Implementing Oregon's Diploma Requirements

Using the Reading Scoring Guide –

An Introduction for High School Teachers

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

Using the Reading Scoring Guide –

An Introduction for High School Teachers

This packet contains the following:

> Reading Essential Skills Training Design
>
> Powerpoint Slides with note space
>
> Scoring Guide for Reading – Informational and Literary
>
> 3 Sample Student Reading Work Samples
>
> Classroom Handouts

Design for Reading Essential Skill Workshops
Training for Trainers & Materials Provided by ODE

The workshops described below are designed to be delivered by school district personnel who have received training and materials from ODE through "Training of Trainer" WebEx sessions.

Level 1	**Overview of the Essential Skill of Reading** (30 – 45 minutes) General audiences – posted on ODE Website at http://www.ode.state.or.us/search/page/?id=2663
Level 2	**Introduction to Using the Reading Scoring Guide** (90 minutes – 2 hours) Introduces Scoring Guide, explains Essential Skill requirements and provides practice scoring 3 papers

	In-Depth Training – Using the Reading Scoring Guide	
Level 3	**Content Area Teachers** (2 ½ to 3 hours) In-depth study of Reading Scoring Guide with emphasis on reading in content areas; practice scoring 10 papers to develop accuracy and reliability in application of Scoring Guide	**English Language Arts Teachers** (3 ½ to 4 hours) In-depth study of Reading Scoring Guide with emphasis on school-wide reading assessment plan; practice scoring 10 – 15 papers to develop accuracy and reliability in using Scoring Guide

Level 4	**In-Depth Training – Creating Reading Work Samples** (3 ½ to 4 hours) Hands-on workshop showing characteristics of effective Reading Work Samples, review of Guidelines for Work Samples, and opportunity for participants to draft a work sample for use in their classrooms.

*Estimated time needed for trainer to deliver the workshop to district/school participants

Training of Trainer WebEx Sessions

Level 1 training for presenters is provided in a one hour WebEx session which includes reading, writing and mathematics. It is designed to be delivered to general audiences by anyone with a basic understanding of the Essential Skills. No content expertise is required. Level 1 workshop materials are also available on the ODE website at http://www.ode.state.or.us/search/page/?id=219. Select the desired Essential Skill and go to *Resources and Promising Practices.*

Levels 2 – 4 provides training for presenters with expertise in high school reading or English Language Arts. Levels 2 & 3 Training of Trainers workshops are delivered in one 2-hour WebEx session. Level 4 is delivered in a separate 2-hour WebEx training session. All workshop materials, including ready-to-print handouts, are provided to attendees following each WebEx Training of Trainers session.

Additional Information: http://www.ode.state.or.us/search/page/?id=2663

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2011-12
State Scoring Guide Professional Development:

Assessing the Essential Skill of Reading

Level 2 -- Introduction

Information provided by
Oregon Department of Education

Goals
Participants will know:

- Requirements for demonstrating proficiency in the Essential Skill of Reading

- Official State Scoring Guide traits

- Various assessments & data uses

- Resources & further professional development available

State Education Law

For students first enrolled in grade 9 during the 2008 -2009 school year [and all subsequent years], school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed

(A) Read and comprehend

a variety of text;

Demonstrating Proficiency in Reading

1. OAKS Reading/Literature Assessment

Score of 236

2. Other Options

ACT or PLAN	18
WorkKeys	5
Compass	81
Asset	42
Accuplacer	86
SAT/PSAT	440/44
AP & IB	various

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3. Local Work Samples

- Reading Work Sample scored using Official State Scoring Guide

- Two Reading Work Samples Required

- Students must earn a score of 12 or higher on each work sample

Essential Skills OREGON DIPLOMA

Level of Rigor

- Work samples must meet the level of rigor required on the OAKS assessment.

- Work samples provide an optional means to demonstrate proficiency not an easier means.

What are the skills of a proficient reader?

Official Scoring Guide Traits

- Demonstrate understanding
- Develop an interpretation
- Analyze text

OAKS Score Reporting Categories	Reading Work Sample Traits Scored
• SRC 1 – Vocabulary	• Not assessed
• SRC 2 – Read to perform a task	• Not assessed
• SRC 3 – Demonstrate General Understanding	• Demonstrate General Understanding
• SRC 4 – Develop an Interpretation	• Develop an Interpretation
• SRC 5 – Examine Content & Structure (Informational)	• Analyze Text (Informational)
• SRC 6 – Examine Content & Structure (Literary)	• Analyze Text (Literary)

Demonstrate Understanding
"Getting the gist"

- Main ideas, relevant details, sequence of events, relationship among ideas, facts/opinions
- Literal Comprehension

Develop an Interpretation
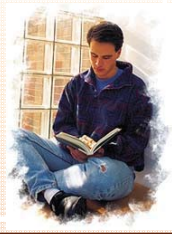### "Reading between the lines"

- Unstated main ideas/themes
- Inferences, interpretations, conclusions, generalizations, and predictions
- Inferential Comprehension

Analyze Text — Informational
"Looking at the author's craft"

- Author's purpose, ideas and reasoning
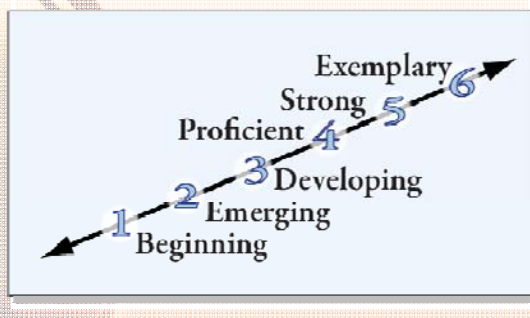- Writer's Strategies
- Textual evidence

Analyze Text — Literary

"Applying Knowledge of Literature"

- Author's stylistic decisions
- Literary elements
- Literary devices
- Textual evidence

Simplified Reading Scoring Guide

Exemplary 6
Strong 5
Proficient 4
3 Developing
2 Emerging
1 Beginning

Important Issues in Scoring

- Seeking evidence of accomplishment

- Evidence may be found throughout the response

Important Issues in Proficiency

- Demonstrate proficiency on two tasks – at least one must be informative.
- Achieve a score of "12" or higher on each task (4,4,4, or combination of 3,4,&5)

Important Issues in Proficiency

- Students may revise worksamples for rescoring.
- Feedback is allowed using only the Scoring Guide and/or the Official Scoring Form

Scoring the First Anchor Paper

This anchor paper met the achievement standard in each trait.

Why did this paper earn these scores?

Scoring the 2nd Anchor Paper

This anchor paper did not meet the achievement standard.

What scores did this paper earn?

Scoring

Within the Traits . . .

What differentiates a 3 from a 4?

Scoring the 3rd Anchor Paper

Use the scoring guide to rate this paper.

What scores did this paper earn?

USING THE READING SCORING GUIDE FOR INSTRUCTION AND ASSESSMENT

Building Consensus on Definitions of Assessments

Assessment	Purpose	When Administered?
Screening	Identify students at risk of reading difficulties & provides info to target instruction for all students	Beginning of year or semester; when new students arrive
Formative	Supports learning and informs instruction	Embedded directly in instruction to inform teacher decisions

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Multiple Uses for the Scoring Guide

- **Instructional Tool**
  - Makes targets explicit to students
  - Opportunities to show students models from website or other examples
- **Screening Tool**
  - Help determine likelihood of reaching proficiency – on target, need assistance, at risk
  - Help determine which students need additional instruction and coaching

Building Consensus on Definitions of Assessments

Assessment	Purpose	When Administered?
Interim and Predictive	Determine the progress of individuals or groups of students based on focused elements of content	Occasional, based on curriculum & other instructional milestones
Summative	Determine how much knowledge and skills individuals or groups of students (e.g. programs, schools, districts and states) have acquired.	Periodically after a substantial period of time (e.g. end of the year and end of course).

Multiple Uses for the Scoring Guide

- **Formative & Interim Assessments**
  - Inform instructional strategies
  - Provide data on student progress
- **Classroom/ Summative Assessment**
  - End of unit, course, etc. or Essential Skills

Formative Assessment and the Scoring Guide

- The Scoring Guide can help to identify reading strengths and weaknesses.
- Students learn where to focus to improve reading skills.
- Teachers learn where additional instruction is needed.

Summative Assessment

Classroom Assignment
Grade on one or all traits
Essential Skills Work Sample
Meet requirements for Oregon diploma

Assessment	Does your school have an assessment plan?	Does your school have a data analysis & use plan?
Screening		
Formative		
Interim and Predictive		
Summative		

Teachers at Oregon City High School use Reading Work Samples for instruction because the RWSs are so closely aligned to the standards & the OAKS test.

Particularly in the reading intervention classes, the teacher focuses instruction on the RWSs and finds that students who do well on the RWSs are more likely to pass the OAKS class at the end of the course. Last year, **93%** of juniors passed the OAKS Reading/Literature test.

Kathy Haynie,
Literacy Coach,
Oregon City HS

McMinnville High School Reading Lab teachers worked with juniors who had not yet met the OAKS standard using think-aloud strategies and engaging reading practice tasks. Then, students analyzed their responses using the Reading Scoring Guide. Finally, they completed two Reading Work Samples.

Most students met the standard on both work samples, and some even passed the OAKS test as a result of these learning strategies!

Pam Prosise,
ELL/Literacy Specialist,
McMinnville SD

Using discussion and practice with the Reading Work Samples and the scoring guide were the only direct instructional practices I used between my students' first and second attempts on the OAKS Reading Assessment.

I am convinced that the scoring guide and Reading Work Samples call on students to demonstrate what good readers do to comprehend, make supported inferences, and analyze the text and author's craft. Many of my students were able to transfer this understanding to higher scores on the OAKS test and meeting the standard.

Teri Houghton,
English Dept. Chair,
Grants Pass HS

Research shows …

"Students who receive intensive focused literacy instruction and tutoring will graduate from high school and attend college in significantly greater numbers than those not receiving such attention. . . .

Despite these findings, few middle or high schools have a comprehensive approach to teaching literacy across the curriculum."

M.L. Kamil
Adolescents and Literacy:
Reading for the 21st Century

Resources

ODE website:
Oregon Literacy Framework: Assessment Section
http://www.ode.state.or.us/search/page/?id=2834

Work Samples
www.ode.state.or.us/go/worksamples
Oregon Data Project:
http://www.oregondataproject.org/
Assessment of Essential Skills Toolkit:
http://assessment.oregonk-12.net/

Future Reading Work Sample Trainings

1. In-Depth Reading Scoring Guide Training Level 3
   • Dates:

2. Reading Work Sample Task Development Level 4
   • Dates:

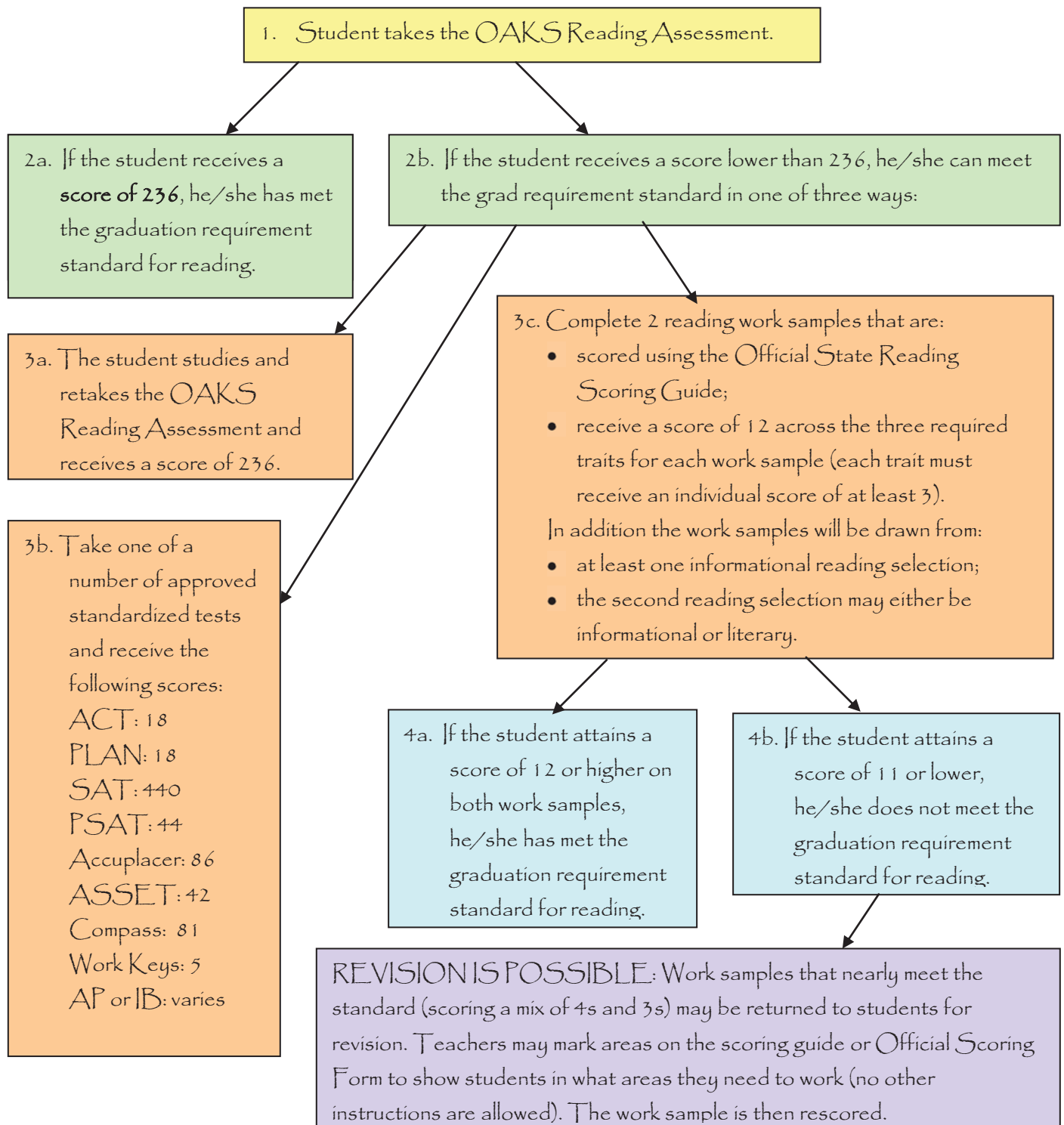Contact Information:

A Final Thought

"Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from - from ignorance, oppression, poverty - and freedom to - to do new things, to make choices, to learn."

Koichiro Matsuura

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Options for Demonstrating Proficiency in the Essential Skill of Reading Flow Chart

To meet the graduation requirement for the essential skill of **"read and comprehend a variety of text"** follow these steps.

1. Student takes the OAKS Reading Assessment.

2a. If the student receives a **score of 236**, he/she has met the graduation requirement standard for reading.

2b. If the student receives a score lower than 236, he/she can meet the grad requirement standard in one of three ways:

3a. The student studies and retakes the OAKS Reading Assessment and receives a score of 236.

3b. Take one of a number of approved standardized tests and receive the following scores:

ACT: 18
PLAN: 18
SAT: 440
PSAT: 44
Accuplacer: 86
ASSET: 42
Compass: 81
Work Keys: 5
AP or IB: varies

3c. Complete 2 reading work samples that are:
- scored using the Official State Reading Scoring Guide;
- receive a score of 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3).

In addition the work samples will be drawn from:
- at least one informational reading selection;
- the second reading selection may either be informational or literary.

4a. If the student attains a score of 12 or higher on both work samples, he/she has met the graduation requirement standard for reading.

4b. If the student attains a score of 11 or lower, he/she does not meet the graduation requirement standard for reading.

REVISION IS POSSIBLE: Work samples that nearly meet the standard (scoring a mix of 4s and 3s) may be returned to students for revision. Teachers may mark areas on the scoring guide or Official Scoring Form to show students in what areas they need to work (no other instructions are allowed). The work sample is then rescored.

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DEMONSTRATE UNDERSTANDING: Informational Text
"Getting the gist"
Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas, facts/opinions

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- indicate accurate, thorough understanding of main ideas & supporting details, including those that are subtle/ complex
- differentiate between and/or summarize facts and opinions,
- recognize subtleties, ambiguities and complexities

4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.	*There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial*
Reader responses	Reader responses
▪ indicate accurate literal understanding of main ideas and supporting details; ▪ identify and/or summarize sequence of events or relationships among ideas; ▪ differentiate between facts and opinions; ▪ may focus on obvious facts and opinions	▪ indicate incomplete or partial understanding of main ideas; ▪ may focus on isolated details; ▪ may show some misunderstanding of or omit significant details ▪ may show some confusion in differentiating facts from opinions

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate limited, fragmented, or incorrect understanding
- may not show ability to construct meaning from text
- do not distinguish facts from opinions

DEVELOP AN INTERPRETATION: Informational Text
"Reading between the lines"
Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)
- provide well-supported relevant, valid textual evidence

4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.	*There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial*
Reader responses	Reader responses
▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions ▪ provide some textual evidence	▪ present interpretations that may be overly broad, simplistic, or incomplete ▪ may show some misunderstanding ▪ show inadequate textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

- Reader responses do not offer an interpretation, or suggest an interpretation not supported by the text

ANALYZING TEXT: Informational text

"Looking at the Author's Craft"

Author's purpose, ideas and reasoning and writing strategies (e.g., organization, word choice, perspective, format, and, if used, literary devices*)

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- explain author's purpose
- articulate well reasoned, insightful assertions about author's ideas, (e.g. support, reasoning, use of sources)
- show in-depth analysis of how writer's strategies contribute to effectiveness of selection
- provide specific, strong, accurate textual evidence

4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.	***There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial***
Reader responses	Reader responses
- identify author's purpose	- may identify author's purpose
- make reasoned judgments about author's ideas (e.g. support, reasoning, use of sources)	- may provide overly general, superficial, or inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- show how writer's strategies contribute to effectiveness of selection	- provide overly general, superficial, or inaccurate judgments about writer's strategies
- provide some textual evidence	- provide limited textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate lack of awareness of author's purpose
- may contain inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- indicate lack of awareness of writer's strategies
- provide limited or no textual evidence

*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. Students are not required to identify the device by name, but may comment on the effect or notice the strategy.

DEMONSTRATE UNDERSTANDING: Literary Text
"Getting the gist"

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas

5/6– EXCEEDS	
Reader responses are insightful and complex; they demonstrate skills that exceed high school standards. Reader responses ▪ indicate accurate, thorough understanding of main ideas and supporting details; ▪ recognize subtleties, ambiguities and complexities	
4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards. Reader responses ▪ indicate accurate literal understanding of main ideas and supporting details; ▪ identify and/or summarize sequence of events or relationships among ideas	*There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial* Reader responses ▪ indicate incomplete or partial understanding of main ideas; ▪ may focus on isolated details; ▪ may show some misunderstanding of or omit significant details
1/2 – DOES NOT YET MEET	
There are too few reader responses, and/or the responses show limited skills and incorrect understanding. Reader responses ▪ indicate limited, fragmented, or incorrect understanding ▪ may not show ability to construct meaning from text	

DEVELOP AN INTERPRETATION: Literary Text
"Reading between the lines"

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

5/6– EXCEEDS	
Reader responses are insightful and complex; they demonstrate skills that exceed high school standards. Reader responses ▪ make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters) ▪ provide well-supported relevant, valid textual evidence	
4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards. Reader responses ▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions ▪ provide some textual evidence	*There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial* Reader responses ▪ present interpretations that may be overly broad, simplistic, or incomplete ▪ may show some misunderstanding ▪ show inadequate textual evidence
1/2 – DOES NOT YET MEET	
There are too few reader responses, and/or the responses show limited skills and incorrect understanding. Reader responses ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text	

ANALYZING TEXT: Literary Text
"Applying Knowledge of Literature"

Literary Elements (e.g., theme, character, plot, setting, voice, narrator, characterization, tone, mood, etc.) and Literary Devices (e.g., figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.)

5/6– EXCEEDS	
Reader responses are insightful and complex; they demonstrate skills that exceed high school standards. Reader responses ▪ provide thorough, in-depth analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide specific, strong, accurate textual evidence	
4 – MEETS	**3 – NEARLY MEETS**
There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards. Reader responses ▪ provide an analysis of how literary elements and/or devices contribute to the effectiveness of the selection ▪ provide some textual evidence	*There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial* Reader responses ▪ provide overly general or simplistic analysis of how literary elements and devices contribute to the effectiveness of the selection or ▪ identify elements and devices without explanation of their effectiveness ▪ provide limited textual evidence
1/2 – DOES NOT YET MEET	
There are too few reader responses, and/or the responses show limited skills and incorrect understanding. Reader responses ▪ provide little or no analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide limited or no textual evidence	

Participant Score Recording Sheet

PAPER #	Title	DU	DI	AT
TR 1	Are Americans Destined for a Diet of Bread and Water?			
TR 2	Are Americans Destined for a Diet of Bread and Water?			
TR 3	Are Americans Destined for a Diet of Bread and Water?			

Space is provided in this table to allow you to record your original score, the expert score and any comments you wish.

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intentionally left blank.

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 **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

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

Student _____

Teacher _____ Class Period _____

School _____ School District _____

NOTE: This Associated Press article appeared in the GRANTS PASS DAILY COURIER *on Saturday, May 5, 2007. Almost two years after the article's publication, the mystery of the honeybee die-off continues today.*

ARE AMERICANS DESTINED FOR A DIET OF BREAD AND WATER?

Some experts fear that may be the case, if the mysterious honeybee die-off isn't brought to a halt.

BELTSVILLE, Md.

    Unless someone or something stops it soon, the mysterious killer that is wiping out many of the nation's honeybees could have a devastating effect on America's dinner plate, perhaps even reducing us to a glorified bread-and-water diet.

    Honeybees don't just make honey – they pollinate more than 90 of the tastiest flowering crops we have.

    Among them: apples, nuts, avocados, soybeans, asparagus, broccoli, celery, squash and cucumbers. And lots of the really sweet and tart stuff, too, including citrus fruit, peaches, kiwi, cherries, blueberries, cranberries, strawberries, cantaloupe and other melons.

    In fact, about one-third of the human diet comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination, according to the U.S. Department of Agriculture.

    Even cattle, which feed on alfalfa, depend on bees. So if the collapse worsens, we could end up being "stuck with grains and water," said Kevin Hackett, the national program leader for USDA's bee and pollination program. "This is the biggest general threat to our food supply," Hacket said.

    While not all scientists foresee a food crisis, noting that large-scale bee die-offs have happened before, this one seems particularly baffling and alarming.

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

← *very true*

how so?

oh I see now

foods I love

very interesting

people need to start taking this seriously and caring about what happens

U.S. beekeepers in the past few months have lost one-quarter of their colonies – or about five times the normal winter losses – because of what scientists have dubbed Colony Collapse Disorder. The problem started in November and seemed to have spread to 27 states, with similar collapses reported in Brazil, Canada and parts of Europe.

Scientists are struggling to figure out what is killing the honeybees, and early results of a key study point to some kind of disease or parasite.

Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins.

"Quite frankly, the question is whether the bees can weather this perfect storm," Hackett said. "Do they have the resilience to bounce back? We'll know probably by the end of the summer."

Experts from Brazil and Europe have joined in the detective work at USDA's bee lab in suburban Washington. In recent weeks, Hackett briefed Vice President Cheney's office on the problem.

Congress has held hearings on the matter.

"This crisis threatens to wipe out production of crops dependent on bees for pollination," Agriculture Secretary Mike Johanns said in a statement.

A congressional study said honeybees add about $15 billion a year in value to our food supply.

Used by permission of the Associated Press.

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

awful, so sad

I hope they find the reason. I heard cell phones are killing off the honeybees.

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1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text.

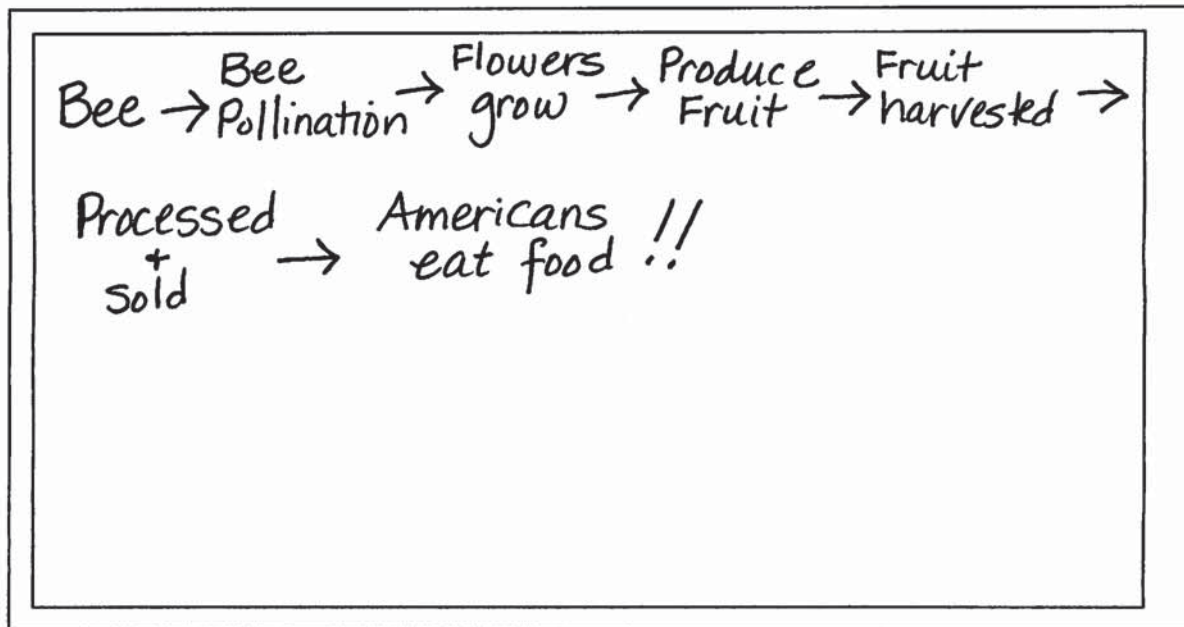The honey bee's health was still poor and most bees were ailing. "Even before the disorder struck, America's honeybees were in trouble." "... their genes do not equip them to fight poisons & disease."

Reading and Literature
Oregon Department of Education – Office of Assessment and Information Services – Practice Reading Work Sample

2

2. Draw and/or write a description of the **relationship** between the **honeybee** and the human food **supply** as explained in this article.

Bee → Bee Pollination → Flowers grow → Produce Fruit → Fruit harvested →

Processed + sold → Americans eat food !!

3. Why is the article titled, "Are Americans destined for a diet of bread and water?' Use content and examples from the text to **explain** your answer.

w/out the bees many foods would cease to exist and Americans would be reduced to eating Bread & water. By the way things are going this could be our destiny.

"One-third of the American diets comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination."

4. What does Kevin Hacket, of the US Department of Agriculture, mean when he states
"Quite frankly, the question is whether the bees can weather this perfect storm"? Use
information from the article to **support your answer.**

He's referring to the circumstances we are going through that has the
potential to wipe out all honeybees. "Do they have the resilence
to bounce back? We will know by the end of this summer."

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

They are trying to raise awareness and inform the public of the
bee crisis and to warn them of the potential side effects by
being serious and adding facts and evidence.
   "This crisis threatens to wipe out production of crops dependent
on bees for pollination," Agriculture Secretary Mike Johanns said.

6. 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 the Author Does/Uses	**How is seems accurate/believable**
Supports everything with facts	he has direct statements from trained professionals
Straight to the point, provokes emotion	he provokes emotion not by talking about how awful it is his own beliefs but by being very matter of fact in a serious way.
is very passionate	you can tell by his context that he takes this matter very seriously and is desperately trying to bring awareness about.

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 **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

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Student _____ SSID _____

Teacher _____ Class Period ____ - _____

School _____ _ School District _ _____

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In fact, about one-third of the human diet comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination, according to the U.S. Department of Agriculture.

Even cattle, which feed on alfalfa, depend on bees. So if the collapse worsens, we could end up being "stuck with grains and water," said Kevin Hackett, the national program leader for USDA's bee and pollination program. "This is the biggest general threat to our food supply," Hacket said.

While not all scientists foresee a food crisis, noting that large-scale bee die-offs have happened before, this one seems particularly baffling and alarming.

Margin notes (handwritten):
wonder
fact
opinion

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

People need to take more care of the bees.
How do bees they know if the bees are good to have?
Bee can kill things.
I wonder How bees can work so hard?
I feel sorry for the bees.

U.S. beekeepers in the past few months have lost one-quarter of their colonies – or about five times the normal winter losses – because of what scientists have dubbed Colony Collapse Disorder. The problem started in November and seemed to have spread to 27 states, with similar collapses reported in Brazil, Canada and parts of Europe.

Scientists are struggling to figure out what is killing the honeybees, and early results of a key study point to some kind of disease or parasite.

Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins.

"Quite frankly, the question is whether the bees can weather this perfect storm," Hackett said. "Do they have the resilience to bounce back? We'll know probably by the end of the summer."

Experts from Brazil and Europe have joined in the detective work at USDA's bee lab in suburban Washington. In recent weeks, Hackett briefed Vice President Cheney's office on the problem.

Congress has held hearings on the matter.

"This crisis threatens to wipe out production of crops dependent on bees for pollination," Agriculture Secretary Mike Johanns said in a statement.

A congressional study said honeybees add about $15 billion a year in value to our food supply.

Used by permission of the Associate Press.

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

[handwritten: why is the bee preplashin so law. scientists should work hard to find out why they are dying. I wonder what states it is happening in. Bees are very cool.]

1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text. *[handwritten: there was 80 percent of bee pollinating alot of plants]*

2. Draw and/or write a description of the **relationship** between the **honeybee** and the human food **supply** as explained in the article.
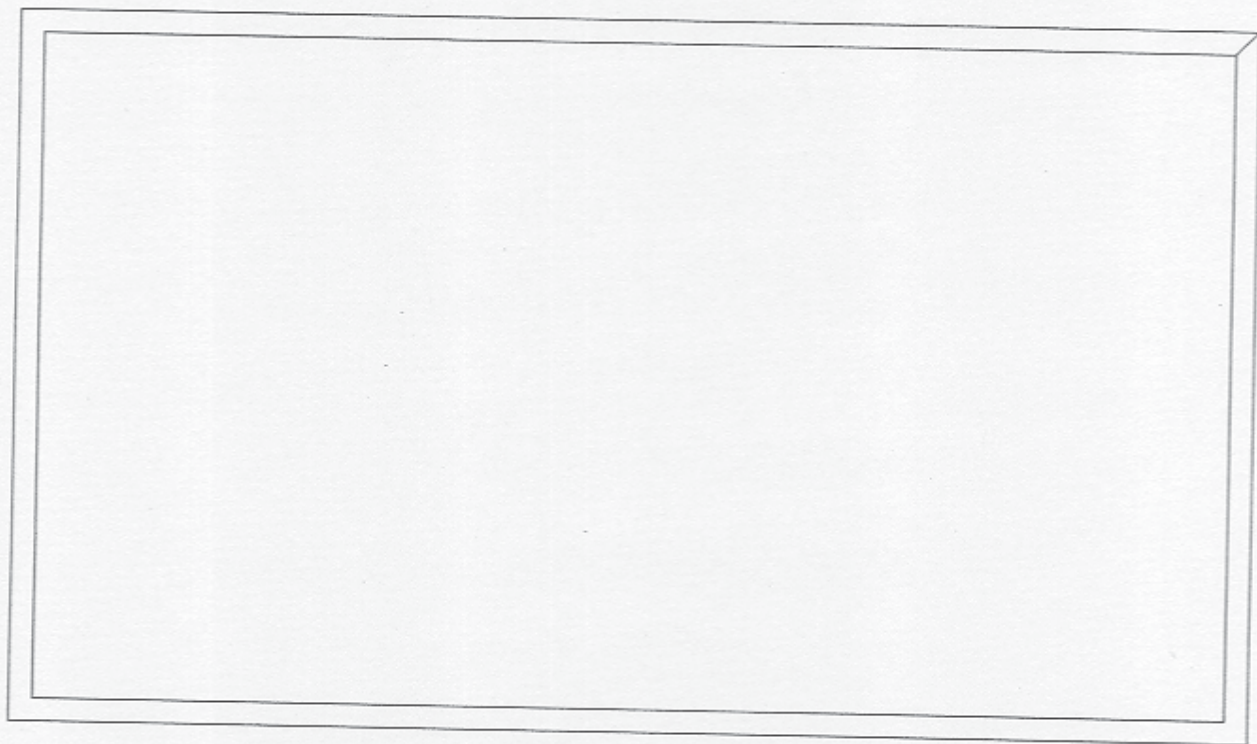
3. Why is the article titled, "Are Americans destined for a diet of bread and water?" Use content and examples from the text to **explain** your answer. Because Honeybee Don't just get honey they Pollimate the Plants we eat, that why we should eat bread and water! the bee populaition is going down every day.

4. What does Kevin Hacket, of the US Department of Agriculture, mean when he states, "Quite frankly, the question is whether the bees can weather this perfect storm"? Use information from the article to **support your answer.** The food crisis went down after the bees die-off.

5. What is the **author's purpose** in writing this article? **Support your answer** with language from the text. the problem started in november and seemed to have spread to 27 states, which asimilar collapses reported in Brazil and other place.

6. 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 the Author Does/Uses	How it seems accurate/believable
talks about how the bees pollinate alot of are food	Because with.act food we can't live so we meed the bees
this is spreading tough 27 states	the scientists is the ones making this believable
honeybees add about $15 billion a year in food value to our supply.	which this is deffly something to believe Because without we will die. bees

> **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 **author's craft** (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 _ _____

NOTE: *This Associated Press article appeared in the* GRANTS PASS DAILY COURIER *on Saturday, May 5, 2007. Almost two years after the article's publication, the mystery of the honeybee die-off continues today.*

ARE AMERICANS DESTINED FOR A DIET OF BREAD AND WATER?

Some experts fear that may be the case, if the mysterious honeybee die-off isn't brought to a halt.

BELTSVILLE, Md.

    Unless someone or something stops it soon, the mysterious killer that is wiping out many of the nation's honeybees could have a devastating effect on America's dinner plate, perhaps even reducing us to a glorified bread-and-water diet.

    Honeybees don't just make honey – they pollinate more than 90 of the tastiest flowering crops we have.

    Among them: apples, nuts, avocados, soybeans, asparagus, broccoli, celery, squash and cucumbers. And lots of the really sweet and tart stuff, too, including citrus fruit, peaches, kiwi, cherries, blueberries, cranberries, strawberries, cantaloupe and other melons.

    In fact, about one-third of the human diet comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination, according to the U.S. Department of Agriculture.

    Even cattle, which feed on alfalfa, depend on bees. So if the collapse worsens, we could end up being "stuck with grains and water," said Kevin Hackett, the national program leader for USDA's bee and pollination program. "This is the biggest general threat to our food supply," Hacket said.

    While not all scientists foresee a food crisis, noting that large-scale bee die-offs have happened before, this one seems particularly baffling and alarming.

Reading and Literature
Oregon Department of Education – Office of Assessment and Information Services

Margin notes (handwritten)

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

- I had no idea honeybees pollinated these flower crops.
- Big Fact, it says so.
- This would be an opinion. It's what Hackett says & believes.
- I wonder why the bees are dying off. maybe a climate change or how human affect their environment?

U.S. beekeepers in the past few months have lost one-quarter of their colonies – or about five times the normal winter losses – because of what scientists have dubbed Colony Collapse Disorder. The problem started in November and seemed to have spread to 27 states, with similar collapses reported in Brazil, Canada and parts of Europe.

Scientists are struggling to figure out what is killing the honeybees, and early results of a key study point to some kind of disease or parasite.

Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins.

"Quite frankly, the question is whether the bees can weather this perfect storm," Hackett said. "Do they have the resilience to bounce back? We'll know probably by the end of the summer."

Experts from Brazil and Europe have joined in the detective work at USDA's bee lab in suburban Washington. In recent weeks, Hackett briefed Vice President Cheney's office on the problem.

Congress has held hearings on the matter.

"This crisis threatens to wipe out production of crops dependent on bees for pollination," Agriculture Secretary Mike Johanns said in a statement.

A congressional study said honeybees add about $15 billion a year in value to our food supply.

Used by permission of the Associate Press.

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

I didn't know this either. This whole paragraph are facts.

Because of how big a part bees play in pollinating a large portion of our crops, them dying off would cause a huge crisis in our society. It reminds me of the 1920s-1930s with the great Depression & the dust bowl.
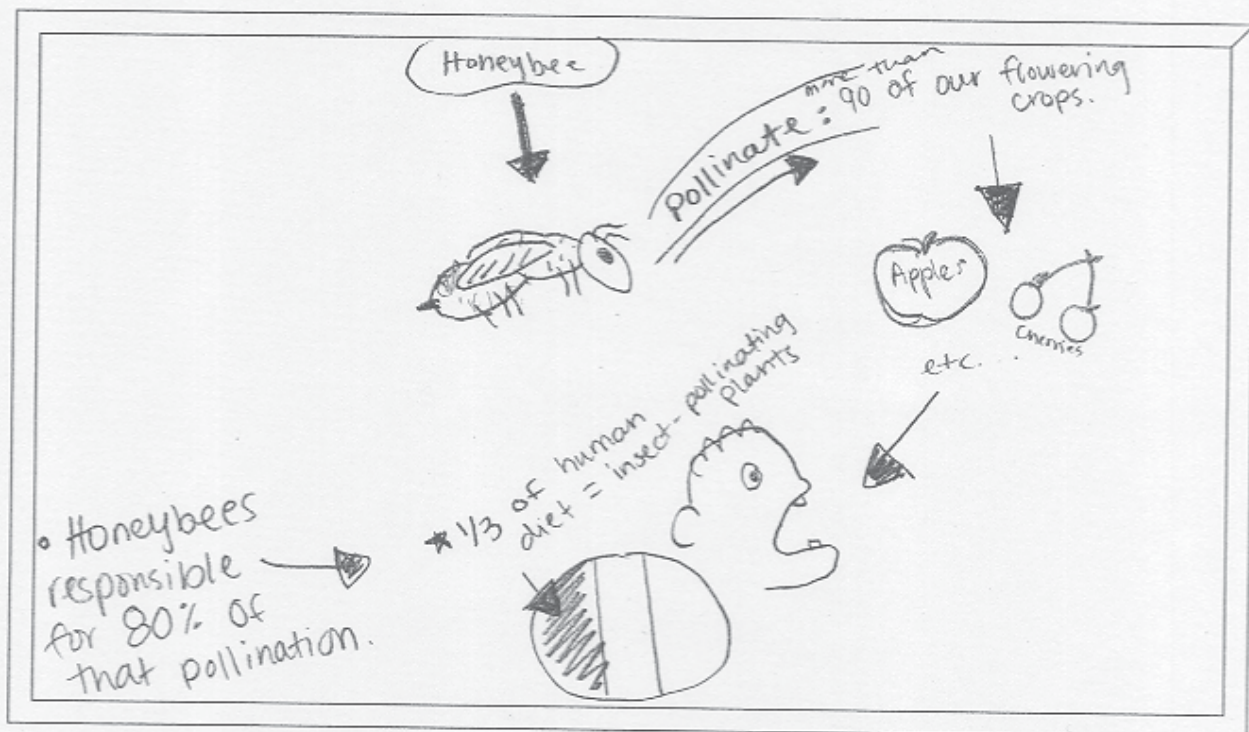
1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text.

The honeybee population was already decreasing slowly because of how their genes are made up.

Ex: "Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins."

2. Draw and/or write a description of the **relationship** between the **honeybee** and the human food **supply** as explained in the article.

Honeybee

pollinate : more than 90 of our flowering crops.

Apples

Cherries

etc.

*1/3 of human diet = insect-pollinating plants

• Honeybees responsible for 80% of that pollination.

3. Why is the article titled, "Are Americans destined for a diet of bread and water?" Use content and examples from the text to **explain** your answer.

The title of the article gets the readers attention because to survive, you have to eat. In the article, Kevin Hackett, the national program leader for the USDA's bee & pollination program, says that if the dying of the honeybee continues, we could end up being "stuck with grains and water." This is his opinion that he feels is possible based on the bee situation and I think a lot of it is dramatic affect.

4. What does Kevin Hacket, of the US Department of Agriculture, mean when he states, "Quite frankly, the question is whether the bees can weather this perfect storm"? Use information from the article to **support your answer**.

Kevin Hackett is basically asking if the bees will be able to overcome whatever it is that is killing them. He uses a metaphor of a storm to symbolize the wave of death and weather for the bees strength to ride it out. Also, his next quote, "Do they have the resilience to bounce back...", sort of ties on to the end of his last and just refrases it.

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

The purpose of writing this article was to inform the reader of the honeybees role in the U.S. The first sentence says, "... honeybees could have a devastating affect on America's dinner plate..." I like that the author uses the word devastating because it shows the seriousness of the situation.

6. 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 the Author Does/Uses	How it seems accurate/believable
• uses Language that is persuasive	• The words in the article are discriptive and almost overly used. Like above I mentioned the word devastating.
• Uses Facts & statistics	• People believe facts and stats. because they can be backed up with evidence. They're called facts for a reason.
• gives background information on the honeybee's health.	• Giving information on the bee's health record was a good idea because it helps the reader to understand how fragile they are and how easy it is to kill them.

Oregon Department of Education
Official Reading Work Sample Feedback Form
(Use with Oregon's Reading Official Scoring Guide when Revision is Warranted)

Student Name: _____ Date: _____

Title of Assessment: _____

Bullets describe a score of 4. ☑ Boxes indicate areas that meet the standard. ☒ Boxes indicate areas that need improvement. No other feedback beyond the Official Scoring Guide may be provided.

Requirement:	Meets All Standards:
___ Work Sample 1	___ Yes
___ Work Sample 2	___ Not Yet

Demonstrate Understanding   1   2   3   4   5   6

The reader responses show:
- ❑ Accurate understanding of stated main ideas and supporting details
- ❑ Understanding of sequence of events / relationships among ideas
- ❑ Understanding of differences between facts and opinions (informational text)

Develop an Interpretation   1   2   3   4   5   6

The reader responses show:
- ❑ Understanding of unstated main ideas, conclusions, connections, predictions
- ❑ Reasonable interpretations, conclusions, generalizations, connections, predictions
- ❑ Some evidence from the text to support the above

Analyze Text: Informational   1   2   3   4   5   6

The reader responses show:
- ❑ Author's purpose (identification)
- ❑ Reasoned judgments about author's ideas, support, reasoning, use of sources
- ❑ How writing strategies (structure, devices, word choice) contribute to effectiveness
- ❑ Some evidence from the text to support the above

Analyze Text: Literary   1   2   3   4   5   6

The reader responses show:
- ❑ How literary elements contribute to effectiveness
- ❑ How literary devices contribute to effectiveness
- ❑ Some evidence from the text to support the above

Rater ID Number, Initials, or Name: _____

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intentionally left blank.

Traits Overview on the Reading Scoring Guide

When your work sample is scored, the scorer will be looking for the following items in your response. The more you include, the higher your score.

1. DEMONSTRATE UNDERSTANDING

The reader demonstrates that s/he "Gets the Gist" of the passage; that is, s/he:
- gets main ideas
- gets relevant details
- distinguishes facts and opinions
- understands the sequence of events
- gets what's right there in the text—the literal comprehension

2. DEVELOP AN INTERPRETATION

The reader demonstrates that s/he is "Reading between the Lines" of the passage; that is, s/he:
- gets the unstated main ideas and themes
- makes inferences
- can make interpretations, conclusions, & generalizations
- can predict future outcomes
- reads under the surface of the text—the inferential comprehension

or

3. ANALYZE TEXT—INFORMATIONAL

If the text is *informational*, the reader is able to "Look at the Author's Craft" in the passage; that is, s/he can identify the author's:
- purpose
- ideas & reasoning
- use of support and resources
- writing strategies
- organization, word choice, format, perspective
- use of literary devices (if used) *

The reader can:
- provide evidence of the above from the text.

*e.g. irony, satire, exaggeration, allusion, etc.

3. ANALYZE TEXT—LITERARY

If the text is *literary*, the reader can "Apply His/Her Knowledge of Literature" by identifying the author's use of:
- literary elements
- theme, character, setting, plot, narrator, voice, tone, mood, etc.
- literary devices
- figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.

The reader can:
- analyze the effectiveness of their use, and
- provide evidence of their use from the text.

Developed by Bette Shoemaker, Eugene SD 4J

Simplified Reading Scoring Guide

6.	The work is excellent. I gained insights from reading the student's responses.
5.	The work shows the student nailed it; he/she provides strong evidence.
4.	The work shows that the student got it and he/she provides enough evidence. (There are more strengths than weakness.)
3.	The work shows that the student may have gotten it, but did not provide enough evidence. (There are more weaknesses than strengths.)
2.	This work is not close. The student made an effort but appears confused.
1.	This work demonstrates that the student didn't understand the reading.

Reading Scoring Guide – Informational Text
Student Language Version

Traits	Skill Areas	5/6– EXCEEDS *Responses are* • *Insightful* • *Complex* • *Exceed high school level*	4 – MEETS *Responses are* • *Sufficient* • *Proficient* • *At high school level*	3 – NEARLY MEETS *Responses are* • *Sketchy* • *Inaccurate* • *Shallow*	1/2 – DOES NOT YET MEET *Responses are* • *Too short* • *Incorrect* • *Unclear*
DEMONSTRATE UNDERSTANDING *"Getting the gist"*	✦ **Main ideas** ✦ **Supporting details** ✦ **Sequence of events** ✦ **Connections among ideas** ✦ **Separate facts and opinions**	**Reader responses** ▪ show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking ▪ tell the difference between and/or summarize facts and opinions ▪ recognize things that aren't obvious, totally clear, or have more than one meaning	**Reader responses** ▪ show a correct basic understanding of main ideas and supporting details; ▪ identify and/or summarize chain of events or show how ideas fit together ▪ tell the difference between facts and opinions; ▪ might focus on obvious facts and opinions	**Reader responses** ▪ show incomplete or minor understanding of main ideas; ▪ might focus on just a few details; ▪ might show some misunderstanding of or leave out important details ▪ might show some confusion in telling the difference between facts and opinions	**Reader responses** ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text ▪ do not tell the difference between facts and opinions
DEVELOP AN INTERPRETATION *"Reading between the lines"*	✦ **Unstated main ideas** ✦ **Inferences** ✦ **Interpretations, conclusions, & generalizations** ✦ **Connections to life or other works** ✦ **Predictions of next steps**	**Reader responses** ▪ explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking ▪ give meaningful, convincing examples from the text	**Reader responses** ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text	**Reader responses** ▪ present interpretations that are not specific enough, too simple, or incomplete ▪ might show some misunderstanding of unstated ideas ▪ have very few examples from text	**Reader responses** ▪ do not explain what is unstated or "between the lines" or ▪ give an interpretation that does not match the text ▪ have no or almost no examples from the text

Reading Scoring Guide – Informational Text
Student Language Version

Skill Areas	5/6– EXCEEDS	4 – MEETS	3 – NEARLY MEETS	1/2 – DOES NOT YET MEET
	Responses are • *Insightful* • *Complex* • *Exceed high school level*	*Responses are* • *Sufficient* • *Proficient* • *At high school level*	*Responses are* • *Sketchy* • *Inaccurate* • *Shallow*	*Responses are* • *Too short* • *Incorrect* • *Unclear*
ANALYZE TEXT – INFORMATIONAL TEXT *"LOOKING AT THE AUTHOR'S CRAFT"* **Author's purpose, ideas and reasoning, and writing strategies:** ✦ organization, ✦ word choice, ✦ point of view, ✦ formatting, ✦ literary devices* (if used) ✦ other style choices	Reader responses ▪ explain author's purpose ▪ clearly give "deep-thinking statements" about author's ideas, (e.g. support, reasoning, use of sources) ▪ explain (in detail) a deep analysis of the strategies the writer used ▪ give specific, strong, accurate examples from the text	Reader responses ▪ identify author's purpose ▪ give solid opinions about author's ideas (e.g. support, reasoning, use of sources) with strong evidence ▪ explain strategies the writer used in this text and how well they worked ▪ give some examples from the text	Reader responses ▪ might identify author's purpose ▪ might give opinions about the writer's ideas that are too simple or unsupported ▪ give opinions about writer's strategies that are too simple or unsupported ▪ have hardly any examples from the text	Reader responses ▪ do not include author's purpose ▪ might have unsupported opinions about author's ideas ▪ show no evidence or thinking about writer's strategies ▪ have no, or almost no, examples from the text

*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. You are not required to identify the technique, but when you notice a strategy the author uses, explain how it helps the writing.

Reading Scoring Guide – Literary Text
Student Language Version

Traits	Skill Areas	5/6– EXCEEDS *Responses are* • *Insightful* • *Complex* • *Exceed high school level*	4 – MEETS *Responses are* • *Sufficient* • *Proficient* • *At high school level*	3 – NEARLY MEETS *Response are* • *Sketchy* • *Inaccurate* • *Shallow*	1/2 – DOES NOT YET MEET *Responses are* • *Too short* • *Incorrect* • *Unclear*
DEMONSTRATE UNDERSTANDING *"Getting the gist"*	✦ **Main ideas** ✦ **Important and specific supporting details** ✦ **Sequence of events** ✦ **Relationships among ideas**	Reader responses ▪ show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking ▪ explain fine distinctions, vague or uncertain ideas, and complicated or involved parts of the text	Reader responses ▪ show a correct basic understanding of main ideas and supporting details; ▪ identify and/or summarize chain of events or show how ideas fit together	Reader responses ▪ show incomplete or minor understanding of main ideas; ▪ might focus on just a few details; ▪ might show some misunderstanding of or leave out important details	Reader responses ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text
DEVELOP AN INTERPRETATION *"Reading between the lines"*	✦ **Unstated main ideas** ✦ **Inferences** ✦ **Interpretations, conclusions, & generalizations** ✦ **Connections to life or other works** ✦ **Predictions of next steps**	Reader responses ▪ explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking ▪ give meaningful, convincing examples from the text	Reader responses ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text	Reader responses ▪ present interpretations that may be not specific enough, too simple, or incomplete ▪ might show some misunderstanding ▪ have very few if any examples from the text	Reader responses ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text ▪ give no examples from the text or very brief and unconnected examples

Reading Scoring Guide – Literary Text
Student Language Version

Skill Areas	5/6– EXCEEDS Responses are • *Insightful* • *Complex* • *Exceed high school level*	4 – MEETS Responses are • *Sufficient* • *Proficient* • *At high school level*	3 – NEARLY MEETS Responses are • *Sketchy* • *Inaccurate* • *Shallow*	1/2 – DOES NOT YET MEET Responses are • *Too short* • *Unsatisfactory* • *Incorrect*
ANALYZE TEXT – INFORMATIONAL TEXT *"LOOKING AT THE AUTHOR'S CRAFT"* **Literary Elements such as** ✦ Theme ✦ Character ✦ Plot ✦ Setting ✦ Voice ✦ Narrator ✦ Characterization ✦ Tone ✦ Mood ✦ And others **Literary Devices such as** ✦ Figurative language like similes and metaphors ✦ Personification ✦ Alliteration or other sound devices ✦ Imagery ✦ point of view ✦ Foreshadowing, and flashbacks ✦ Symbolism ✦ And others	**Reader responses** ▪ show deep thinking about literary elements and devices and careful explanation of how they add to the impact of the text ▪ give specific, strong, accurate examples from the text	**Reader responses** ▪ clearly show how literary elements and devices add to the impact of the text ▪ provide some examples from the text	**Reader responses** ▪ give an incomplete or token explanation for how literary elements and devices add to the impact of the text OR ▪ identify literary elements and/or devices without any explanation ▪ have very few examples from the text	**Reader responses** ▪ show little or no awareness of literary elements or devices in the text ▪ give no examples from the text or very brief, possibly incorrect examples

School Reading Assessment & Data Analysis Plan

Assessment	Describe your school's reading assessment plan?	Describe your school's data analysis & use plan?
Screening		
Formative		
Interim and Predictive		
Summative		

Introduction to the Reading Scoring Guide Workshop – Level 2

Reading Work Samples and Instruction

Why would a teacher assign work samples?

1. Work samples increase reading comprehension.

2. Interacting with the text is a truly *effective strategy that proficient readers use*. Work samples encourage students to stay engaged with the text.

3. Completing work samples at earlier grades:

    a. builds a reader's confidence that he/she can understand complex text, and

    b. builds the stamina needed to persevere when the text is difficult.

4. If a student is assigned a work sample at grade twelve without any previous experiences with work samples, they are less likely to succeed. Students need practice and experience.

5. Using work samples in the classroom allows for differentiation of instruction—they appeal to and stimulate all different types of learners and can be tailored to the student's independent reading level.

What constitutes a reading work sample?

1. It includes a reading passage.

    a. The passage can be either an informational or literary passage

    b. Prose selections may be approximately 1000 to about 2000 words in length. Poetry and drama that reflect appropriate length and complexity may also be used.

    c. Grade level reading materials are used for practice.

    d. High School level materials (in the 950-1200 Lexile® range) are used for official reading work samples.

2. Space along the right margin for interacting with the text (a place to write notes, comments, and questions).

3. The text is followed by a series of prompts designed to help the student show evidence of Demonstrating Understanding, Developing an Interpretation, and Analyzing Text. These prompts may include:

    a. open-ended questions.

    b. graphic response items.

What do I write in the margin?

1.	**ASK QUESTIONS**	Ask questions about what is happening in the selection, exploring possible reasons for what is taking place or why characters act and react in particular ways. Make notes about words and statements that confuse you – but don't get sidetracked – things may get clearer as you read further in the selection. Try not to fill your margins with only questions.
2.	**MAKE CONNECTIONS**	Think of similarities between what is described in the selection you are reading and what you have experienced, heard about, or read about somewhere else. Comments may start out something like these – "This reminds me of …" or "This story is like …." Record those thoughts in the margin.
3.	**MAKE PREDICTIONS**	Try to figure out what might happen next and how the selection might end. Put those thoughts in places where you find clues that lead you to think of a logical future event.
4.	**INTERPRET WHAT THE AUTHOR IS SAYING**	Try to "read between the lines" by watching for unstated main ideas, subtle details, and reasoned arguments that lead the reader to draw a conclusion. Notice where the author provides details about characters that help the reader to form an opinion of that person.
5.	**WRITE THE GIST OF WHAT YOU KNOW SO FAR**	Stop occasionally for a quick review of what you understand so far. Read patiently. Be prepared, however, to have your understanding change as you read on and get more information and ideas. Record your changes in thinking in the margins as you read.
6.	**ANALYZE THE AUTHOR'S WRITING TECHNIQUES**	Notice techniques the author uses to make the writing effective. Identify and explain what the author wants the reader to understand or do and where he/she uses details, facts, opinions, experts, etc. to make the writing believable or influence the reader. Comment on the style of the author and phrases or passages that you find particularly effective or ineffective. If the author uses especially good words or includes writing strategies like similes, personification, symbolism, exaggeration, irony, etc., make note of how those choices affect the writing. When reading poetry, pay attention to stanzas, rhyme, rhythm, and other poetic devices.
7.	**ADD YOUR EVALUATION OF WHAT THE AUTHOR IS SAYING**	Form opinions about what you read, both during and after reading. These opinions can relate to the topic in general, details provided by the author, or events or messages that you have a reaction to. Record your opinions in the margin notes.