Are We Asking the Right Questions?

Lisa McIntosh
ELA NCDPI

Comparing Traditional Assessment to Current Assessment

*Shift 1: Regular practice with complex text and its academic language*

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Little emphasis on text complexity</td>
<td>Strong emphasis on text complexity</td>
</tr>
<tr>
<td>Vocabulary questions often focused on prior knowledge rather than context; little emphasis on tier 2 words</td>
<td>Vocabulary questions focused on meaning of words in context; strong emphasis on tier 2 words and words important to central ideas</td>
</tr>
<tr>
<td>Figurative language questions focused on literary terms</td>
<td>Figurative language questions focused on meaning, not terms</td>
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</table>
### Shift 2: Reading, writing and speaking grounded in evidence from text, both literary and informational

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Focus on simple recall or superficial analysis</td>
<td>Focus on careful reading and analysis of texts</td>
</tr>
<tr>
<td>Little or no emphasis on using textual evidence</td>
<td>Strong emphasis on using textual evidence</td>
</tr>
<tr>
<td>Decontextualized writing prompts</td>
<td>Writing to sources</td>
</tr>
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### Shift 3: Building knowledge through content-rich nonfiction

<table>
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<tr>
<th>From</th>
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<tr>
<td>Equal representation of informational and literary texts; limited focus on the quality of informational texts</td>
<td>More informational texts as students move through the grades; greater focus on content-rich informational texts at all grades</td>
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</table>
Assessments have changed so the questions that teachers ask need to change.

Teachers have to ask the right questions and students have to ask the right questions all the way through the learning process.

Not just about the final assessment – it’s the assessment that teachers do every day!

If teachers write these fantastic assessments, but the instruction stays the same, then the students will do poorly.

Teachers have to change the instruction so that the instruction gets to the right questions. That’s when the shifts happen.

Why do we get the answers we do?
### Assessment Purposes

<table>
<thead>
<tr>
<th>For Learning</th>
<th>As Learning</th>
<th>Of Learning</th>
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</thead>
<tbody>
<tr>
<td>• Teacher actions</td>
<td>• Student actions</td>
<td>• Teacher created for student evaluation</td>
</tr>
<tr>
<td>• to determine what to do next instructionally (strategies, differentiation)</td>
<td>• to determine what to do next in my learning (e.g. strategy, focus)</td>
<td>• to determine student’s level of achievement of overall expectations at a given point in time</td>
</tr>
<tr>
<td>• To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve)</td>
<td>• To provide descriptive feedback to peers and self (peer and self assessment)</td>
<td>• As evidence to support professional judgment</td>
</tr>
<tr>
<td>• Goal is to become reflective, self-monitoring learner</td>
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**Assessment FOR Learning**

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining *where students are in their learning, where they need to go, and how best to get there.*
Assessment AS Learning

The process of developing and supporting student metacognition. *Students are actively engaged in the assessment process;* that is, they monitor their own learning.

Assessment OF Learning

The process of collecting and interpreting evidence for the purpose of *summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria,* and *to assign a value to represent that quality.*

The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a learning cycle.
**Card Game**

<table>
<thead>
<tr>
<th>FOR</th>
<th>AS</th>
<th>OF</th>
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</thead>
<tbody>
<tr>
<td>Teacher provides exit cards following the lesson.</td>
<td>Student writes reflection about homework assignment.</td>
<td>Teacher creates unit test for students.</td>
</tr>
<tr>
<td>Teacher asks probing questions to expand discussion.</td>
<td>Student conferences with teacher about writing errors.</td>
<td>Students create a presentation to demonstrate understanding.</td>
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**SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE**

**Standard → Outcome → Instruction Assessment**

- **Standard**
  - Choose targeted standard(s) as well as supporting standards that create an integrated approach.

- **Outcome**
  - Determine student outcomes based on the expectations of the standards.

- **Instruction**
  - Focus your instruction around the entire targeted standard(s), keeping in mind the difference between assigning and instructing. (What the teacher is doing)

- **Assessment**
  - Match your tasks or assessments to the instruction that you have provided. (What the student is doing)
**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Student Outcome:** Students will use proof from the text to support their idea of how a character changes.

**Instruction:** “Students, watch as I refer to the text to find evidence to support my thinking about a character’s change in *Peter Pan*. In order to find the evidence, I must first consider how the story unfolds. So let’s review the plot, marking examples as we go. Now we have seven examples. Let’s look at how I determine the strongest textual evidence that would back up my thinking. Notice how I am using sticky notes to mark the places in my book so I can cite the text during class discussion.”

**Task:** On a notecard write one idea you have about how a character changes. Use stickies to mark textual evidence. On paper, list the evidence you have found, in the order of importance.

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**Remember:**

**It’s important to cover the whole standard!**

**Example:**

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Choice 1:** How does stanza 3 contribute to the development of the poem?

**Choice 2:** How does stanza 3 contribute to the development of the poem’s theme?

Which question addresses the standard completely?
Give an example of sibilance in *Romeo and Juliet*.

*Juliet and Tybalt are cousins but I don’t think there are any sibilance.*

List the main events of *Robinson Crusoe*.

*Robinson goes on a cruise.*

This is an ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

**Assessment FOR Learning**
NC Formative Assessment

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

Formative Assessment includes:
- Questioning
- Discussions
- Learning Activities
- Feedback
- Conferences
- Interviews
- Student Reflections

Assessment FOR Learning

Observables / Actions / Purpose for the teacher

1. Communicate learning targets and criteria for success.
2. Focus on one skill, concept, or strategy at a time.
3. Use strategic questioning.
4. Provide opportunities for critique and descriptive feedback.
5. Teach students focused revision.
6. Support students in self-assessing, reflecting on progress, and setting goals.
Research about Current Practices on Questioning

1. Teachers ask many questions.
2. Most questions asked are at the lowest cognitive level—known as fact, recall, or knowledge.
3. Not all students are accountable to respond to all questions.
4. Wait times 1 and 2.
5. Teachers often accept incorrect answers without probing.
6. Answer their own questions.

Using Questioning to Develop Understanding
Reflection/Discussion

How does this teacher use questioning to scaffold understanding?

What types of questions does she ask?

Hinge-Point Questions

What are they?

A check for understanding at a ‘hinge-point’ in a lesson, so-called because of two inter-linked meanings:

1) It is the point where you move from one key idea/activity/point on to another.

2) Understanding the content before the hinge is a prerequisite for the next chunk of learning.
Hinge-point questions are:

• used to check on student understanding before continuing the lesson.
• often multiple choice questions but can be more open-ended.
• based on the important concept in the lesson that is critical for students to understand before you move on in the lesson.
• questions that should fall about midway during the lesson.
• responded to by the students within two minutes.

Tips:
✓ You must be able to collect and interpret students’ responses within 30 seconds.
✓ Know in advance how many students need to get the right answer.

Essential and Nonessential Questions

Instead of asking just these:

• Questions that hook – are clever opening questions used to spark interest, capture imagination and create wonder. Do you agree with the “stand your ground” laws?

• Questions that lead – demand the single “correct” answer. What is the Second Amendment?

• Questions that guide – are broader than questions that lead, but are not truly open-ended or designed to cause in-depth inquiry. These questions use students’ previous knowledge to arrive at a definite answer, requiring some inference. Does the Second Amendment support “stand your ground” laws, according to the courts?
Essential and Nonessential Questions

Ask more of these:

**Essential Questions** –

✓ Which constitutional principles are timeless and which should be amended if outdated or outmoded (e.g., only white males were once seen as “persons”)?

✓ Where is the balance between personal freedoms and the common good?

✓ Is the Fourth Amendment or any other parts of the Bill of Rights out of date? Why?

**Text Dependent Questions**

And these:

**Text-dependent Questions** – From the text, “*Words We Live By: Your Annotated Guide to the Constitution*” by Linda R. Monk.

✓ What is (and isn’t) the meaning of “popular sovereignty”? Why does Monk claim that this is the form of government in America?

✓ What evidence is there in this paragraph regarding Marshall’s claim about the “evolving nature of the constitution”?
Effective FOR questions:

- avoid yes and no answers.
- provoke discussion.
- do not contain the answer.
- lead to more questions.

What else?

In what way is Pip an uncertain hero?

Because he's just not sure.

Give a brief summary of the plot of The Strange Case of Dr Jekyll and Mr Hyde.

Jekyll and Hyde find a briefcase, and it's very strange.
This is a process of developing and supporting student metacognition. Students are actively engaged in the assessment process; that is, they monitor their own learning.

Assessment **AS** learning

Poem Activity

Read/annotate the poem and reflect:

- What issues emerge about self-assessment?
- Why is self-assessment part of assessment **AS** learning?
- Have you used self-assessment in a formal way?
- How?
The purpose of assessment as learning is to:

- Increase learner autonomy
- Advance understanding of the subject
- Elevate the status of student from passive learner to assessor
- Involve students in critical reflection
- Demonstrate to students the concepts of subjectivity and judgement.”


The students’ role is to:

- develop their own learning goals.
- decide which strategies to use to achieve their goals.
- monitor their learning goals over time (using reflective & metacognitive thinking, and self-assessment tools).
- evaluate their achievements.
The teacher’s role is to:

• decide which broad short and longer term learning goals are appropriate for this class and these students.
• help students develop their own specific, manageable and worthwhile learning goals.
• provide structures and processes to support students in thinking reflectively and metacognitively to monitor their goals.

“It is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning.”

(Paul Black et al., 2003)
Self-assessment involves students in:

- “reflecting on past experience
- seeking to remember and understand what took place
- attempting to gain a clearer idea of what has been learned and achieved. ...
- sharing responsibility for the organization of their work
- keeping records of activities undertaken
- making decisions about future actions and targets.”

(Paul Weeden et al., 2002, p.73)

Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak.
- see where to focus their attention in learning.
- set realistic goals.
- revise their work.
- track their own progress.

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.
Self-Assessment: Reflections from Students & Teachers

Sample Writing Rubric and Self-Assessment

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL PERSUASIVE ESSAY RUBRIC</th>
<th>Highly competent</th>
<th>Competent</th>
<th>Approaching competent</th>
<th>Not yet</th>
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<tbody>
<tr>
<td><strong>1. Ideas and Content</strong></td>
<td>The paper clearly states an opinion and gives clear, detailed reasons in support of it.</td>
<td>The ideas are clear, but the support is weak or irrelevant.</td>
<td>Some ideas are mentioned, but the support is weak or irrelevant.</td>
<td>The ideas and support are irrelevant or unorganized.</td>
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<td><strong>2. Organization</strong></td>
<td>The paper has an interesting beginning, develops logically and ends in a way that makes sense.</td>
<td>The paper ends abruptly, and it is unclear how it connects to the beginning.</td>
<td>The paper has a good structure, but the transitions are weak.</td>
<td>The paper has no structure, and the ideas are not connected.</td>
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<td><strong>3. Voice &amp; Tone</strong></td>
<td>The author shows what the writer values and cares about.</td>
<td>The author shows some interest in the topic.</td>
<td>The author shows limited interest in the topic.</td>
<td>The author shows no interest in the topic.</td>
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<td><strong>4. Word choice</strong></td>
<td>The words used are clear and specific, and they enrich the reader's understanding.</td>
<td>The words used are precise, but they do not add to the reader's understanding.</td>
<td>The words used are adequate, but they do not enrich the reader's understanding.</td>
<td>The words used are vague and do not add to the reader's understanding.</td>
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<tr>
<td><strong>5. Sentence fluency</strong></td>
<td>Sentences are clear, complete, and varied in length and structure.</td>
<td>Sentences are complete, but they are repetitive.</td>
<td>Some sentences are missing, and the structure is uneven.</td>
<td>Sentences are incomplete and difficult to follow.</td>
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<tr>
<td><strong>6. Conventions</strong></td>
<td>Spelling, punctuation, capitalization, and grammar are correct.</td>
<td>Some errors in spelling, punctuation, and capitalization.</td>
<td>Many errors in spelling, punctuation, and capitalization.</td>
<td>Many errors in spelling, punctuation, and capitalization.</td>
</tr>
</tbody>
</table>

A SAMPLE SELF-ASSESSMENT

An example from self-assessment in writing might look like this:

After writing a first draft of a persuasive essay, students underline key phrases in the rubric using a variety of colored pencils.

Next, they use corresponding colors to underline or circle evidence of having met each criterion in their drafts. For example, students underline “clearly states an opinion” in blue on their rubric, then underline their opinions in blue in their essay drafts. If they cannot find a clearly articulated opinion to underline, they write themselves a reminder to do so in their revision.

To assess one aspect of sentence fluency, they underline “sentences begin in different ways” in yellow on their rubric, use the same yellow pencil to circle the first word in every sentence in their essays, and then say the circled words out loud with an ear for repetition.

And so on, for each criterion and sub-criterion on their rubric.
Checklists

Checklist for Structural Revision

- Are there clear introduction, body, and conclusion paragraphs?
- Does the introduction provide enough background for the reader?
- Is there a clear thesis statement?
- Is the essay unified? Do the topic sentences support the thesis statement? Do the detail sentences support the topic sentence?
- Is the essay coherent? Do the sentences in the paragraph follow the old/new contract?

Student Self-Assessment Logs

STUDENT SELF EVALUATION

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
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Questions:

1. I listen when the teacher (or speaker) is talking.
2. I follow directions the first time they are given.
3. I am polite and respectful to students and adults.
4. I ask for help when I don't understand.
5. I raise my hand to answer questions in class.
6. I take my time and do my best work.
7. My work is always neat and I use my best handwriting.
8. I finish my work on time.

Goal Setting and Self-Assessment

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Goal</th>
<th>Strategy</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
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</table>
Teaching Students to Ask Their Own Questions

“And just when you think you already know the question you want to focus on, you realize: ‘Oh wow, here’s this other question that is so much better, and that’s really what you need to think about.’”

“When you ask the question, you feel like it’s your job to get the answer and you want to figure it out.”

“Just when you think you know all that you need to know, you ask another question and discover how much more there is to learn.”

Source
5 Ways to Help Your Students Become Better Questioners

1. Make it safe.
2. Make it “cool.”
3. Make it fun.
4. Make it rewarding.
5. Make it stick.

Infographic

Warren Berger - Edutopia
The Question Formulation Technique (QFT)

The teacher provides a focus. Students generate their own questions using these directions:

1. Produce Your Questions
   - Ask as many questions as you can.
   - Do not stop to discuss, judge, or answer the questions.
   - Write down every question exactly as it is stated.
   - Change any statement into a question.

2. Improve Your Questions
   - Categorize the questions as closed-ended or open-ended.
   - Name the advantages and disadvantages of each type of question.
   - Change questions from one type to another.

3. Prioritize the Questions
   - Choose your three most important questions.
   - Determine why you have chosen these three as the most important.

4. Next Steps
   - Strategize on how to use the questions you have formulated.
Example

Question Focus

1. Design a question focus.
2. Produce questions.
3. Improve questions.
   Work with closed-ended & open-ended questions.
4. Prioritize questions.
5. Plan next steps.
6. Reflect.

QFocus: Yesterday, our plantation owner told us we were slaves. Today, a northern general told us we are free.

- Would the former slave owners try to help the former slaves find homes or work?
- How has life changed for the freed slaves?
- Why would I support either the North or the South?
- Would being free allow for a better education?
- What would happen if I went to the North?
- Should I still be working if I am free?
- Does it feel different being free?
- What would my future be like now that I am free?
- Will America ever be the same united?
- What happened to the relationships between the plantation ex-owners and slaves?
QFT Practice

Resources

Student Created Rubrics
Learning Contract
Muddy Point Board
Nameless Voice
Letter to a Future Student

http://rubistar.4teachers.org/index.php
Effective AS Questions:

• stimulate self-reflection.
• lead to new learning.
• promote constructive engagement.

https://www.teachingchannel.org/videos/developing-better-questions

What else?

Provide an example of dramatic irony in Othello.

What theme does the quote ‘as prime as goats, as hot as monkeys’ explore?

Dishes from kebab menus.
This is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may parents, other be used to communicate the student’s achievement to teachers, students themselves, and others. It occurs at or near the end of a learning cycle.

Assessment OF Learning

Appendix B Tasks

Sample Performance Tasks for Stories and Poetry

- Students make connections between the visual presentation of John Tenniel’s illustrations in Lewis Carroll’s Alice’s Adventures in Wonderland and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text [RL.4.1]
- Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the text [RL.4.1]
- Students describe how the narrator’s point of view in Walter Farley’s The Black Stallion influences how events are described and how the reader perceives the character of Alexander Ramsey, Jr. [RL.5.6]
- Students summarize the plot of Antoine de Saint-Exupery’s The Little Prince and then reflect on the challenges facing the characters in the story while employing these and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story [SL.5.2]
- Students read Natalie Babbitt’s Tuck Everlasting and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene [RL.4.3]
- Students compare and contrast coming-of-age stories by Christopher Paul Curtis (Stud, Not Bucky) and Louise Erdrich (The Birchbark House) by identifying similar themes and examining the storyteller’s approach to the topic of growing up [RL.5.9]
- Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem [RL.6.3]
- Students determine the meaning of the metaphor of a cat in Carl Sandburg’s poem “Fog” and contrast that figurative language to the meaning of the simile in William Blake’s “The Echoing Green” [SL.5.4]
Thinking about Integrated Tasks

**RI.1.1** Ask and answer questions about key details in a text.

**Instead of just this:** After listening to Gail Gibbons’ *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text. *RI.1.1*

**Integrate:** After listening to Gail Gibbons’ *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text. *RI.1.1* In small groups, students will analyze and discuss pictures of early American firefighters and their equipment, compare and contrast them with pictures of current firefighters and their equipment. *SL.1.1*

Invite a fireman from the community to present to the students. *SL.1.3*

Students will write about firefighters past and present, supplying some facts, and providing a sense of closure. *W.1.2*

**RI.1.1, SL.1.1, SL.1.3, W.1.2.**

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Thinking about Integrated Tasks

**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Instead of just this:** Analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. *RI.6.3*

**Integrate:** Write an essay analyzing in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. Prepare the essay for publication by editing. Upload your essay to the classroom blog. *RI.6.3, W.6.4, L.6.1.a,b, L.6.2.a,b*
Are we really asking the right questions?

- Do the questions lead to answers?
- Do the questions provide the answers?
- Are the answers right there so that students do not have to read?
- Do you ask all the questions and the students ask none?
Which is Better?

A   How does Alice from *Alice's Adventures in Wonderland* react when she sees a talking rabbit?

B   How would you react if you saw a talking rabbit?

Which is Better?

A   How does Wordsworth’s use of personification in the last line contribute to the joyful tone of the poem?

B   Analyze the tone of Wordsworth’s poem by discussing two different examples of figurative language.
“Teachers are designers of curriculum and learning experiences ... [and] of assessments ... As with other design professions, standards inform and shape our work.”

(Grant Wiggins and Jay McTighe 1998, p. 7)

So how do teachers make a difference?

Teachers need to:

■ ensure that the questions they ask are purposeful and clearly focused.
■ formulate high-level open-ended questions in order to sustain dialogue and promote children’s learning.
■ allow children “think time” before offering feedback.
■ position themselves in the classroom so they can visualize all children; research shows that low-achieving children tend to choose seats that are not visible to the teachers.
■ ask one question at a time.
■ provide children who don’t respond to a question with alternate response formats so that they can become equal partners in the learning process.
SAP Annotated Mini Assessments

A growing collection of English language arts / literacy mini-assessments that illustrate the shifts.

Grade 3 Literary Mini-Assessment
“The Fisherman and His Wife” Set

This grade 3 mini-assessment is based on four scenes from "The Fisherman and His Wife." This set of texts is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the text. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine multiple-choice questions and two paper/pencil equivalents of technology enhanced items that address the reading standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

The questions align to the following standards:

<table>
<thead>
<tr>
<th>RI.3.1</th>
<th>RI.3.1</th>
<th>RI.3.3</th>
<th>RI.3.4</th>
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<tbody>
<tr>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>RI.3.1</td>
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<td>RI.3.4</td>
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Revised Bloom’s Taxonomy
Learning Objectives & Appropriate Assessments

Read Aloud Project (grades K-2)
Basal Alignment Project (grades 3-5)
Anthology Alignment Project (grades 6-11)

Free, teacher-developed lessons that align existing basal and anthology questions, activities, and writing tasks to the standards (BAP & AAP). These lessons are vetted by Student Achievement Partners before posted to Edmodo.

To join and access these materials:
- RAP code on Edmodo: pkx52i
- BAP code on Edmodo: F4Q6NM
- AAP code on Edmodo: pkx4sp
Great Minds

https://greatminds.org/
ELA LiveBinder

Greetings from the North Carolina Department of Public Instruction, English Language Arts Section!

This binder provides an organized collection of resources for the ELA Standard Course of Study.

We hope this binder will help to inform your district's professional development or add clarity to current initiatives. We will continue to update this binder as we learn of more resources that will assist educators in implementing these new standards.

Please direct questions to: Julie.Joslin@dpi.nc.gov

Follow us on twitter @ncdpiplateam

http://www.livebinders.com/play/play/297779
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