

READ METHOD FOR AIR PREPARATION

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2018 AIR REPORT



READ is an acronymical approach to teaching and learning in Secondary ELA classrooms that should lead to greater success on the 2019 AIR tests. This is NOT teaching to the test; this IS teaching for Standard mastery. Therefore, it is great method for teaching and learning even if your students are not taking an AIR test. It can help them master Ohio's Learning Standards, prepare for ACT/SAT, and target some of the areas for growth noted in the CCS 2018 AIR Data Report. Pages 7 and 13 of the report informed the selection of practices included in the READ Method. Refer back to the conclusions on those two pages for added insight.



R-Read Complex Texts/Use Close Reading

The “R” in the READ Method calls two practices: reading grade-level complex texts and using close reading protocols and strategies.



E-Evidence & Exemplars

The “E” in the READ Method calls for using evidence-based questioning and having students use evidence to support their writing and thinking. As students are writing, they should have exemplars to lead their growth and mentor texts should be used to help students see Standards in practice.



A-Analysis & Alignment

The “A” in the READ Method calls for continual practice of breaking down text to tie to a whole (analysis) and to continually check to be sure that teaching and learning is aligned to Standards and students needs in mastering those Standards, which can be monitored with pre/post data owned by both teachers and students.



D-Daily Reading and Writing

The “D” in the READ Method calls for increasing the amount of reading and writing our students do, especially inside of class.



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R-Read Complex Texts/Use Close Reading

The “R” in the READ Method calls two practices: reading grade-level complex texts and using close reading protocols and strategies. Authentically accessing complex grade-level texts allows students to build the skills needed to master Standards and increase test scores. Providing scaffolding that preempts or replaces text does not allow students to grow literacy skills, so the majority of reading in class has to be complex and on grade level. Here are some links from the ELA 6-12 Webpage for understanding text complexity and grade level Lexiles.

[CCS Lexile Bands for Year-End Proficiency](#)

[Lexile Analyzer](#)

[Text Complexity Grade Bands](#)

[Text Complexity Tool](#)

[Understanding Text Complexity](#)

[A Beginner's Guide to Text Complexity](#)

[OLS Appendix A: Research and Key Elements/Terms \(Text Complexity on Pages 2-17\)](#)

Using close reading strategies and protocols support the reading of complex text. Close reading can be seen as an instructional strategy, a literary analysis technique, or a description of deep reading for enhanced comprehension. Here are some definitions of close reading followed by links to resources.

-**Close Reading** of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons.

Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery, and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times. The teacher's goal in the use of Close Reading is to gradually release responsibility to students—moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently. In the context of a comprehensive literacy framework, Close Reading is an instructional strategy that provides modeling and guided practice of the skills and strategies needed to independently read increasingly complex text and apply newly acquired knowledge in text-based demonstrations of deep understanding. (Brown and Kappes, Aspen Institute, 2012)

-**Close reading is a literary analysis technique** where students are expected to observe carefully as they read, searching for facts and details to help them interpret the text. They are asked to interpret observations to make inferences or to support an opinion about the text. Readers may discover and interpret theme, interactions among characters and events, irony, tone, and author's specific word choice in a literary text. In an informational text, readers analyze authors's use of evidence to make points and their use of claims and support. (ACT, 2006)

-“**Reading closely,**” the term that actually appears in Ohio's Learning Standards has been interpreted as referring to reading for deep comprehension. When reading closely students activate background knowledge, read the text multiple times for different purposes, construct meaning, generate and respond to questions, engage in discussion, and contemplate ideas that arise from both text and negotiation of meaning. (Ohio's Learning Standards, 2017)

[Close Reading Guide](#)

[Close Reading Annotation Guide](#)

[Close Reading Annotation Bookmarks](#)

[Close Reading Analysis Questions-Literary Text](#)

[Close Reading Analysis Questions-Informational Text](#)

[Close Reading Text-Dependent Questioning Guide](#)

[Close Reading Unlocking Prose](#)

[Close Reading Unlocking Poetry](#)

[Close Reading Unlocking Informational Text](#)

[Close Reading Prose and Poetry Teaching Slides](#)

[Reading Prose Teaching Slides](#)

[Reading Poetry Teaching Slides](#)

[Reading Anchor Standard 1 Insights](#)

[Reading/Analyzing Primary Documents Guide](#)

Don't forget that CCS has a few supplemental programs that can help students access and comprehend complex text: *Progress to Success* (HS), CommonLit (6-12), and Achieve3000 (6-9).



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E-Evidence & Exemplars

The “E” in the READ Method calls for using evidence-based questioning and having students use evidence to support their writing and thinking. As students are writing, they should have exemplars to lead their growth and mentor texts should be used to help students see Standards in practice. In an 2016 article in *Education Weekly*, Tanya Baker from the National Writing Project, noted only 16%

of assignments used in school ask students to cite text to support for their thoughts and arguments.

Our Standards ask students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” and to use “relevant and sufficient evidence” when writing. The Evidence/Elaboration section (4 of the 10 points) of the ODE Rubrics for Writing Arguments and Informational/Explanatory essays calls for “thorough, convincing, and credible support, citing evidence for the writer’s claim/thesis statement that includes the effective use of sources, facts, and details” (argument) and “thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details” (informational/explanatory). Unfortunately the vast majority of CCS students are only scoring 1 or 2 out of the 4 possible points for Evidence/Elaboration on the writing sections of AIR because they only provide “cursory evidence” or “provide uneven support” with only “partial use of the sources.” Students must be explicitly taught to write body paragraphs that make a point tied to their claim or thesis statement, explain that point, provide textual evidence for that point, and elaborate on the evidence. They must write those using transitional phrases that connect the points and evidence. Here are some resources from the ELA 6-12 Webpage to help with evidence-based questioning and writing fully-developed body paragraphs supported by evidence within an essay framework.

[Writing Rubric ODE Argument 6-12](#)

[Writing Rubric ODE Informative/Explanatory 6-12](#)

[Writing Rubric Argument-Model Curriculum](#)

[Argument Essay Outline](#)

[Intro/Body/Conclusion Acronym \(ABTATO PETs TOO\)](#)

[Textual Citation-Body Paragraphs High School](#)

[Textual Citation-Body Paragraphs Middle School](#)

[They Say/I Say Academic Writing Templates](#)

[Argument Writing FCAs for Grades 6-8](#)

[Informative Writing FCAs for Grades 6-8](#)

[Text-Dependent Questioning Guide](#)

[Student Friendly ODE Argument Rubric](#)

[Student Friendly ODE Informative/Explanatory Rubric](#)

[Writing Rubric Informative-Model Curriculum](#)

[Informative/Explanatory Essay Outline](#)

[Write On Essay Framework](#)

[Write On Graphic Organizer](#)

[Color Coding Writing for Support & Improvement](#)

[Transitional Words and Phrases](#)

[Argument Writing FCAs for Grades 9-12](#)

[Informative Writing FCAs for Grades 9-12](#)

[Writing Task Templates/Rubrics LCD Grades 6-12](#)

Some Links and Places to Find Exemplars and Mentor Texts

[Text Exemplars & Sample Performance Tasks \(Appendix C of Ohio's Learning Standards\)](#)

[Student Writing Samples Achieve the Core](#)

[Released Scoring Guides for AIR Tests on Standardized Testing Page \(ELA 6-12 Website\)](#)

[CommonLit \(Access through Clever\)](#)

Some Current/Past Publications for Exemplars and Mentor Texts

[The Quickwrite Handbook 100 Mentor Texts to Jumpstart Your Students' Thinking and Writing](#)

[Writing with Mentors: How to Reach Every Writer in the Room Using Current, Engaging Mentor Texts](#)

[Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts](#)



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Analysis: If you look at the Standards that are tested on the AIR tests on data charts from earlier in this report, you will notice that they all go beyond reading comprehension to analysis of reading. There are no questions aligned to Reading Standard 10 which asks students to "read and comprehend." Most of the Standards tested ask students to answer "why" or "how." For example, Standard RL2 wants students to determine themes, but it does not stop there. It wants students to analyze how a theme is developed and conveyed, and further how the elements that convey or develop it interact. Quite simply, they ask students to analyze—break readings into parts and show how those parts interact and relate to the whole. So, with Standard RL2, the "whole" is the theme. The "parts" can be setting, characterization, plot, etc. Since this is true of most of the Standards tested, analysis must be taught and practiced. The close reading links on Page 15 can offer strategies for looking at small parts of text to show how/why they develop overall parts of texts.

Alignment: Everyone in the classroom needs to own the Standards. Teachers need to teach them for mastery and students need to master them. On any given day both teacher and student should be able to vocalize what Standard/part of Standard is being taught and how they will know when it is mastered. The CCS Common Instructional Framework places alignment into the High Impact Strategies quadrant. This year, Teacher Clarity is the high impact strategy of focus. It states that "teachers and students understand and can articulate the Ohio Standards-Based learning intentions, instructional goals, and success criteria for the given lesson" which encompasses alignment. Here are some of the guiding questions from the CIF to think about when planning lessons for alignment.

What is the State Standard driving this unit/lesson/s?

Which Clear Learning Targets (broad and/or underpinning) drive this lesson or unit?

What do I intend for students to learn by the end of this lesson?

How will students and I know that they have met the learning intention?

How will students and the teacher know which aspects of the learning require additional support and/or enrichment?

How is this Standard assessed on the OST? What practice will students have with this level and type of assessment/application?

To think about alignment as it relates to AIR preparation specifically, know that the AIR tests are completely aligned to the Standards, so teaching the Standards is test preparation. Additionally, asking questions in classrooms that emulate the type and wording on AIR tests can be beneficial. Here are some resources/sites to help with using/writing AIR-like questions.

Types of Questions on the AIR ELA Tests

Released AIR Tests/Problems of the Day on Standardized Testing Page (ELA 6-12 Website)

Achieve the Core ELA Literacy Lessons

CommonLit (Access through Clever)

Edulastic

Edcite



COLUMBUS
CITY SCHOOLS



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D-Daily Reading and Writing

The “D” in the READ Method calls for increasing the amount of reading and writing our students do, especially inside of class. If our students are going to improve their standardized reading and writing scores and prepare for college/career, they must read numerous texts and write routinely. The What Works Clearinghouse notes that schools should “integrate writing and reading.”

The Standards are written for that integration. Our students need to Read Daily and Write Routinely! We need to increase the number or texts our students read and the number of writings our students produce. Think about setting goals for numbers of novels read or writings produced by students at your school. The [CCS Guide to ELA 6-12 Curriculum and Writing Portfolio Requirements](#) gives a guide to number and types of writings that can be added to digital writing portfolios: “Each year, students should add around 12 short and eight longer writings to the portfolio, and formally reflect upon their writing growth.” That can serve as a starting point for conversations within English departments. Remember that independent reading goals can increase the amount of reading students do. The [Read20 Toolkit](#) offers ideas for challenging students to read 20 minutes outside of class every day. You could also increase independent reading with book talks about novels in your classroom library and setting yearly goals for the number of independent books students should read.

One thing teachers need to be sure not to do is preempt students reading and writing with too much scaffolding. Too often, teachers, with the “very best of intentions, foster a classroom environment that provides students with all of the information necessary to write essays, create projects, and take tests” on texts and students do not truly “transact with the text” (Styslinger). In other words, they may not have to actually read the text assigned. To avoid this trap, teachers can use the workshop model to make reading and writing the central activities happening daily in the ELA classroom. Here are some links/current publications to support daily reading and writing.

[Writing Workshop Resources](#)

[Workshopping the Canon](#)

[No More Fake Reading: Merging the Classics With Independent Reading to Create Joyful, Lifelong Readers](#)

[The Quickwrite Handbook 100 Mentor Texts to Jumpstart Your Students' Thinking and Writing](#)

[Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers](#)

Here is a list of some CCS supplemental resources that can help increase reading and writing.

[Lucy Calkins' Units of Study in Writing \(6-8\)](#)—Kits and digital program for writing workshop

CommonLit (6-12) Access through Clever

TeachingBooks (K-12) Access at <https://www.teachingbooks.net>

Achieve3000 (6-9) Access through Clever

Scholastic or Lakeshore Classroom Libraries (6-8)

[Progress to Success \(HS\)](#)

Springboard CloseReading/Writing Workshops (11 & 12)

Adopted Novels in the Warehouse (See Columbus Lists on [TeachingBooks.net](#))

Supplemental Novels in the Secondary Curriculum Office (See Columbus List on [TeachingBooks.net](#))

If you want to know more about the CCS supplemental resources listed above, click on the resource list below for your grade level.

[LIST OF CCS RESOURCES FOR GRADES 6-8 \(ADOPTED, SUPPLEMENTAL, AND INTERVENTION\)](#)

[LIST OF CCS RESOURCES FOR GRADES 9-12 \(ADOPTED, SUPPLEMENTAL, AND INTERVENTION\)](#)