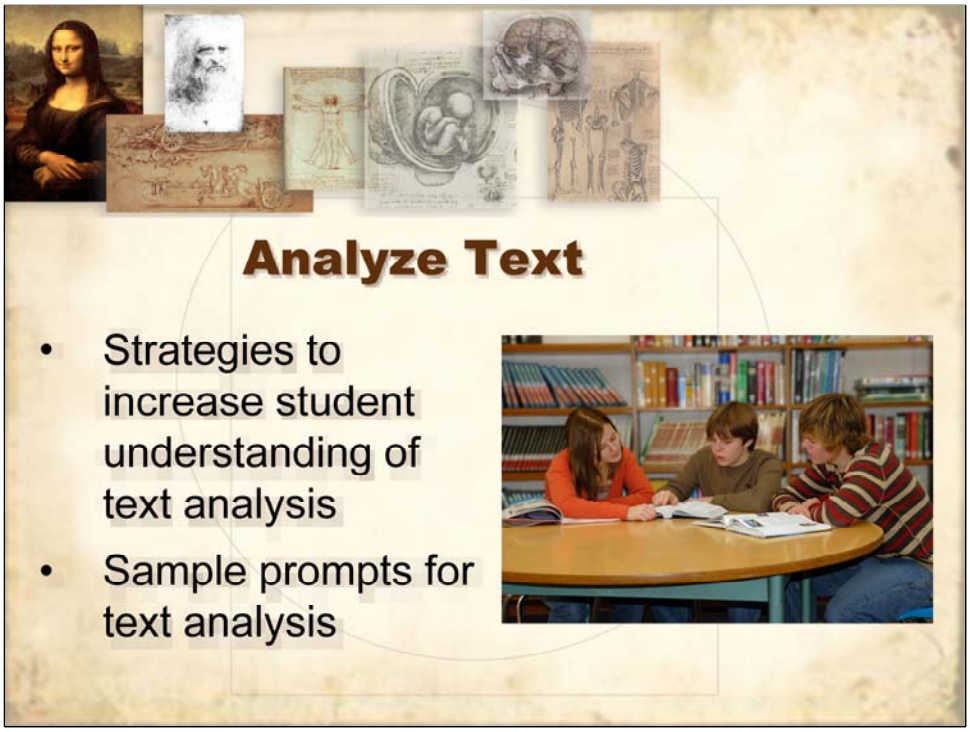
Again, have participants generate a few potential "prompts" for inferential understanding of the Endangered Parks article.

Refer to Sample Prompts to Individualize For Your Work Sample document in handout – Develop an Interpretation.
Then look at following pages for ideas to help students practice developing interpretations which reveal inferential thinking.

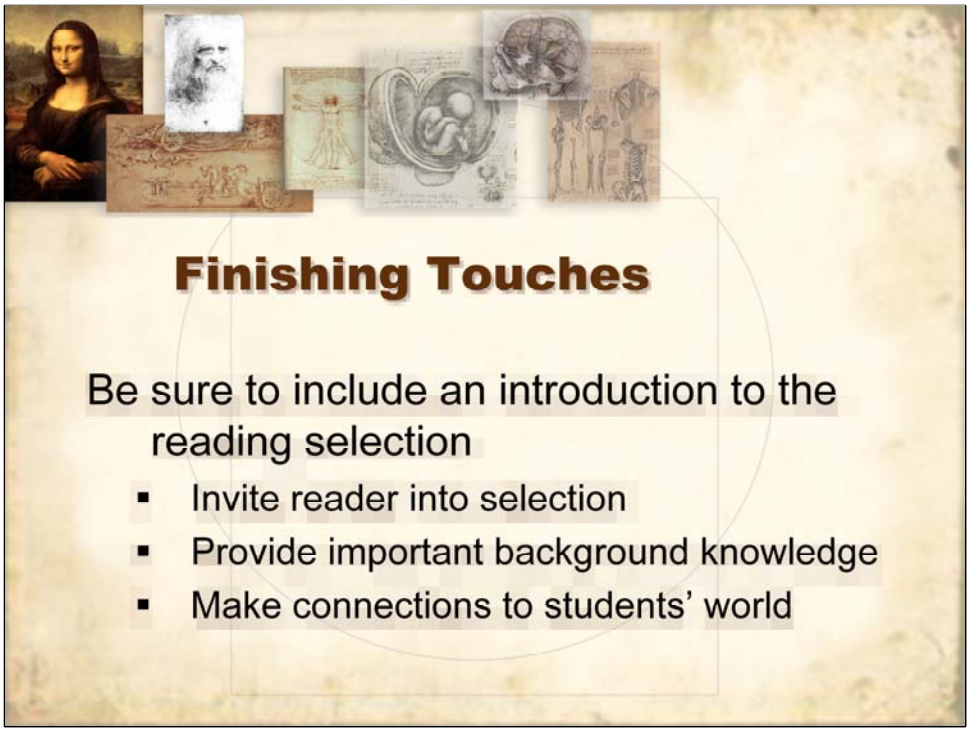


These three statements sum up the most challenging aspect of work samples for many students – they have not received direct instruction in Analyze Text, they are rarely asked to do it, and when they encounter a work sample they are not prepared to perform well.

You can decide whether or not to have participants generate questions for Analyze Text or to move directly to the resource material in the participants' packet. It is worth spending some time on the resource materials as they will help teachers understand how to teach text analysis and students to make the connection between **identifying** a writer's strategy in the story/article and explaining how it **affects** the impact of the writing.



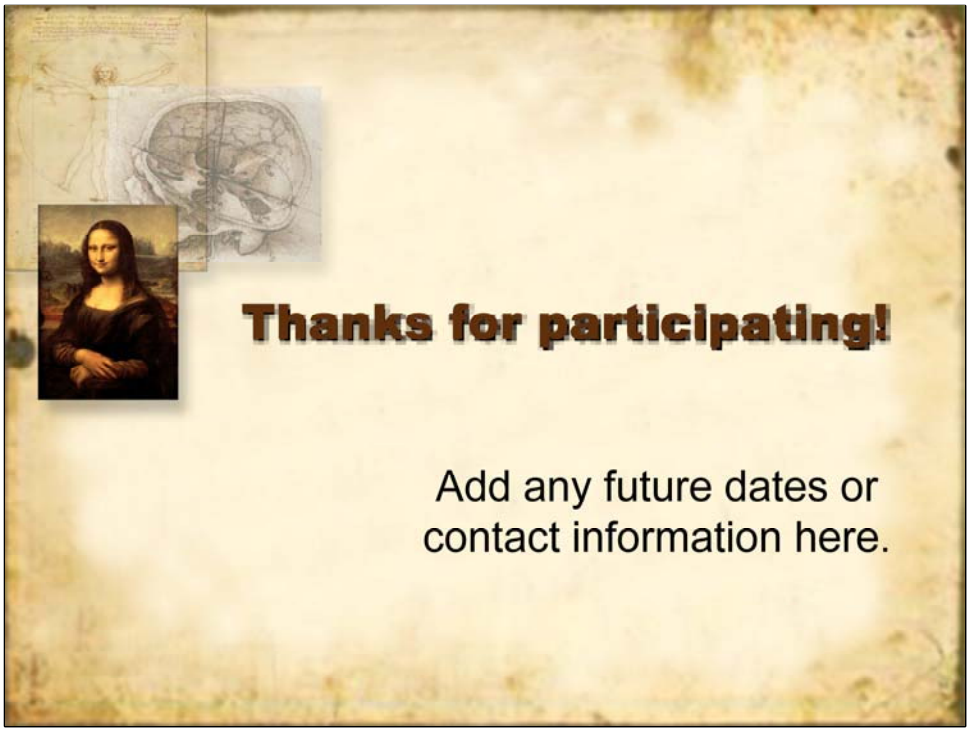
Refer to resources in packet on various approaches to text analysis. Break into small groups to discuss specific applications to classroom practice – or have each group study one or two resources and then present them to whole group.
Review generic prompts for Analyze Text from handout packet



Important to have short introduction to the work sample to "invite" the reader into the story/article. This is a good place for information that puts the article in a context so the student can understand it or to make connections to the student's world – for example, "this is an Oregon author," or "most teens use some sort of social networking." A "Read the article to" statement is also helpful as a specific direction statement.

Time to move into developing individual or team work samples. See Facilitator's Guide for specific recommendations for this activity.

As participants complete their work samples and before the official end of the workshop, it is a good idea to have them share what they have done. This might be part of an on-going activity where groups or departments review each other's work in progress or a general sharing of where each person is on the road to completing the task – what is the topic; how many prompts are completed, etc. You can also find out if anyone needs specific help to finish and (if desired) set a date to check back or even to bring student work samples to score and review.



Final slide – you can list dates for future training sessions or for scoring student work from the tasks created (almost all tasks get some revision after seeing how students respond). Add contact information for yourself or someone in the building or district.

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Options for Demonstrating Proficiency in the Essential Skills

Students who entered 9th grade in 2008 -09 must demonstrate proficiency in the essential skill of reading to obtain an Oregon diploma. Students who entered 9th grade in 2009-10 must demonstrate proficiency in the essential skills of reading and writing, while students who entered 9th grade in 2010 and beyond must demonstrate proficiency in the essential skills of reading, writing and applying mathematics. There are several options available for students.

The table below shows test options approved by the State Board of Education for reading and math.

	Reading	Applying Math
OAKS	**236**	**236**
ACT	**18**	**19**
PLAN	**18**	**19**
Work Keys	**5**	**5**
Compass	**81**	**66** (Intermediate Algebra Test)
ASSET	**42**	**41** (Intermediate Algebra Test)
SAT	**440**	**450**
PSAT	**44**	**45**
Advanced Placement Tests that count for mathematics • AP Statistics • AP Calculus AB • AP Calculus BC		**3**
Advanced Placement Tests that count for reading • AP English Literature & Composition • AP Macroeconomics • AP Microeconomics • AP Psychology • AP United States History • AP European History • AP World History • AP United States Government & Politics • AP Comparative Government & Politics	**3**	
International Baccalaureate Tests that count for mathematics		**4**

• IB Mathematics SL • IB Mathematics HL • IB Math Studies		
International Baccalaureate Tests that count for reading • IB English Language • IB History of Americas • IB History of Europe • IB 20th Century Topics • IB Economics • IB Psychology • IB Social Anthropology	**4**	

Writing
The table below shows the test options approved by the State Board of Education.

	Writing
OAKS	**40***
SAT Writing	**460**

*a composite score of 40 (with an average score of 4 on each required trait)

Work Samples
Students may meet essential skill requirements using work samples scored with the official state scoring guides.

Reading
Students must produce 2 reading work samples, at least one of which must be informative. (Students could have 1 informative and 1 literary work sample or 2 informative work samples.) Each work sample must have a total score of 12 or higher, with no trait lower than 3. Traits are Demonstrate General Understanding, Develop an Interpretation, and Analyze Text.

Writing
Students must complete 3 writing work samples, one expository, one persuasive and one narrative. Scores on each work sample must be 4 or higher in the required traits of Ideas/ Content, Organization, Sentence Fluency and Conventions.

Applying Mathematics
Students must complete 2 mathematics problem solving tasks, one each for any two of the required content strands – Algebraic Relationships, Geometry, or Probability and Statistics. Each work sample must score 4 or higher in the four traits plus accuracy. Traits are Conceptual Understanding, Processes and Strategies, Verification and Communication.

Guidelines for High School Reading Work Samples
Annotated Version for Reading Work Sample Trainers

The purpose of a reading work sample is to allow students who have not met the standard of 236 on the OAKS Reading Assessment to demonstrate proficiency on the Essential Skill of Reading for an Oregon High School Diploma. In general, a student who attempts the reading work sample should be in the "nearly meets" category: that is, her/his score on the OAKS assessment indicates that the student may have the necessary skills, but for some reason is not demonstrating those skills on the OAKS assessment. It is unlikely that students whose OAKS scores and classroom performance indicate that additional instruction is needed to improve reading skills will benefit from attempting a reading work sample. (Discuss the "target student" – that this is an additional way students can show their reading skills, not an easier way)

Requirements:

1. Students must complete two reading work samples, at least one of which must be informative. (Be sure participants understand what an informative reading selection is; discuss why a "practical" reading task such as following directions or finding information in a chart will not work for this type of assessment due to length and lack of material from which to Develop an Interpretation – the selection must be complex enough that the reader has to "read between the lines" or draw conclusions.) A single reading work sample using two related passages is also allowed. (Ask participants to brainstorm what something like this might look like in their content area – for example a two opinion articles giving the "pro and con" arguments on an issue. Talk about benefits and pitfalls of using this type of task for summative assessment versus as an instructional or formative assessment. Remind participants that typically one teacher will not be responsible for all opportunities students have to complete reading work samples.)

2. Students must attain a combined minimum score of 12 (if scored by a single rater) or 24 (if scored by two raters), with no score lower than 3 for all traits (Demonstrate Understanding, Develop Interpretation, Text Analysis) for both work samples on the Official Reading Scoring Guide. (Remind participants of procedures in your district – do teachers score their own tasks? Are they responsible for only the one task? Do they score another teacher's tasks? Is there a scoring committee or review by "expert raters"? Again, be sure teachers think about the difference between reading tasks as part of instruction in content and reading skills and reading tasks designed to help students demonstrate proficiency in the Essential Skill in order to obtain a diploma.)

Recommendations for Developing Reading Work Samples

- Informational or prose selections for reading work samples should be approximately 1000 - 2000 words. Poetry and dramatic selections should be appropriate in length and complexity to allow for adequate responses on all traits of the scoring guide. (Length is set to help assure the selection is long enough and complex enough to yield responses from the student that can be scored. Discuss the importance of selecting reading material that is interesting and accessible to high school students. Poetry and drama are great for English teachers to use as practice or formative assessments, but be careful that this is not the only opportunity a student has to complete a reading task.)
- All passages used for reading work samples should be at high school level. The recommended Lexile® level for informative selections is around 1070 but could be

between 950 and 1200. (Explain what a Lexile® is and demonstrate how to use the Lexile® Analyzer.) Literary selections may be prose, poetry or drama. (Note: Lexile® scores for literary selections are less accurate than those for informational text, because the scoring system relies on sentence length and word difficulty in establishing a score, which does not account for content or concept complexity.)

- Multiple reading tasks should be offered within a school to prevent students from sharing information about reading selections between testing sessions. (This applies if a school is developing a "bank of tasks" that will be available when a student needs to demonstrate proficiency. Discuss how teachers would maintain some security if the task is going to be used for proficiency rather than practice or formative assessment.)
- A single reading work sample with two related passages may be used as the entire measure for purposes of essential skill certification. This format automatically creates an opportunity for students to draw comparisons between passages. This is a common experience for many HS students. (Discuss pro's and con's – may be helpful to some students who like to analyze and dissect, but if a student is not interested in the topic or has some problems with technical vocabulary related to the topic, reading two selections on the same topic will be frustrating and may result in a lower score. Great instructional or formative approach.)
- Reading work samples may be on-demand or curriculum-embedded. Some on-demand work samples should be available for students who are close to graduation and need to demonstrate mastery of the Reading essential skill. However, teachers may wish to have students respond to reading selections in the regular curriculum in a manner that can be scored using the Reading Scoring Guide and then keep those assessments for future use in certifying essential skill proficiency. (Explain whether you will be offering a separate workshop on curriculum-embedded tasks or combining both in this workshop.) (Note: Responses to curriculum-embedded texts should not be returned to students if the school intends to repeat the assessment in subsequent terms or years to assist in maintaining task security.)
- Reading work samples should allow for marginal notes, highlighting, graphic organizers, drawing, etc. in addition to written responses to questions. (Explain how various options allow students to look at the selection through different "lenses" which may result in new insights – Show Task Template on overhead) Scores on each trait take into account all student work throughout the task.
- Students should respond to approximately 5 to 8 prompts/questions per reading work samples. (Explain why students need more than one opportunity to "hit the mark" on each trait. Discuss the difference between a "prompt" and a "question" which may imply a single correct answer. Talk about giving students "mental elbow room" when phrasing open-ended prompts.) More prompts/questions would be required if two related passages are used for a single reading work sample.

Recommendations for Administering Reading Work Samples (Reserve this section for later discussion)

- Allow adequate time. Each reading work sample may take more than one session to complete. These are not timed tests. Session length may be at the school's or student's preference. Student work still in progress should be collected and kept secure between testing sessions.

- Students may be allowed some choice among reading selections or types of reading selections (e.g. topic choice, genre choice, etc.).
- Assessments may be administered in the following ways: written (including visual and graphic representations) or dictated by the student into an electronic device or to a test administrator.
- Students must complete their response before any feedback occurs.
- Work samples that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and an optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may use the forms to indicate to students what they should work on by checking off certain phrases on the form. Additional comments or instructions for revision are not permitted.

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FAQ's about Curriculum-embedded Reading Work Samples

Reading Work Samples may be used for instructional purposes or as screening, formative or summative assessments.

When a work sample is to be used to demonstrate proficiency in the Essential Skill of Reading, the teacher must employ strategies that will best assure that the work is the student's independent product. Additional information about using work samples for the Essential Skill of Reading proficiency may be found in the Guidelines for High School Reading Work Samples (http://www.ode.state.or.us/search/page/?id=2663) and in Appendices K & M in the Oregon Test Administration Manual (http://www.ode.state.or.us/search/page/?=486).

For instructional purposes, or for formative assessment check-ups, the teacher may determine the degree of independent work required. These suggestions are offered to assist teachers in integrating reading work samples into their classroom instruction and assessment strategies.

Q. When would teachers use a curriculum-embedded reading work sample?

A. This type of work sample is especially effective with any text (*text refers to any reading material*) that is part of the regular class curriculum. It can be used with short or long (up to about 3000 words) selections. With a longer selection, such as a novel, only a specific portion would be used for the work sample. The teacher selects portions of the text for students to use as work samples. The rest of the text may be discussed and studied as usual.

Q. What types of longer texts work well as a Reading Work Sample?

A. Diaries, letters, articles, novels, nonfiction and other "primary source" materials work very well, as do novels, short stories and other types of literature.

Regular classroom textbooks are generally poorly written and do not work well. The passage(s) chosen needs to be rich enough to support comprehension, inference, and text analysis questions.

Q. What if I select a passage that lends itself to the traits of the Reading Scoring Guide, but it really does need to be part of a class discussion?

A. A selection like this might best be used for instruction and practice. Students could then rate themselves using the scoring guide as could the teacher. In order to count as a Reading Work Sample for Essential Skills, the text cannot be previously discussed in class.

Q. What types of questions should be asked with a curriculum-embedded Reading Work Sample?

A. Generally, the same types of questions that would be used with an on-demand Reading Work Sample will also work well with a curriculum-embedded work sample. Questions should not lead to a specific correct answer, but should instead ask students to explain their understanding in a manner the rater can score using the scoring guide.

Q. How long should the passages be?

A. The length of the passage(s) should be sufficient to demonstrate proficiency in all three traits – Demonstrating Understanding, Developing an Interpretation, and Text Analysis. As a guideline, passages should be at least 800 words, with a preference toward 1000 – 2000 words.

Q. May I choose more than one passage? Do students have to respond to all of the traits on one passage, or may I divide the questions up?

A. For instructional purposes or for formative assessments/ progress check-ups, teachers may focus on one or more of the traits or even design a Reading Work Sample that focuses on three different passages from the same text, with questions for one trait at a time.

For example, a novel with 10 chapters might be divided like this:

- Chapters 1-3, read, discuss, study together in class. Practice comprehension skills.
- Chapter 4, students read independently and answer Demonstrate Understanding questions.
- Chapters 5-6, read, discuss, study together in class. Practice inferential skills.
- Chapter 7, students read independently and answer Develop an Interpretation questions.
- Chapter 8-9, read, discuss, study together in class. Practice text analysis skills.
- Chapter 10, students read independently and answer Analyze Text questions.

Teachers will want to select chapters, or sections of chapters, that lend themselves to the different traits on the Reading Scoring Guide.

To demonstrate proficiency in the Essential Skill of Reading, teachers should select passages where students can respond to all three traits of the scoring guide.

Q. May the students do the reading as homework?

A. Students should do the reading for the Reading Work Sample in class if it is to be used for the purpose of demonstrating proficiency in the Essential Skill of Reading. The questions should be treated as secure items; responses should be completed in class, not as homework. If the Reading Work Sample uses more than one class session, the teacher collects and keeps work in progress between passages. If the work sample is for instructional or formative assessment purposes, security is not required and reading and/or responses may be done outside of class.

Q. How much time should be devoted to the Reading Work Sample?

A. The general guideline for length of time is about 90 minutes – however, some students will finish earlier and some students may require additional time. The activity may be divided over 2 or 3 days, or the Work Sample may be completed in one block class period. However, for demonstrating proficiency in the Essential Skill, the student work must be kept secure between work sessions. Students are not allowed to complete responses for these work samples outside of a supervised structure.

Q. What about margin notes? Are they required?

A. Margin notes are not required for a Reading Work Sample, but they are often very helpful to students and to the rater. Teachers have gathered margin notes from longer texts in the following ways:

- Photocopy the passage and leave room for students to make notes in the margins.
- Have students fold a 8 ½ x 11 piece of paper vertically, into 4 sections. At the top of each section, they write a page number from the passage. One piece of paper can accommodate notes for up to 8 pages (front & back of the paper). As students read, they keep the paper next to the book, and they write margin notes in the vertical section for that page. It may be helpful to train students to make marks on the notes paper, indicating the top and bottom of the book page. (This method makes it easy to line up their notes with the text of each page.)

- Provide Post-It notes for students. As they make notes, they include the page number and/or paragraph number. (This method is more difficult to match the notes to the specific text.)
- Use a Reading Log where students note the page and paragraph number with their response.

Q. What level of rigor is expected on a curriculum-embedded Reading Work Sample?

A. Passages and questions should be at high school level. Rigor should meet grade 10 standards and/or score about 1070 on the Lexile® scale (range between 950 – 1200) to be used to demonstrate proficiency in the Essential Skill of Reading.

Q. How can my school keep our questions secure? We read the same book every year.

A. Teachers may want to create different work sample versions from same text each year for a couple of years, and then rotate them to assure that students don't have access to the previous year's work as reference.

Q. Are there any other models for curriculum-embedded Reading Work Samples?

A. It is possible to score a literature-response essay, speech about a book or other text, student-generated pamphlet in response to a text, or a reading log with the Reading Scoring Guide. However, these kinds of assignments are often based on text that has been at least partially discussed in the classroom. For instructional or formative assessment /progress check, any type of student work may be used.

To use the work sample to demonstrate proficiency on the Essential Skill of Reading, a student response must be written or dictated to a scribe or into a recording device.

For clarification on requirements for work samples used to demonstrate proficiency in the Essential Skill of Reading, please refer to the Guidelines for High School Reading Work Samples (http://www.ode.state.or.us/search/page/?id=2663) and to Appendices L and N of the Oregon Test Administration Manual (http://www.ode.state.or.us/search/page/?=486)

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Level 4 — Reading Scoring Guide Training

Developing Reading Work Samples

Section 2 - Determining Lexile® Level

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Changes to Text Complexity Expectations in Common Core State Standards Based on Lexile® Levels

Text Complexity Grade Band in the Common Core State Standards	Old Lexile® Ranges	Lexile® Ranges Aligned to College and Career Ready Expectations in CCSS
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

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Lexile® Analyzer Instructions

1. Go to http://www.lexile.com/analyzer/

2. On the first visit you will need to register. After that, you will need to log in.

3. Enter your article as a Word Document or cut and paste it from a source and then save it after removing any odd formatting or extraneous information.

4. Then, make a copy of the Word document and save it again – this time selecting "plain text" from the drop down in the Save window.

5. Choose "Browse" on the Lexile® Analyzer page and find the plain text version of your article/document.

6. Click on the Submit button.

7. Information such as the following will appear – you will have to copy it or print the result.

Lexile Analyzer: Results

Lexile measure	1160L
Mean Sentence Length	15.07
Mean Log Word Frequency	3.06
Word Count	1130

This is the Lexile information for the "Endangered State Parks" article.

8. You are finished.

Note: The ideal target for Reading Work Samples for use in demonstrating proficiency on the Essential Skill of reading is between 950 and 1200. Lexile® measures are not accurate when used on literary text because the Lexile® system uses sentence length and vocabulary to determine a reading level, but does not take into account concept load. As a result, a novel such as The Red Badge of Courage receives Lexile® scores ranging from 370 to 920.

Lexile tips

Historical notes, introductions, "About the author" pieces, and previews of the next book in a series should typically be removed. Such text is often written separately from the main text. However, some front matter and back matter may be a legitimate part of the larger text and should be included. As a general guideline, if text appears to be written by the same author for the same audience, then it should be included for Lexile analysis.

You can either delete sections of text that should not be analyzed, or you can enclose them in double brackets ('[[' and ']]') to prevent them from being analyzed. Be careful in using double brackets, as improper use can prevent the analyzer from returning a Lexile measure.

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Endangered
State Parks

Beaches, mountains, forests, castles. California and Oregon are blessed with hundreds of public treasures. But one state's park are thriving, the other's hurting. *Why*?

By Jennifer Reese

IN 1936 THE CIVILIAN CONSERVATION CORPS, founded to provide jobs for laid-off Depression-era workers, finished constructing a vast open-air theater in Mount Tamalpais State Park just north of San Francisco. Crews from the corps had been dispatched to parks across the country to build lodges, cabins, and picnic areas—or, in this case, to install 5,000 terraced stone seats in a natural amphitheater. Like most successful public spaces, the outdoor theater proved both ennobling and useful. More than seven decades later, busloads of visitors arrive on summer weekends to recline on blankets beneath the trees and watch the season's Mountain Play. In the foreground is *Annie* or *Fiddler on the Roof* and in the background the glittering San Francisco Bay.

But supervising ranger Laura Wong no longer sees the splendor. She sees overgrown pines and madrones she can't afford to thin. "Half those trees should be removed," Wong says. "Half. That's the hard truth and it keeps me up at night."

It's not the only reason she's losing sleep. Wong also lacks the cash to adequately patrol the busy campgrounds of nearby Samuel P. Taylor State Park, a redwood-shaded refuge from the swelter of summer. "We're getting ground down," Wong says. "By the time people understand what's happened at our parks, it will be too late."

Alas, she's in good, if demoralized, company. "It's very, very tough out there right now," says Philip McKnelly, executive director of the National Association of State Park Directors. Throughout the West, tax revenue shortfalls have brutally squeezed the region's 1,600 state parks. Cherished for their beauty and history, they range from Hearst Castle on California's Central Coast to Alaska's 1.6-million-acre Wood-Tikchik wilderness. Some, such as Bear Lake on the Utah-Idaho border, are famous among water-skiers; others, including Arizona's Tombstone Courthouse, draw history buffs.

All are under stress. Nevada may turn some year-round parks seasonal, while Idaho has toyed with closures. Most famously, Governor Arnold Schwarzenegger last year proposed shutting 48 California state parks and beaches. Although that particular plan fizzled, the news on the state's budget keeps getting worse. The gates are still open at places such as Sutter's Fort—a historic Central Valley settlement—but there isn't enough money to repair the site's timeworn 2½-foot-thick adobe walls. The National Trust for Historic Preservation put California's park system on its 2008 most endangered list. "Without proper care, historic buildings and landscapes will deteriorate to a point where restoration may no longer be feasible," said President Richard Moe.

Cruelly, the weak economy now ravaging the parks is driving more vacationers their way. State park visits nationwide rose by 18 million in 2008. "To go to a national park or Disneyland requires travel and money," McKnelly says, "but most people can get to a state park within 100 miles." Meanwhile, fewer staffers are stocking bathrooms and collecting trash. "It's falling apart," says Wong. "Everything feels overwhelming. Maybe I should move to Oregon."

MAYBE SHE SHOULD. Oregon is one state whose parks seem poised to weather the economic crisis with a modicum of grace. And it's all about how the bills are paid. If the mountain amphitheater is a diamond in the rough, Vista House—650 miles north—is a polished jewel. While California's parks get money from a pot of tax dollars divvied up among schools, prisons, and other concerns, Oregon's parks have their own income no legislator can touch. In 1998, voters mandated that a portion of the state lottery proceeds flow straight to the

parks, bypassing Salem. "It changed the landscape significantly," says Dave Eshbaugh, executive director of the nonprofit Oregon State Parks Trust. "The budget isn't subject to the sharp knives and the whims of the moment."

With its nest egg in place, Oregon's parks department laid long-term goals, building ties with communities, investing in sustainable energy, and catching up on repairs. Among the more ambitious fixes: an overhaul of the troubled Vista House. Opened in 1918, it had been established for the homeliest of purposes: to provide toilets for motorists on the Columbia River Highway. But it was no ordinary rest stop. Perched on a promontory with commanding views of the gorge, the building was designed to reflect the grandeur of its setting. From the outside, Vista House is a striking art nouveau octagon with opalescent windows and a green tile roof. Visitors enter through a pink limestone rotunda with gilded bas-reliefs, hand-carved drinking fountains, and floors of soft Alaskan marble.

But from the beginning Vista House leaked disastrously, and over the decades hideous fixes—boarded-up windows, tarred over skylights—failed to help. When Kevin Price took charge in 1988, he and his staff were pumping, mopping, and squee-geeing out as much as 65 gallons of water every day it rained.

Lottery income helped rewrite the script. In the last decade, the leaking has been halted, skylights uncovered, windows restored, and wheelchair-accessible elevators installed, the dazzling restoration funded by a partnership between nonprofits, the parks system, and the local community. Today Vista House is staffed in large part with volunteers galvanized by the chance to rescue a landmark. Ten years ago, staff spent little time fostering community ties; today staffers regularly devote their energies to reaching out and rallying local support.

"Volunteerism is highly valued at the highest levels of our organization," says M.G. Devereux, park manager at Tryon Creek, a lush 645-acre park full of maples, alders, and thimbleberry bushes just minutes from downtown Portland. Devereux regularly calls on a pool of 150 volunteers, who have done everything from clearing trails to leading the campaign to make the park environmentally sustainable. Which it now is, with waterless urinals, recycled carpeting in the nature center, and LED lights. "I don't think it could have happened without the ballot measure," says Dave Eshbaugh of the Oregon parks trust.

Other states have succeeded in different ways. In 2003, Montana was on the verge of closing a handful of parks when voters elected to tack an optional $4 fee on to vehicle registrations. "It's the price of a cup of coffee," says Chas VanGenderen, acting administrator of Montana's parks, "and we've made progress in leaps and bounds." Almost overnight the budget grew, enabling the parks not just to stay open but to mend cracked sidewalks, retile grotty bathrooms, and replace decrepit boat ramps. In return for that $4 fee, Montanans are no longer charged to enter the parks. The result: More people are boating on Ackley Lake and picnicking beside the Yellowstone River.

"By no means are all our money problems solved," says VanGenderen. "But then they're never going to completely go away." Oregon's Eshbaugh agrees: "I think it's going to be damned hard in the next few years. But we're not doing badly by comparison with some of our surrounding states."

In 1936 the civilian conservation corps, founded to provide jobs for laid-off Depression-era workers, finished constructing a vast open-air theater in Mount Tamalpais State Park just north of San Francisco. Crews from the corps had been dispatched to parks across the country to build lodges, cabins, and picnic areas-or, in this case, to install 5,000 terraced stone seats in a natural amphitheater. Like most successful public spaces, the outdoor theater proved both ennobling and useful. More than seven decades later, busloads of visitors arrive on summer weekends to recline on blankets beneath the trees and watch the season's Mountain Play. In the foreground is Annie or Fiddler on the Roof and in the background the glittering San Francisco Bay.

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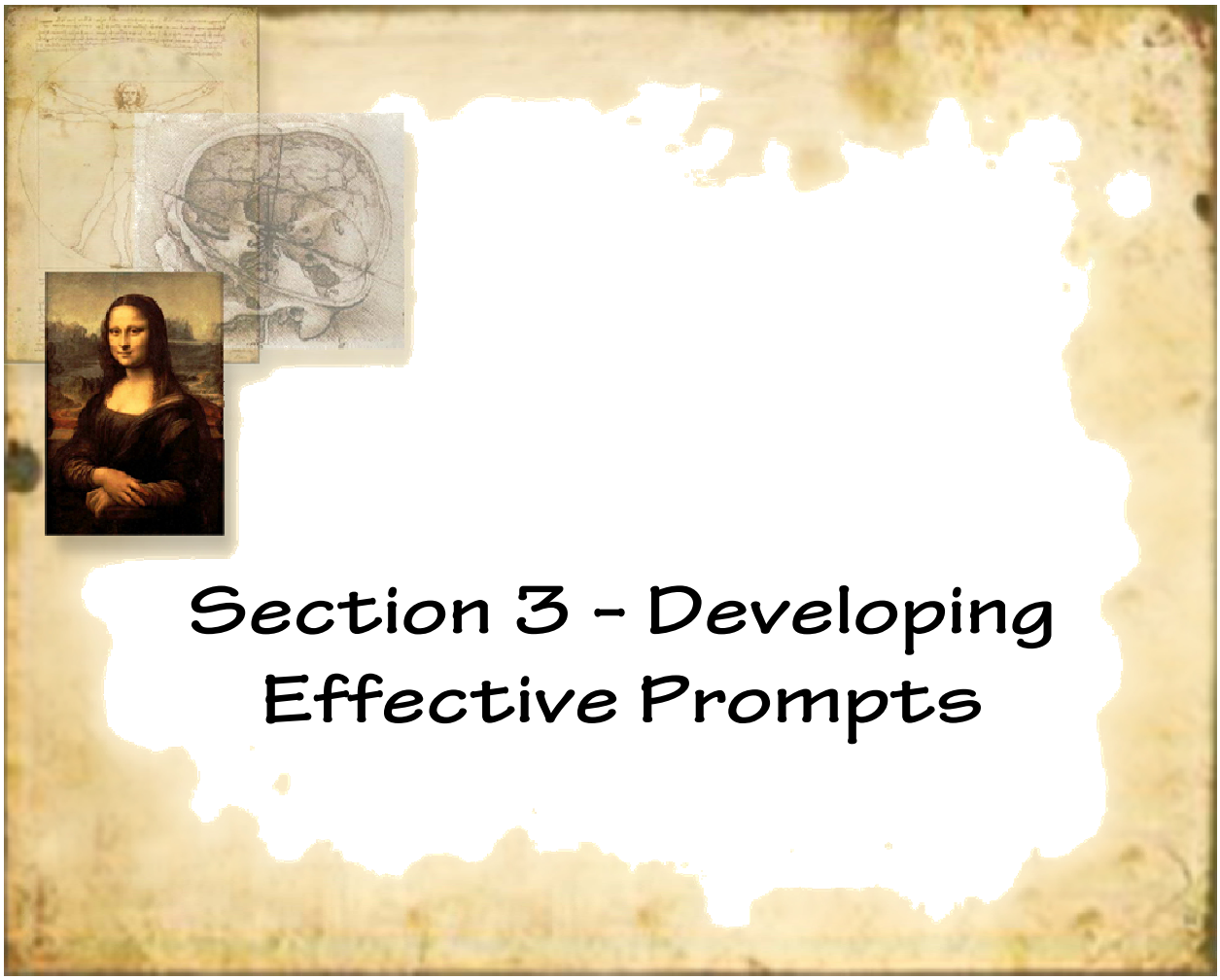
Level 4 — Reading Scoring Guide Training

Developing Reading Work Samples



Section 3 - Developing Effective Prompts

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Demonstrate General Understanding

Some of the materials that follow will provide you with ideas or examples to generate prompts/questions for the trait of Demonstrate General Understanding. You can adopt, adapt or completely change anything you want.

Some of the materials are more suited to instructional uses – teaching students the key elements they need to show in order for a rater to know that they have understood what they read. Typically, these materials provide quite a bit of scaffolding to help students as they are learning. Some may be more appropriate for middle school while others may be more appropriate for high school students.

A key difference between high school and middle school reading work samples is the amount of scaffolding. For middle school students, any devices that help students to respond to the prompt are appropriate. High school students should be able (after instruction and practice) to respond to prompts with less structured scaffolding.

Sample Prompts To Individualize For Your Work Sample

Demonstrate General Understanding

Explain your understanding of this selection/article. Include main ideas and details that are important.

Summarize the story (article).

Give examples of facts and opinions that are used in this selection/article.

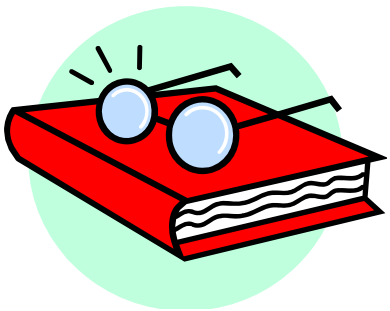
Explain the main ideas and themes of this selection.

If you were trying to explain this article (story) to someone who had not read it, what would you say about it?

The author of this selection has strong opinions. What opinions does the author express? Follow up question: What are facts that the author uses?

Explain any questions, reactions, thoughts, or additional understandings of the story that you have not previously mentioned.

In the chart below, list the most important facts we learn about each of the three issues/main characters in this selection.



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Summary Frames

The Argumentation Frame

1. What information is presented that leads to a claim?
2. What is the basic statement or claim that is the focus of the information?
3. What examples or explanations are presented to support this claim?
4. What concessions are made about the claim?

The Definition Frame

1. What is being defined?
2. To which general category doe the item belong?
3. What characteristics separate the item from other things in the general category?
4. What are some different types or classes of the item being defined?

The Problem/Solution Frame

1. What is the problem?
2. What is a possible solution?
3. What is another possible solution?
4. Which solution has the best chance of succeeding?

The Topic-Restriction-Illustration Frame

1. T – What is the general statement or topic?
2. R – What information narrows or restricts the general statement or topic?
3. I – What examples illustrate the topic or restriction?

The Conversation Frame

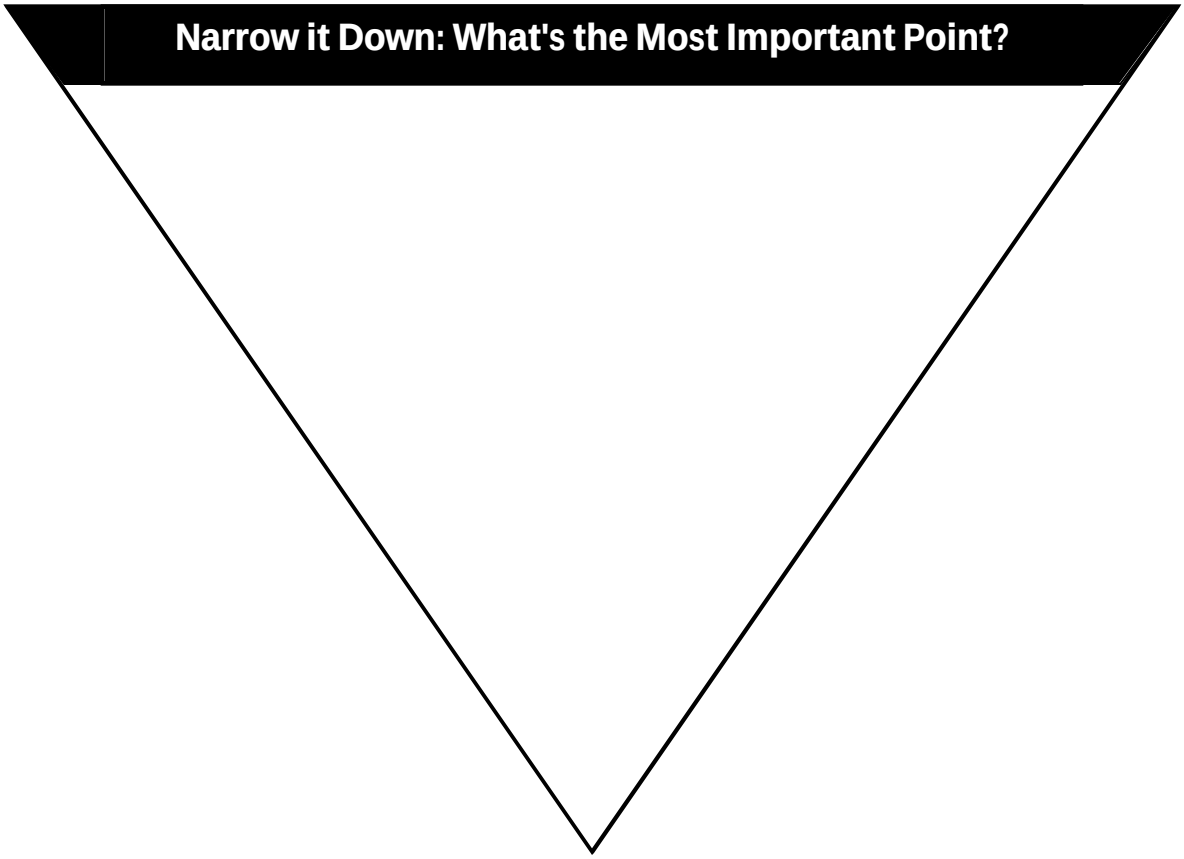
1. How did the members of the conversation greet each other?
2. What question or topic was insinuated, revealed, or referred to?
3. How did their discussion progress?
   - Did either person state facts?
   - Did either person make a request of the other?
   - Did either person demand a specific action of the other?
   - Did either person threaten specific consequences if a demand was not met?
   - Did either person indicate that he/she valued something that the other had done?
4. How did the conversation conclude?

The Narrative Frame

1. Who are the main characters and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feeling?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goals?
7. What were the consequences?

What's the Big Idea?

Narrow it Down: What's the Most Important Point?



How do you know that's the most important idea? Write three examples or comments that support your assertion that this is the most important idea. If they are quotes include the page number so you can refer to it later when writing about or discussing this idea.

1. _____

2. _____

3. _____

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Name: _____ Period: _____

Fact vs. Opinion

Directions: Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out. Facts are objective (i.e., they can be proven); opinions are subjective (i.e., they express a preference or bias). Use the chart below to identify both facts and opinions in a text and be sure to explain how you know the details you write down are either facts or opinions.

	Text Details & Direct Quotes From the Text	Explain How You Know the Details are Facts or Opinions
Facts		
Opinions		

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Conflict / Resolution Chart

Identify three conflicts in this selection. If the conflict is resolved, explain how; if not, explain why.

Conflict *(describe how conflict is revealed)*	How conflict is resolved/ Why conflict is not resolved

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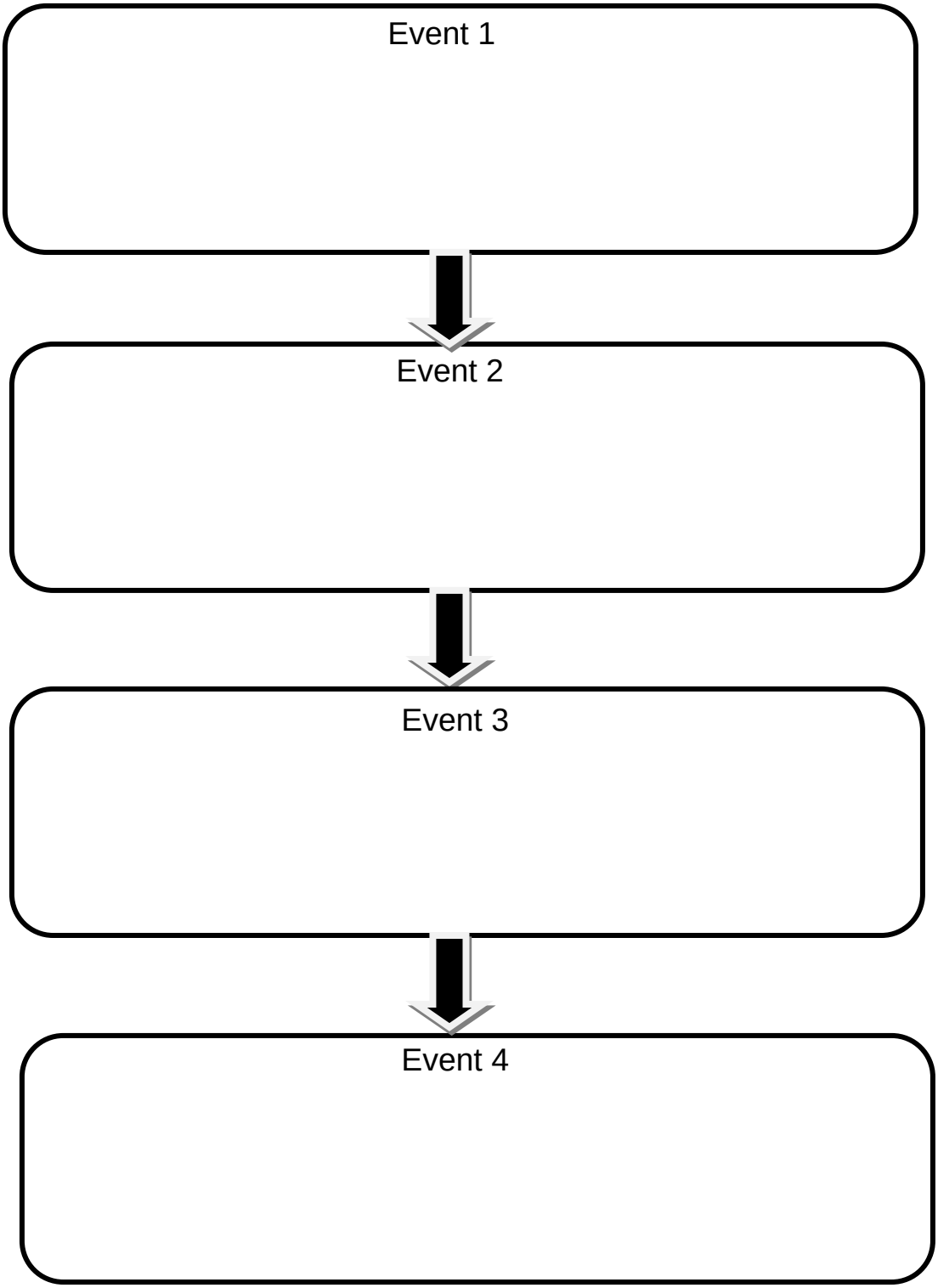
Chain of Events



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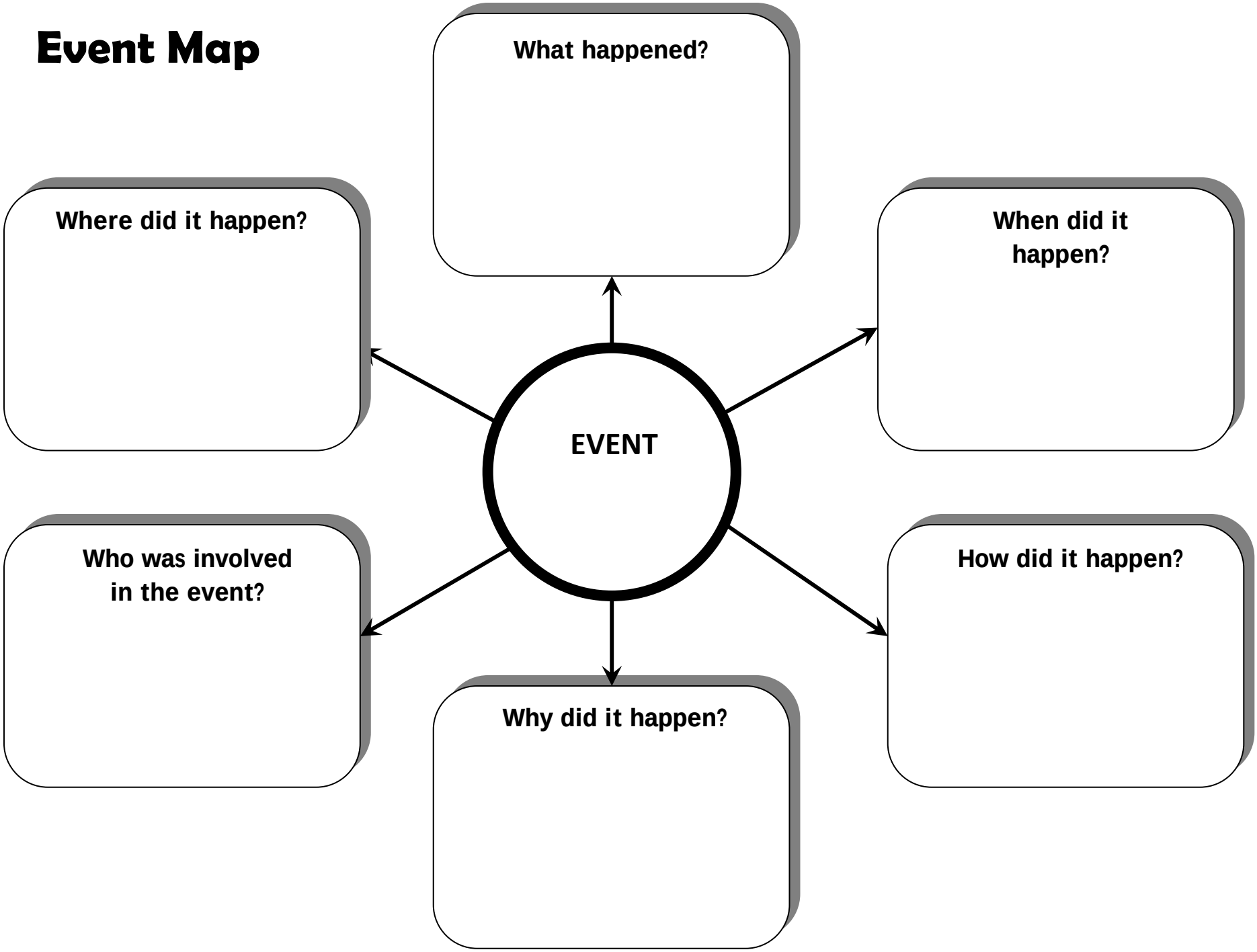
Event Map


What happened?
Where did it happen?
When did it happen?
EVENT
Who was involved in the event?
How did it happen?
Why did it happen?

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Plot Diagram

On the plot diagram below, record the following information about the story.

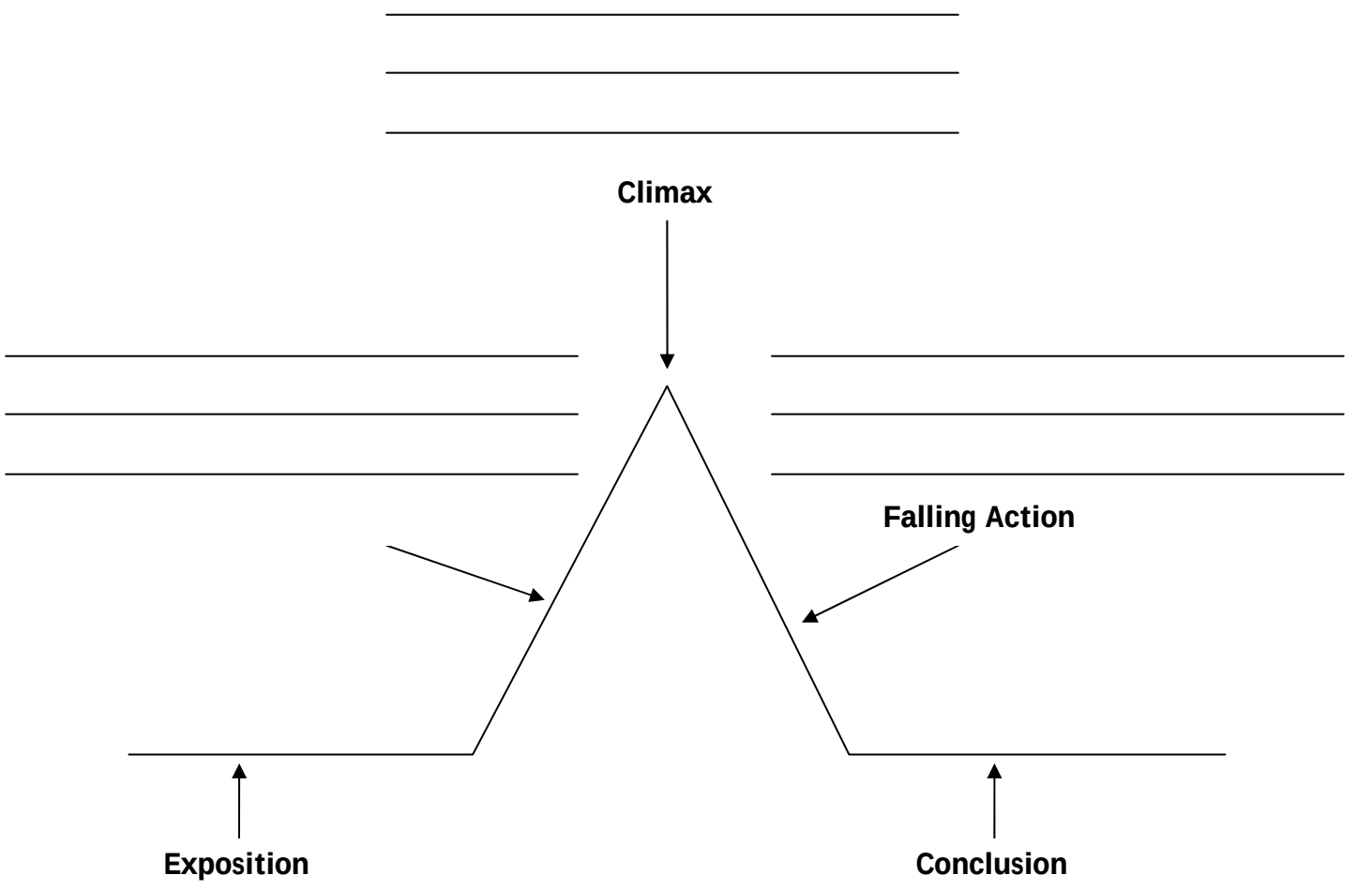
Exposition – two things that you learn about the story's characters

Rising action – two events that are part of the rising action

Climax – the event that forms the climax of the story

Falling action –one event that is part of the falling action

Conclusion – how the story ends



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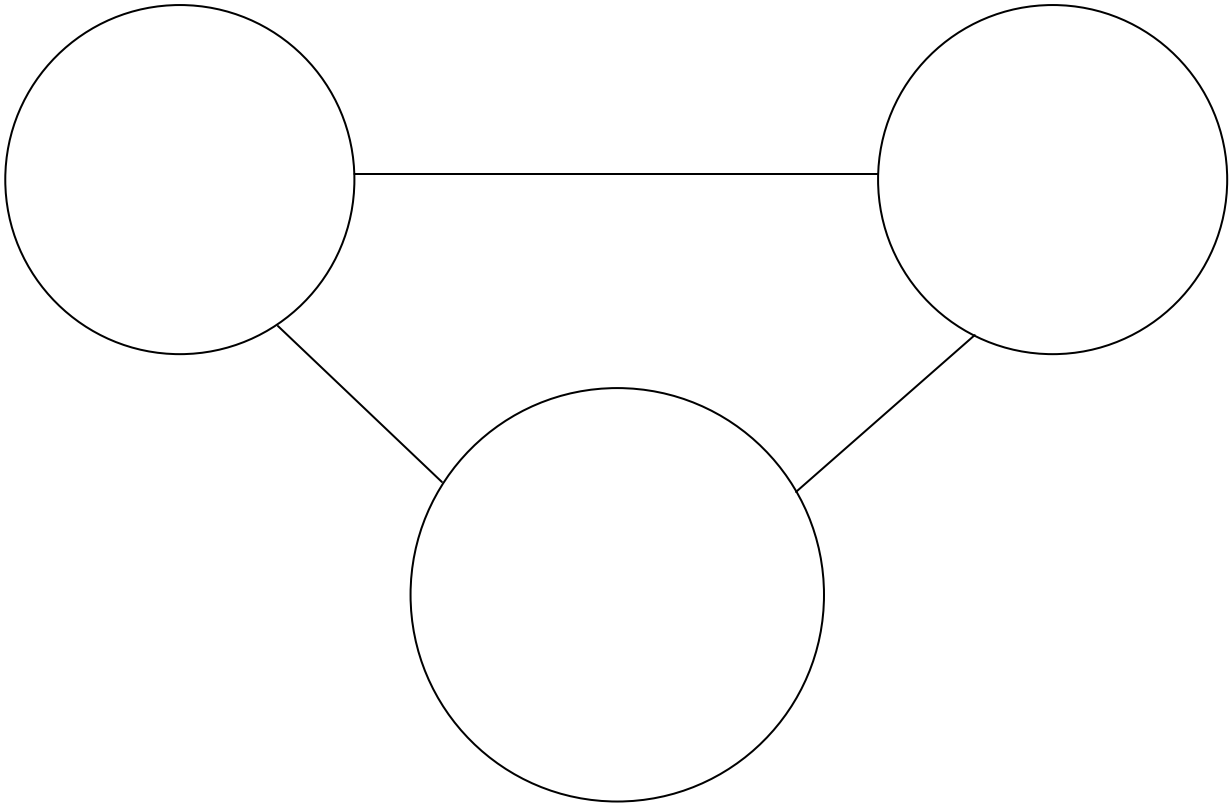
Character Web

Place a character from the story in the center of a web. Complete the web to show your understanding of the relationships between this character and other characters, the situations in the story, the character's feelings, their actions, or any other areas you choose. **Add to the web to show your full understanding.** Then write an explanation of your web.



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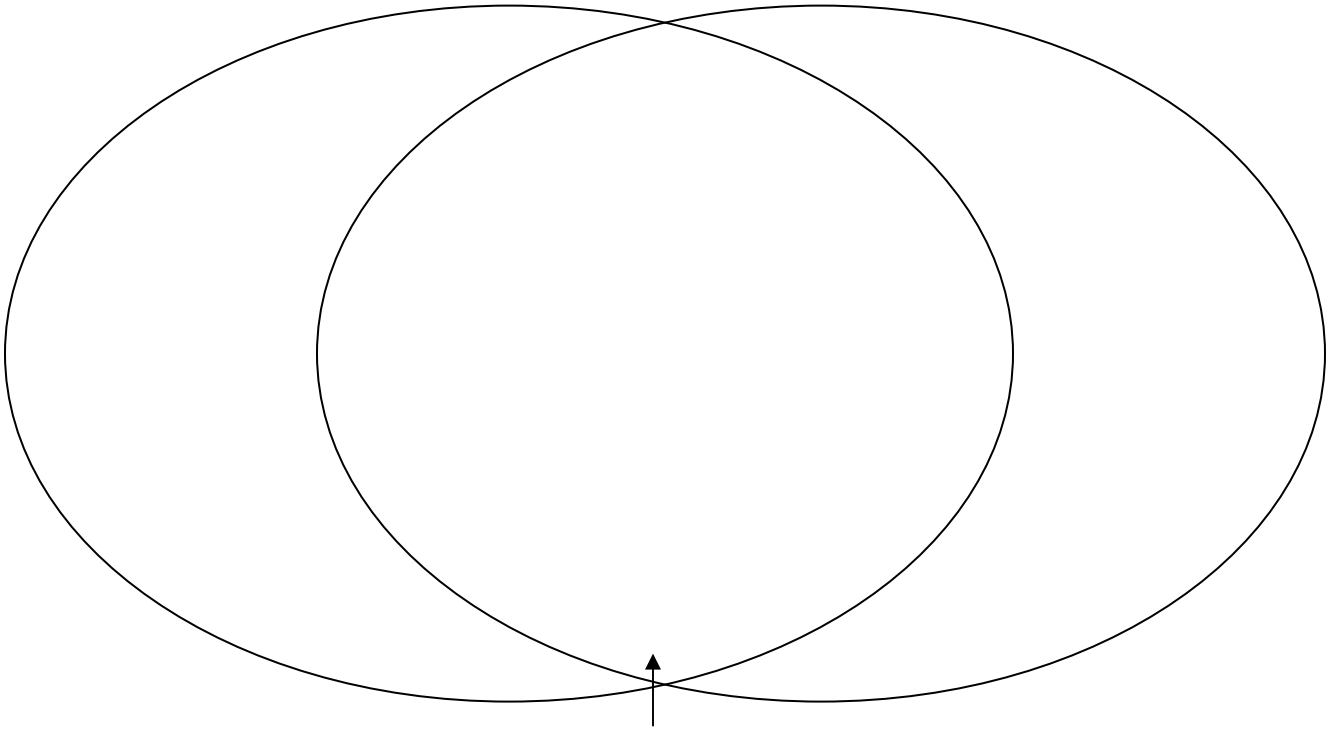
Venn Diagram

This Venn Diagram can be used to ask a variety of questions that involve similarities and differences, both Demonstrate General Understanding and Develop an Interpretation. Sometimes, passages literally state differences, but the reader has to infer similarities.

Labels can be added to identify topics specific to the reading selection.



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Develop an Interpretation

Some of the materials that follow will provide you with ideas or examples to generate prompts/questions for the trait of Develop an Interpretation. You can adopt, adapt or completely change anything you want.

Some of the materials are more suited to instructional uses – particularly direct instruction in what an inference is and how to make one. An article by Robert Marzano goes into more detail about teaching students to draw inferences.

There are various "graphic organizers" – some of which may be more appropriate for instruction while others with appropriate changes might form actual prompts. Some may be more appropriate for middle school while others may be more appropriate for high school students.

A key difference between high school and middle school reading work samples is the amount of scaffolding. For middle school students, any devices that help students to respond to the prompt are appropriate. High school students should be able (after instruction and practice) to respond to prompts with less structured scaffolding.

Sample Prompts To Individualize For Your Work Sample

Develop an Interpretation

What message is the author hoping to convey in this selection?

What are the unstated themes or ideas in this selection? Explain the clues in the text that helped you decide on this theme or idea.

Comprehension includes understanding the characters' thoughts and feelings, even when they do not tell you how they feel. Explain how _____ felt about _____. Explain the clues in the text that helped you figure out _____'s feelings.

Based on the information in this selection, what do you think is most likely to happen in the future?

What are the relationships among the characters in the story? How do their actions and relationships influence the outcome of the story?

Although the article doesn't explain directly how _____ feels about _____, the author gives some clues about his/her attitude. Explain how _____ views _____, using examples or quotes from the article to support your perspective.

Understanding Inferential Thinking

Inferring—making inferences—is often described as making a logical guess or "reading between the lines." Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005).

When readers infer, they are personally engaged with the text, are more aware of the author's purpose, and are processing to deeper meaning (Zweirs, 2005).

Kelly Gallagher (2004) says that "good readers infer when they read; that is, they see and consider things that are not literally on the printed page" (p. 80). When reading text, many students find that making inferences is difficult. In *When Kids Can't Read* (2003), Kylene Beers (2003) suggests specific types of inferences skilled readers make as they read.

To help less skilled readers learn to make the same types of inferences, Beers suggests that teachers use short passages to show students how to do the following:

Informative Text:

1. Provide explanations for events or ideas that are presented in the text
2. Offer details for events or their own explanations of the events
3. Understand the author's view of the world
4. Recognize the author's biases
5. Relate what is happening in the text to their own knowledge of the world
6. Offer conclusions from facts presented in the text

Literary Text:

1. Recognize the antecedents for pronouns
2. Figure out the meaning of unknown words from context clues
3. Figure out the grammatical function of an unknown word
4. Understand intonation of characters' words
5. Identify characters' beliefs, personalities, and motivations
6. Understand characters' relationships to one another
7. Provide details about the setting

[Adapted From Beers, 2003, p. 65.]

Teaching Inference

April 2010 | Volume **67** | Number **7**
Reimagining School Pages 80-81

Robert J. Marzano

Thinking and reasoning processes—such as problem solving, decision making, and the like—have been identified as legitimate and even necessary 21st century skills. Although they are not new skills, what *is* new in the last 20 years is that we've become aware that some cognitive processes are foundational to higher-order thinking. Inference is one of those foundational processes.

To begin, it's useful to make students aware of the fact that they generate inferences all the time. Teachers can foster this awareness in a variety of ways. For example, if elementary students are reading a story about two children walking alone through the forest, the teacher might ask them to predict what will happen next. One student might report that "something bad is probably going to happen."

As students articulate their predictions, the teacher would point out that these things will not necessarily happen. Rather, students are filling in information that the story has not yet revealed. They're making inferences.

Similarly, consider middle school science students watching a video about the Earth's orbit around the sun. The teacher might pause and ask, "Given that the sun is a source of heat, what conclusions might you make about seasonal changes on Earth?" One student might understandably (although mistakenly) conclude that the elliptical orbit of the Earth is the cause of the change in seasons—that when the Earth is farthest from the sun, it's winter, and when the Earth is closest to the sun, it's summer. As students offer various conclusions, the teacher would point out that they are presenting their own opinions; the answers are not found thus far in the video clip. Again, the students are making inferences.

Four Questions to Pose

Teachers can use a simple process to guide students in analyzing the effectiveness of their inferences. It involves posing four questions drawn from what researchers call *elaborative interrogation*.[1] Typically, the teacher poses these questions to students and interacts with them around the answers.

Question 1: What is my inference?

The first question helps students become aware that they have just made an inference—that is, that they have just filled in information that was not directly presented to them. Students might make two types of inferences. *Default inferences* are automatic assumptions. The elementary student who predicts that "something bad is probably going to happen" to the two children walking in the woods has most likely read other stories about lost children and assumes that the plots will be similar.

A second type of inference is a *reasoned inference*, a conclusion that we make about a topic on the basis of available information. The science student who concludes that winter occurs when the Earth is farthest from the sun and summer occurs when it is closest to the sun is making a

reasoned inference. She knows that the closer you are to a source of heat, the warmer you will feel and that the farther away you are from the source, the colder you will feel. She reasonably, but mistakenly, concludes that the elliptical orbit of the Earth explains its seasons.

Question 2: What information did I use to make this inference?

As students ponder this second question, teachers should query them about their thinking and guide them in articulating the premises on which they've based their inferences.

Consider the default inference the student made about the lost children. Answering this second question makes the student aware that, on the basis of his familiarity with other stories, he has created a rule that he now uses. For the student who made a reasoned inference about the Earth's orbit and the change of seasons, answering this second question would help her realize that she made this inference on the basis of her generalization about temperature and proximity to a source of heat.

Question 3: How good was my thinking?

Once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process—examining the validity of their thinking. With default inferences, the teacher simply asks students to consider other possible premises: "Do you think there are stories about children lost in the woods in which something bad does *not* happen? What are some other things that might happen?"

With reasoned inferences, it's useful to examine both the truth of the premise and the validity of the thinking that led to the inference. In the case of the science student, her thinking was valid. In the absence of other factors, a decidedly elliptical orbit would have a significant influence on Earth's climate, given the relationship between temperature and proximity to a heat source.

However, as the teacher guides the student in examining her thinking—by asking her to explain her thinking and then pointing out misconceptions or missing elements in her explanations— the student comes to understand that she was operating from a flawed premise.

Through such an interaction, the student is able to articulate the fact that although we often describe the Earth's orbit as elliptical, it's actually closer to a circle; thus, the change in distance to the sun at different points in the orbit is not great enough to create a strong effect. The change in the Earth's tilt is far more dramatic. During the Northern Hemisphere's summer, for example, the land north of the equator is tilted toward the sun, allowing more of the sun's energy to heat it. Thus the tilt, rather than the shape of the orbit, is the stronger influence on seasonal changes.

Question 4: Do I need to change my thinking?

The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information.

The elementary student who has made the inference about stories with lost children might be alert for different patterns in story plots in the future. The science student might become more aware of the need to consider additional facts before coming to a conclusion when examining physical phenomena.

Stepping into Higher-Level Thinking

Making inferences is the foundation to many of the higher-level thinking processes that we want students to use more effectively in the 21st century. Although all students make inferences quite naturally, teachers can use strategies like these throughout the curriculum to help them become more thoughtful in their inferences.

Endnote

[1] Ozgungor, S., & Guthrie, J. T. (2004). Interactions among elaborative interrogation, knowledge, and interest in the process of constructing knowledge from text. *Journal of Educational Psychology, 96*(3), 437–443.

Robert J. Marzano is Cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of *The Art and Science of Teaching* (ASCD, 2007) and coauthor, with Mark W. Haystead, of *Making Standards Useful in the Classroom* (ASCD, 2008). To contact Marzano or participate in a study regarding a specific instructional strategy, visit www.marzanoresearch.com.

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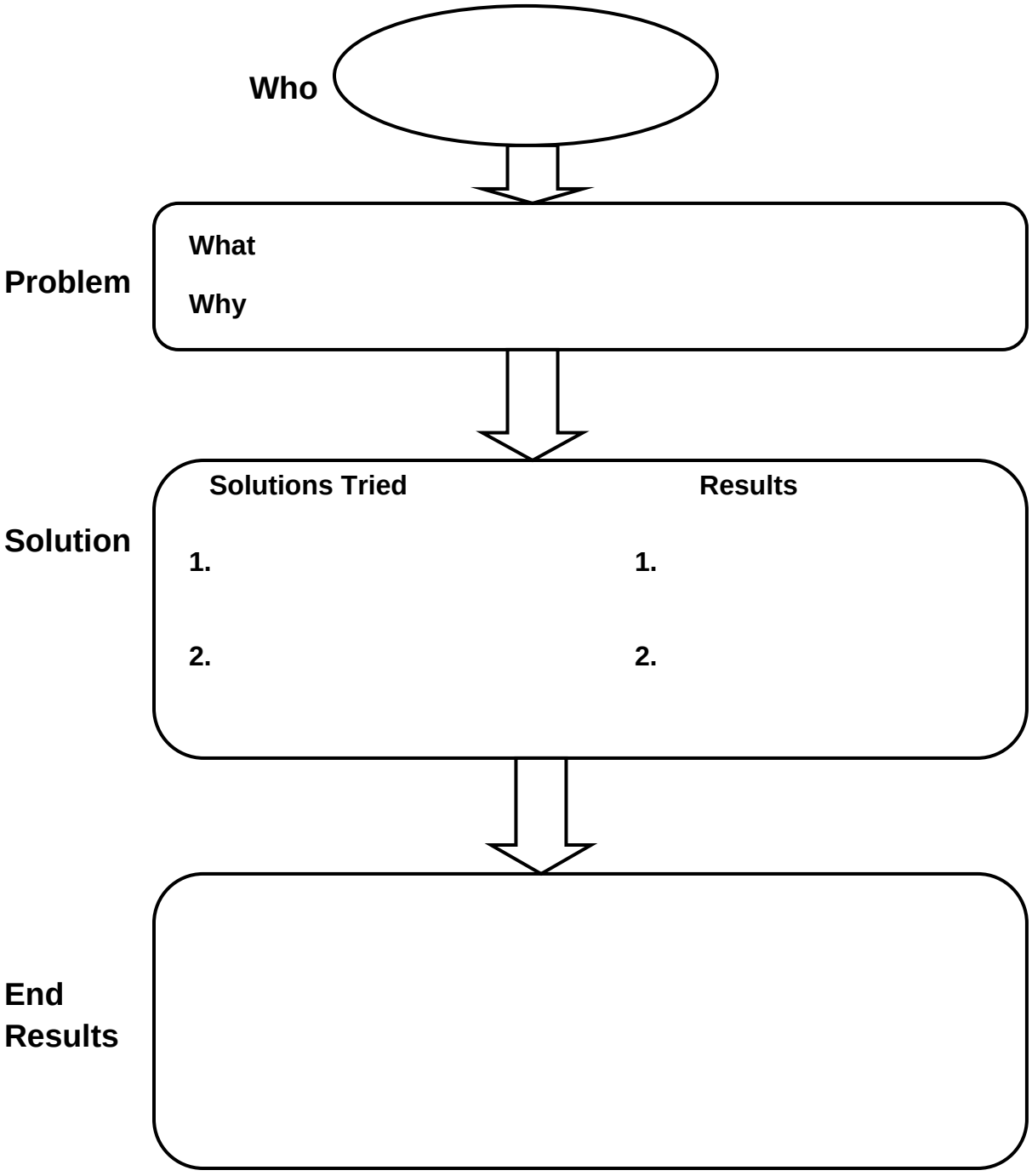
Problem-Solution Chart



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Question **(Insert question about specific article here.)**	
What the reading says	**What I think**
My Answer to the question—what I infer	

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Name: _____

Character Inferencing

Facts About the Character	What the Character Says
Characters Name:	
Character's Actions	Character's Thoughts and Feelings

What I Can Infer About the Character: _____

_____

_____

_____

_____

Adapted from Jerry Johns, Improving Reading

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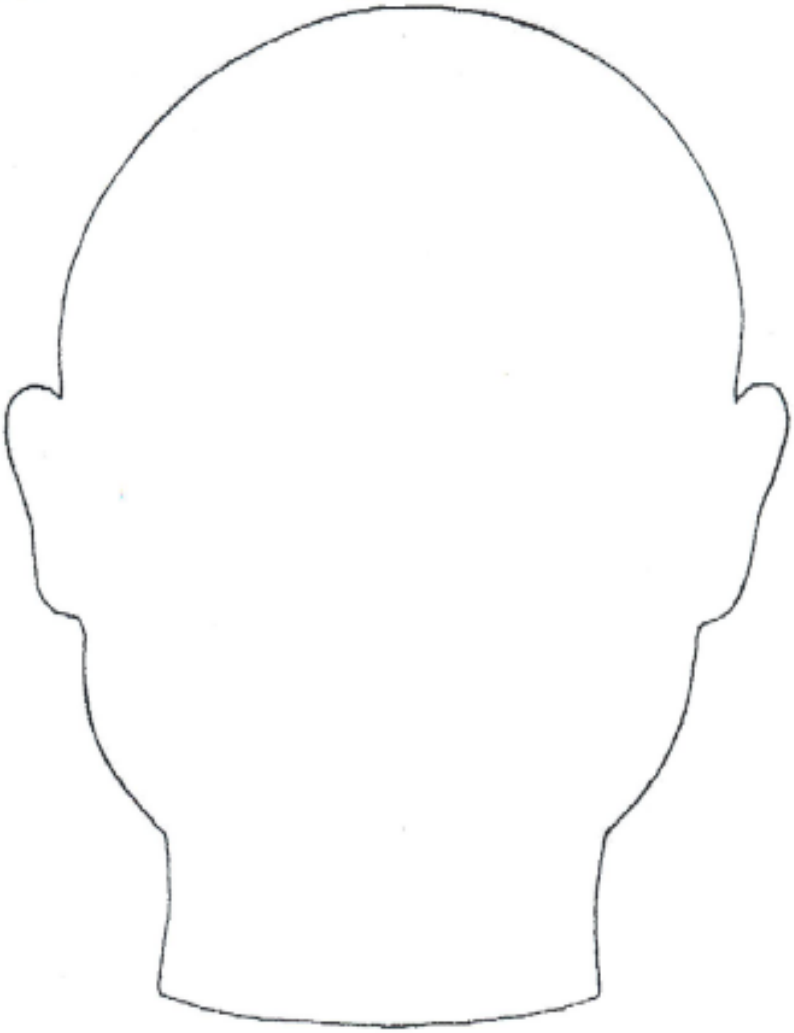
"The Open Mind"

The graphic below represents the mind of (name of character/person from selection). Draw pictures, symbols, or images of what the character is thinking and feeling. Show how (the character) viewed the events of the story/article by a series of pictures, symbols, images, phrases or words (or all of these). In the space provided below, explain your drawing.



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Analyze Text

The trait of Analyze Text presents some unique challenges. The issues the reader must consider vary from informative text to literary text. Analyzing text requires the reader to "step back" from the literal or inferential meaning of the passage to consider the author's role as writer – a different type of thinking. Many students have not had sufficient instruction in analyzing text. Others can identify the author's stylistic or organizational decisions but cannot make the next step – explaining how the writing affects the reader's understanding or the impact of the message.

Many of the materials provided here are targeted to instructional uses – helping students to understand what it means to analyze text and practice doing so. However, some of the materials may be appropriate to use or adapt for prompts. The quality of the question is especially important in "prompting" students to include both facets – identifying the author's technique and explaining how it impacts the writing.

The sample prompts provided here may be helpful, but much additional work is needed in designing questions/prompts that elicit high quality responses from students.

Again, some material may be much more appropriate for high school students while other may suit both high school and middle school needs.

Sample Prompts To Individualize For Your Work Sample

Analyze Text – Informational

What is the author's purpose in writing this article? Support your answer with language from the text.

Use this T-Chart to identify three things that the author does or uses in the article to convince the reader that the information in the article is accurate and believable.

What was the author's purpose in writing this selection? What details made you think this was the purpose?

What did the author want readers to learn from this selection? What information/facts led you to this conclusion?

What does the author do with words, format, ideas and personal style to influence the reader to agree with his/her perspective?

A (newspaper or _____) article is supposed to report information factually, but the author can sway readers' opinions by the information he/she emphasizes or omits. How does _____ present information that is likely to influence the reader's opinion? Give specific examples from the text.

What makes this author's writing style unique? Give examples.

Journalists and other authors are supposed to be unbiased. Is this author completely objective or is he/she trying to promote a particular position? Give examples.

Analyze Text -- Literary

Explain how the plot, setting, characters, and/or theme influence the outcome of the story.

Do any characters seem to change during the story? How does this make the story more effective or interesting?

Did the story end the way you expected it to? What clues does the author provide to prepare the reader for this ending?

What techniques (figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.) does the author use to add interest or meaning to the story?

What techniques does the author use to make the characters in this story “come to life”?

Using the chart below, give 3 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective. (Caution: students may not know these by name which may result in inaccurate labeling – this drives some raters crazy.)

Choose three images the poet uses to create different moods in the poem. Explain what mood each image creates.

Who is the narrator of this story? Choose another character and explain how the story would be different if this character was the narrator?

Analyze Text -- Informational
"Looking at the Author's Craft"

- **Author's purpose** – know the basic categories such as to inform, teach/instruct, entertain, persuade; look for clues in titles, subheads, introduction
- **Author's ideas and reasoning** – often relates to purpose; focus on author's decisions vs. overall meaning
- **Use of support and resources** – consider HOW the author supports his/her message; consider purpose of using quotes or expert testimony, or adding references as support
- **Stylistic decisions** – does the author use literary devices such as imagery, symbolism, metaphors, etc. to make the writing more effective or memorable?
- **Structure** – how is the piece organized and how does this organization relate to author's purpose?
- **Word choice** – what words stand out in terms of purpose? Are any of the word "loaded language" or do they show bias?
- **Format** – how is the article structured to help accomplish purpose?
- **Perspective** – what points of view are included? Is the author reliable? How do you know?
- **Provide textual evidence** – includes quotations or direct references to support analysis

Analyze Text -- Literary
"Applying Knowledge of Literature"

- **Literary Elements** (found in all stories) – be able to identify theme, character, setting, plot (conflict, climax, resolution) narrator/speaker, point of view, tone, mood
- **Literary Devices** (techniques used to develop literary elements) – be able to identify figurative language, allusion, hyperbole, irony, characterization, imagery, metaphor, simile, personification, repetition, foreshadowing, flashbacks, symbolism, etc.
- **Analysis of effectiveness** – What makes the author's use of a particular device effective? Consider how an author may use a literary device to develop a literary element (i.e., how does a ***symbol*** for wealth contribute to the ***theme*** of greed?).
- **Provide textual evidence** – includes quotations citing author's use of devices to support analysis

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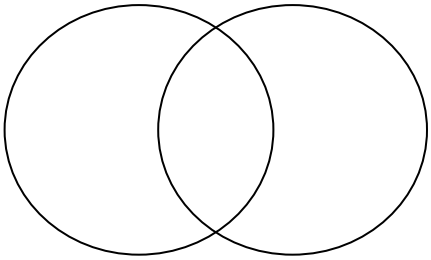
INFORMATIVE TEXT STRUCTURES

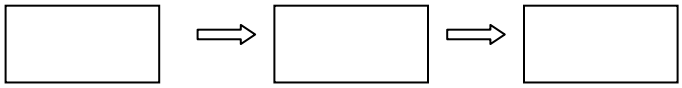
COMPARE - CONTRAST

- Issues being compared are clearly stated
- Comparisons are explained with details showing their importance
- On the other hand, instead of, however, unless, although, not only-but also, different from, similar to. . .



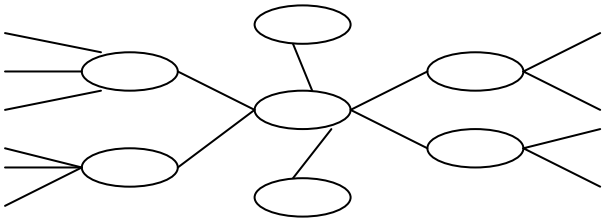
DIRECTIONS

- Step by step explanations
- Given in chronological order
- First, second, next, now, then, after, finally



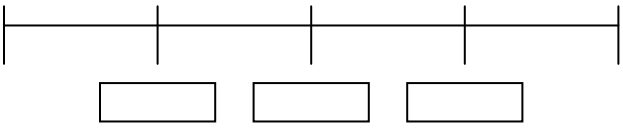
DESCRIPTION

- Emphasis on key concepts
- Details support but do not override key concepts
- Text conveys a clear visual image
- For instance, for example, furthermore, in addition to, such as, also, in fact. . .



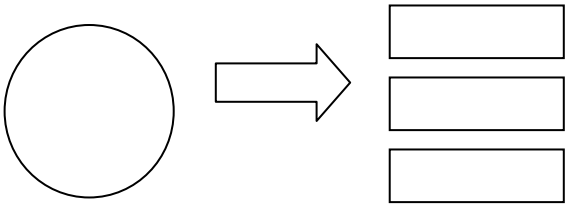
TIME ORDER

- Events listed in chronological order
- Details support key concepts
- First, second, initially, before, after, on this date, not long after, when. . .



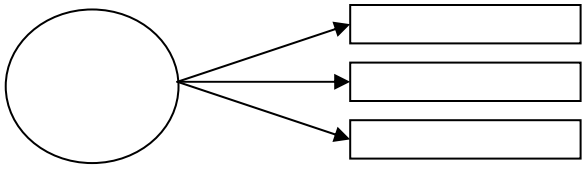
CAUSE - EFFECT

- Why something happened is clearly explained
- How something is affected is clearly explained
- because, consequently, as a result of, this led to, therefore, since, may be



PROBLEM - SOLUTION

- Problem is clearly stated
- Details are included in problem's solution
- the question is, one answer is, one reason for, recommendations include. . .



Third bullet gives transition words and phrases that are frequently used in each text structure.

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Informative Reading: Analyzing Text

Analyzing text requires you step back from the reading and evaluate the following:

1) Why was it written? (the author's purpose)
2) How is it organized? (the text structure)
3) How is it written? (the techniques the author uses)

How to determine AUTHOR'S PURPOSE:

- There are four general categories for purpose; sometimes authors combine these purposes.
  - ✓ To inform – explains or gives information about the topic
  - ✓ To teach or instruct – might include steps for how to do something
  - ✓ To persuade – presents the author's own opinions, facts, or beliefs
  - ✓ To entertain – makes you feel emotions such as happy, sad, or scared
- Look at the clue words in the title, headings, and other features such as charts and graphs. For example:
  Title: How to Improve Your Golf Swing **Purpose:** instruct **Title:** Fight Back! Vote! **Purpose:** persuade
- Look at the topic sentences of the paragraphs. The author's purpose is often related to the progression of the ideas.
- Examine the language the author uses. If the purpose is to explain a serious issue, the passage will use more formal, standard English. If the purpose is to entertain, then the author may use slang, jargon, and informal English to produce the desired effect.
- Tone, the "voice" or attitude toward the subject of the passage, is often related to the purpose. Envision the sound of the author's voice as if he/she were reading the passage aloud.

How to determine TEXT STRUCTURE: The organization of the text also gives you clues to the author's purpose.

Cause/Effect – **look for these words or phrases:**
because, consequently, as a result of, this led to, therefore, since, may be due to

Compare/Contrast – **look for these words or phrases:**
on the other hand, instead of, however, unless, not only-but also, different from, similar to

Description – **look for these words or phrases:**
for instance, for example, furthermore, in addition to, such as, also, in fact

Problem/Solution – **look for these words or phrases:**
the question is, one answer is, one reason for, recommendations include

Directions/Time Order – **look for these words or phrases:**
first, second, initially, before, after, on this date, not long after, when, finally

How to identify TECHNIQUES: Even in an informative piece, authors may use literary devices to emphasize certain points or to help the reader visualize the information they are discussing. Look for the use of these devices:

- **Simile** – comparisons using "like" or "as" (The clouds were like bubbles.)
- **Metaphor** – direct comparison (The clouds were bubbles.)
- **Allusions** – making a reference to a well-known person, place, or event (At midnight, she turned into Cinderella.)
- **Personification** – giving human qualities to something non-human (The gym held its breath.)
- **Symbolism** – making a concrete thing stand for an abstract idea (Diamonds equal love.)

Another technique the author might use is to appeal to the reader's emotions, logic, or ethics (sense of right or wrong).

- **Emotional appeal techniques**
  - ✓ Includes a story that "pulls on your heartstrings" and creates a strong emotional reaction
  - ✓ Uses "loaded language" such as "pitiful" or "hopeless" that creates an emotional response
  - ✓ Uses "testimonials" from people for emotional effect
  - ✓ Examples use specific, sensory detail or strong imagery that helps reader visualize the situation
- **Logical appeal techniques**
  - ✓ Uses statistics, facts, cause/effect statements, if/then statements
  - ✓ Uses quotes from experts to support arguments or opinions
  - ✓ Uses strong evidence and/or data to back up facts
- **Ethical appeal techniques**
  - ✓ Shows credibility of author by referring to his/her education
  - ✓ Uses allusions (references to well-known people, places, or events) that show author is knowledgeable about the subject and how the world works
  - ✓ Uses words that convince reader author is sincere, trustworthy, and credible

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Sentence Starters for Analyzing Text

Informative Text Analysis: Sentence Starters

Quote:

_____

_____

Explain context of the quote:

_____

_____

In this quote, the author uses _____ (technique) to _____ (state purpose of article here). This _____ (technique) shows or reveals _____ _____. It is effective because (relate technique to purpose more specifically) _____ _____.

Literary Text Analysis: Sentence Starters

Quote:

_____

_____

Explain context of the quote:

_____

_____

In this quote, the author uses _____ (device) to develop/reveal/portray _____ (literary element) in the story. This _____ (device) shows or reveals _____ _____. It is effective because (relate device to literary element more specifically)_____

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Informative Reading: Text Analysis Support

Evaluate author's purpose — the reason why an author writes: to entertain, to inform or explain, to persuade, or to express personal thoughts or feelings. Students need to make judgments about what they believe to be the author's purpose and use evidence from the text to support their opinion. They also need to explain how the author's purpose affects the style of writing. For example, if the purpose is to persuade the audience to protect an endangered species, the tone toward poachers may be accusatory while the tone toward environmentalists is more sympathetic.

Literary Devices — The use of literary devices is not limited to literary selections. Authors of informative text use literary devices to develop a point of view and accomplish their purpose.

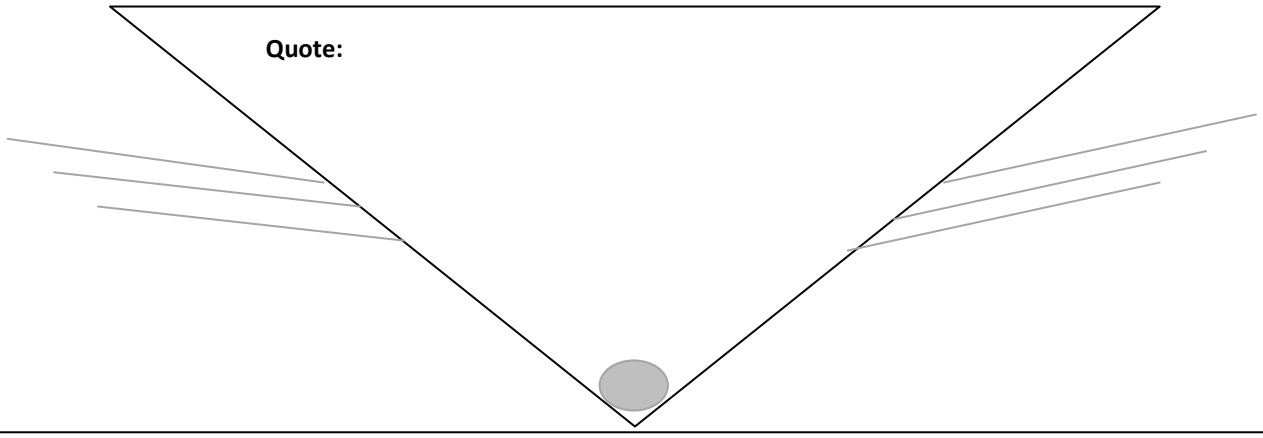
Common devices include:

- **Figurative language**—simile, metaphor, hyperbole, symbolism
- **Imagery**—words that appeal to the five senses
- **Irony**—a contrast between what is expected and what is real
- **Word choice—**descriptive expressions
- **Tone**—writer's attitude toward subject (serious, sarcastic, objective, compassionate)
- **Repetition**—repeating a word, phrase, or idea for deliberate effect
- **Structure/Organization**—cause/effect, problem/solution, chronology/sequence, compare/contrast, descriptions

The “Rat”

Author’s purpose:

Stylistic device:



Why it was effective: (Explain how this quote shows author using device to help accomplish purpose)

"The Rat"
Literary Reading: Text Analysis Support

Apply Knowledge of Literature — Literature is the art of written works and to analyze literature, students need access to common terms and understandings, just as they would need for any other form of art. Typically, literature is classified as prose or poetry, although some consider drama a separate category because of the differences in the writing style. Literary elements are present in any work of literature (although not all works contain all elements). Authors frequently use literary devices to develop their story, create mood, describe setting or characters, etc. Students need to identify various literary elements and devices, explain the effect on the writing, and use evidence from the text to support their opinion. Students do not need to know the name or definition of elements or devices – for example, the student might say "the author writes 'the car moved down the driveway like a snail' which helped me know the car was going really slowly" without identifying the phrase as a simile.

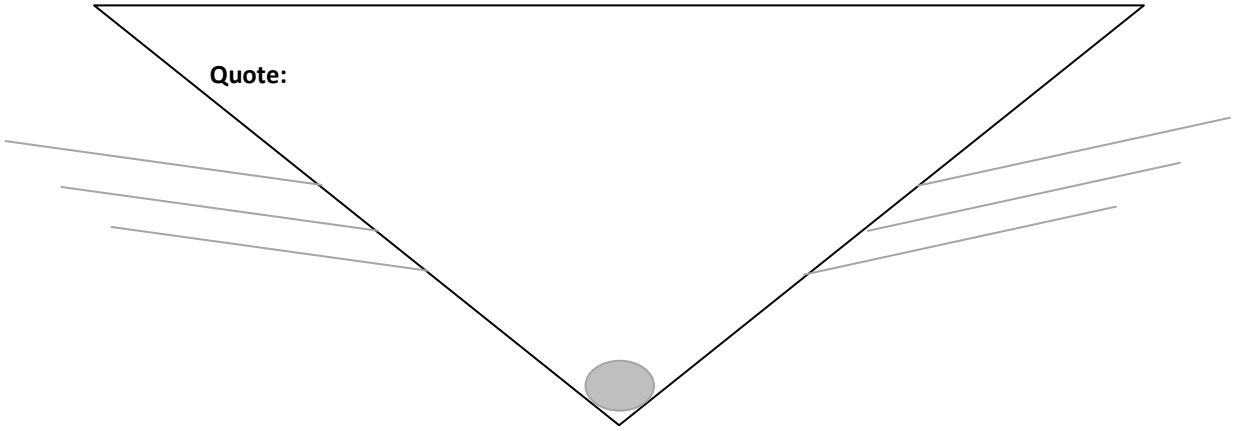
Literary Elements
Common elements include theme, character, plot, setting, voice, narrator, characterization, tone, mood, and others

Literary Devices
Common devices include:

- **Figurative language**—simile, metaphor, hyperbole, symbolism
- **Imagery**—words that appeal to the five senses
- **Irony**—a contrast between what is expected and what is real
- **Word choice—**descriptive expressions
- **Tone**—writer's attitude toward subject (serious, sarcastic, objective, compassionate)
- **Repetition**—repeating a word, phrase, or idea for deliberate effect
- **Structure/Organization**—cause/effect, problem/solution, chronology/sequence, compare/contrast, descriptions

Part of story:

element or device:



Why it was effective: (Explain how this quote shows author using this element or device to make story effective)

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Analyze Text: Literary Examples from *The Kite Runner*

Example One:

The scene in which the Amir describes the failure of their efforts to conceive a child as "Sleeping between us. . . like a newborn child" (189) is a powerful **simile** that accurately and explicitly describes the pain that this nonexistent child is placing upon their relationship. This description exposes a **conflict** between Amir and his wife and causes the reader to feel for the couple and the futility of their efforts.

Example Two:

The author uses the device of **personification** by talking about General Taheri: "…General Taheri, whose hopes had stirred awake after the Soviets pulled out, went back to winding his pocket watch" (184). The author gives the General's hopes the human characteristic of being able to be "stirred awake." This is a complex and deep reference to the general's migraines. The General goes into his room for his migraines and then "he would emerge…smelling of sleep and bed sheets" (176). This slow emergence from his room is similar to the General's hopes being stirred awake; it is like the emergence of Afghanistan returning to normal again, which helps the reader better understand the **tense political setting**.

Example Three:

Hosseini uses **irony** in the novel in the scene in which Sohrab attempts to kill himself. The book describes the scene: "I stepped into the bathroom. Suddenly I was on my knees, screaming. Screaming through my clenched teeth" (343). This situation is **ironic** because Amir had to go through so much pain and suffering to save Sohrab's life and bring him to America, then Sohrab turns around and attempts suicide, invalidating all of Amir's efforts to save Sohrab's life. This use of **irony** casts a **foreboding mood** over this section of the novel, making the reader wonder if Amir did the right thing in bringing Hassan's son back to America.

Example Four:

The author uses a **simile** to describe the bed sheets that Soraya has prepared for Sohrab in his new room. Amir says, "The sheets were like brightly colored kites flying in an indigo blue sky" (358). This is an important **simile** and also a **symbol** because the kites represent Amir's childhood--the youth and friendship he shared with Hassan. This **simile and symbol** contribute to the **theme of redemption** in the novel as they represent the childhood that he wants to provide for Sohrab. Kites are one of the few positive memories from Amir's childhood and now Amir wants to provide a positive childhood for Sohrab to make-up for what he failed to do for Hassan in the past.

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Check list for Developing High School Reading Work Samples Used to Demonstrate Proficiency in the Essential Skill of Reading

Before using this checklist, read the *Guidelines for High School Reading Work Samples*. This checklist does not substitute for understanding the requirements and recommendations laid out in the guidelines. It is intended to provide a quick check of a work sample against the key concepts explained in the document.

Title or number for Work Sample _____

__Informative __Literary

__Curriculum –embedded __Stand-alone

Lexile® level _____ (Should be between 950 & 1200) or appropriate to high school level reading for literature

- ☐ The reading selection is approximately 1000 - 2000 words Word count _____
- ☐ Short introduction invites reader into selection and provides context or connections
- ☐ Formatting allows for marginal notes or highlighting.
- ☐ Approximately 5 to 8 prompts/questions guide students to respond to the scoring traits
- ☐ Some prompts allow for students to reply by drawing. *(optional)*
- ☐ Some prompts provide graphic organizers such as T – charts, timelines, Venn diagrams, etc. *(optional)*

Developer _____ *(optional)*

Reviewer _____ *(optional)*

Comments or notes: *(optional)*

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Directions for Using Reading Work Sample Template

This document is designed to allow you to insert text from an article, story or other source in a format that allows for marginal notes and provides spaces to write questions/prompts for student responses. When you open the template, it should appear as a new Document which you can save by name.

Overall, the template is straight-forward if you are familiar with using Text Boxes in Microsoft Word.

Here are the steps to create your Reading Work Sample:

1. The text you wish to use must be in MS Word format. Most of the time, you can cut and paste from any internet source into Word. Sometimes you may need to type the text into a new document.

2. Type the title of the article over the yellow highlighted "*Insert Article Title Here*" and change the yellow highlighting to "no color" with the highlighting tool in your tool bar. The title will then appear in the header on each page.

3. Copy the body of the article from your document. Sometimes you will get a more accurate copy by starting at the bottom of the article and scrolling up to select the text you wish to include.

4. Place your cursor **in the box** beneath the Yellow Command: *Cut and Paste Article Text IN Box Below:* Your text will flow from page to page automatically. Delete the yellow cut and paste command.

5. Go to the end of the text section on the template and check to see if the end of your article is displayed. If there is excess space after the end of the article, select the text box and use the center square in the text box border to reduce the size of the box.

6. If the end of your article has been cut off and does not show, use the following steps to increase the size of the display area. The following is a very basic and easy way to fix the problem:

    a. Select the text box for Prompt 1 and delete it.

    b. Next, select the text box for the article citation, and move it down so that it is immediately above the box for Prompt 2. Even though there are no borders, the Insert Article Citation Here is a text box.

    c. Select the text box where your article ends, and use the center square in the border to enlarge the text box. If the deletion of Prompt 1 does

not allow enough room for all the text, follow the directions above beginning with deleting Prompt 2 to create additional space.

d. Now you will need to renumber the text boxes for the prompts, and, if needed, copy and paste the last text box at the end of the prompt section to allow for 6 prompts.

7. Each of the text boxes for prompts may be enlarged or shortened, depending on the amount of response you anticipate students will generate. You can also insert graphic features or tables and other scaffolding devices in whichever text box you wish.

8. Once you place the citation for your article/story/other and remove all the yellow highlighted directions, you should have a completed document ready to save and print.

9. Remember to save your work periodically so you don't inadvertently lose something important!

Reading Work Sample Assessment

High School — *Insert Article Title Here*

Instructions:

Read the following article carefully and **make notes in the margin** as you read.
Your notes should include:

- Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- Questions you have that show what you are **wondering** about as you read.
- Notes that differentiate between **fact** and **opinion**.
- Observations about how the **writer's strategies** (organization, word choice, perspective, support) and choices affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____SSID_____
Teacher _____Class Period _____
School _____ School District _____

Cut and Paste Article Text IN Box:

Notes on my thoughts, reactions and questions as I read:

Template developed by North Medford High School staff

Reading Work SampleAssessment

High School – 2009-2010 – *Insert Article Title Here*

Cut and Paste Article Text IN Box:

Notes on my thoughts, reactions and questions as I read:

Template developed by North Medford High School staff

Reading Work Sample Assessment

High School – 2009-2010 – *Insert Article Title Here*

Cut and Paste Article Text IN Box:

Notes on my thoughts, reactions and questions as I read:

Insert Article Citation Here

1. *Insert first prompt here.*

2. *Insert second prompt here.*

Reading Work Sample Assessment

High School – 2009-2010 – *Insert Article Title Here*

3. *Insert third prompt here.*

4. *Insert fourth prompt here.*

Reading Work Sample Assessment

High School – 2009-2010 – *Insert Article Title Here*

5. *Insert fifth prompt here.*

6. *Insert sixth prompt here.*