

Primary Resources in All Contents

Films, Editorial Cartoons, Quotes,
Artwork, Photos, Audios, Videos, Charts
IAR WRITING TASK QUESTIONS etc.,.

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Macon Piatt Regional Office of
Education 39

Task One -Pre/Post Test for ---Analyzing Primary Resources

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Analyzing Primary Resources Statements	Pre	Post
I understand what a Primary Resource is and I have classroom practices/resources in place to support my students with analyzing Primary Resources to mastery.		
I can identify my classroom materials as satisfactory in providing resources to analyze photography, art prints, graphs and charts, audio clips, video clips, quotes, editorial cartoons, documents, and articles.		
I can recognize students who are deficient in comprehension and analysis of primary resources and can provide interventions for moving them towards mastery.		
I can locate the resources I need to step by step model the analysis of any of the above primary sources so that students understand the process of breaking down the components of analysis and writing a Literary Analysis, Narrative Task, or Research Simulation Task.		

Primary Resources Self Paced-Online Training

1. Participants will be expected to read each slide, view each video, and complete the tasks in this training.

2. The tasks will be in red. They need to be sent to Barbara Preston prestonb@roe39.org when you complete the training.

- You can copy the PPT slide and answer it in Word or make your own ppt with task answers. No Google Docs.

3. Example on how to send answers to me is on the next slide.

4. You may have to copy and paste hyperlinks into your browser to view them.

Thank you for participating and let's begin.

Send your answers through email like this:

Send the completed training answers together including the pre/post test

Name: Your name

Title of the Training: Primary Resources

Task One _____

Task Two _____

Task Three _____

Some participants answer on WORD and send that document.

Some participants make a ppt with their task answers on each slide.

Some make a PDF and send it.

This Training –PLEASE READ

All teachers, including Content teachers and the Arts, need to be aware of the Writing Tasks on the IAR test.

Inside this training, participants will be **exposed to Primary Resources** that are intended to **support students in reading and comprehending documents and other forms of content**. Take the ideas and use them with your own content. **The ideas and strategies can be used in any content area including art, music, foods, health, tech, and others.**

Within this training, participants will **learn how to support students in the Prose Constructed Responses they will be asked to perform on the IAR**. They need practice in these and teachers need to understand that although CCSS is aligned to the IAR Test, **the task for writing are somewhat different from what we ask students to do inside our content classrooms.**

The IAR test allows students to go back and get evidence from the content they read, viewed, or listened to that will support their answer in the written responses. This is an important skill that CCSS requires of students in early elementary.

This training, hopefully, will inform teachers on **how to set up questions that are like the ones on the IAR test so students will not be surprised when they are confronted with a LAT task, NT task, or a RST task**. Begin the training to learn about these.

Common Core State Standards

Primary sources offer myriad examples of **complex informational text from diverse sources**, including letters, diaries, newspapers, and America's founding documents, as well as other formats such as maps, photographs, charts, and oral histories. Immersive explorations of these items support student learning and developing skills, including:

- Evaluating varied points of view,
- Analyzing how specific word choices shape meaning,
- Assessing the credibility of sources,
- Conducting research projects based on focused questions, and
- Gathering evidence from literary and informational texts to support a claim.

Social Studies

Using primary sources builds student skills related to generating meaningful questions, considering multiple perspectives, and evaluating sources. All of these are a natural fit for teachers working with social studies standards such as the NCSS C3 Framework, particularly in such areas as:

- Determining helpful sources in answering compelling and supporting questions,
- Describing how people's perspectives shaped the historical sources they created, and
- Gathering relevant information from multiple sources while using the origin, structure, and context to guide the selection.**
- How can we use history as a learning tool in this world so History does not repeat itself??**

Science

Primary source analysis provides opportunities for exploring concepts related to the nature of science and to science and engineering practices found in such frameworks as the Next Generation Science Standards. Examples include:

- How ideas evolve over time, in light of **new evidence**,
- How science and engineering **is performed by human beings in social contexts**, and
- How science and engineering solutions **respond to and impact actual societal needs**.

The use of primary sources also provides the **opportunity to extend a study of cross cutting concepts to multiple disciplines.**

Music and Art

Primary source analysis provides opportunities for meeting the National Music Standards, particularly in such Responding areas as:

- Analyze - **Analyze** how the structure and context of varied musical works inform the response. How a piece of artwork influences each person and what did the creator intend with the work?
- Interpret - **Support interpretations** of musical works that reflect creators'/performers' expressive intent or an artist's intent.
- Evaluate - **Support evaluations** of musical works, performances, sets, artwork, costumes **based on analysis, interpretation, and established criteria.**

Other Contents need to connect to ELA and other content areas-

Foods, Health, PE, Technology also need to be included in what this training is asking educators **to support student mastery in analysis, synthesis, and Writing about the contents and how it impacts their lives.**

We are all in this together:

All content areas are responsible for supporting students in reading and writing.

On the IAR test, students will be confronted with all content material.

- Science, social studies, health, music, art, technology, video, charts, poems, photos, audios, quotes, cartoons, etc.,

It is imperative that all teachers understand close and critical reading.

- All teachers should be able to **set up tasks that are similar** to the IAR test.
- All teachers should be **asking higher order questions that are open ended** and that **connect to why reading and writing are important** in all contents.



IAR Task Models require students to.....

- Analyze complex texts in any content
- Synthesize ideas in any content
- Write to demonstrate their understanding of any concept in any content
- Three types of Task Models-Writing Tasks
 - Literary Analysis Tasks (LAT)
 - Research Simulation Task (RST)
 - Narrative Writing Task (NWT)
- Literary and Informational Passages
 - Additional short, long, or paired passages are included to balance out Literary vs. Informational text requirements for each grade.

Writing on the IAR Assessment

- Students will write on any of three responses as part of the Performance Based Part of the IAR Assessment.
 - **A literary analysis task (LAT)**
 - **A narrative task (NT)**
 - **A research simulation task (RST)**

Rubric for Written Part of IAR testing.

<https://education.illinoisstate.edu/downloads/casei/Grade6-11-ELA-LiteracyScoringRubrick-July2015.pdf>

1. **Literary Analysis Task (LAT)** plays an important role in assessing students' ability to read complex text closely. Research reveals that this is the most significant factor that differentiates between college-ready and non-college-ready readers. provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer six multiple-choice questions about the texts, and write an extended response that analyzes key ideas (development of theme, interaction of literary elements, structure's relationship to meaning, effects of point of view, etc.) in the texts.
2. **Research Simulation Task (RST)** asks students to analyze information in several articles or multimedia. The first text is an anchor text to introduce the topic. Students answer a series of questions about the texts. Then they put the information together from the various sources to write an essay that demonstrates their analysis. Students must show evidence from the text or multimedia source that supports their answer.
3. **Narrative Task (NT)** asks students to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

IAR and You As the Instructor

PCR-Prose Constructed Response is the writing on IAR

- Students will **respond to the background knowledge they have built** by reading the passages or watching the video on the IAR test. Then **each question that IAR asks brings them back to the text so that they are building more knowledge to write on the PCR.**
- This response is called a PCR. It will be scored by a computer and by humans using the rubrics found on the Common Core site.
- Rubrics for the Written Task are here for all grade levels:
- <https://teacher.depaul.edu/Documents/PARCC-ProseConstructedResponses.pdf> Scroll to the end to find the rubrics.
Please look at your grade level.

These are actual IAR Released Prose Constructed Response Questions

Can your students understand the question and follow through???

7th grade released Prose Constructed Response
Example IAR Question Research Simulation Task

You have now learned about tornadoes by reviewing three sources: the passage from Tornado!, the article “Measuring Tornadoes,” and the article “New Alert System Designed to Warn Residents of Storms and Other Dangers.”

Write an **essay explaining the purpose** of the information in each source. Be sure to include **how data gathered by scientists and officials have changed our understanding of tornadoes.**

Support your answer with evidence from each source.

This is an 8th grade Research Simulation Task

You have learned about electricity by reading two Articles, “Energy Story” and “Conducting Solutions”, And viewing a video clip title *Hands-One Science with Squishy Circuits*.

In an essay, **compare the purposes of the three sources.** Then **analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose.** Be sure to discuss **important differences and similarities between the information gained from the video and the information provided in the articles.** **Support your response with evidence** from each source.

Task Two-After looking at the last slide:

1. What would students need to already know in order to complete the IAR questions on the last slide? Be specific, please.
2. Do you set up questions like this for students to do?
3. Do you ask students to look at two or three different contents about the same topic and synthesize them in writing?
4. Do you make sure students can support their answers with textual or content evidence?



The next slides show different ways to present content and mimic IAR tasks in the content classroom.

- First, we will look at **analysis of documents** in Task One.
- Then, we will **explore how to use the strategies in viewing and reading different forms of content.**
- After that, we will **look at how to write an IAR –like question** for the content covered.



Analysis Sheets – TASK Three

Teaching students how to analyze sources

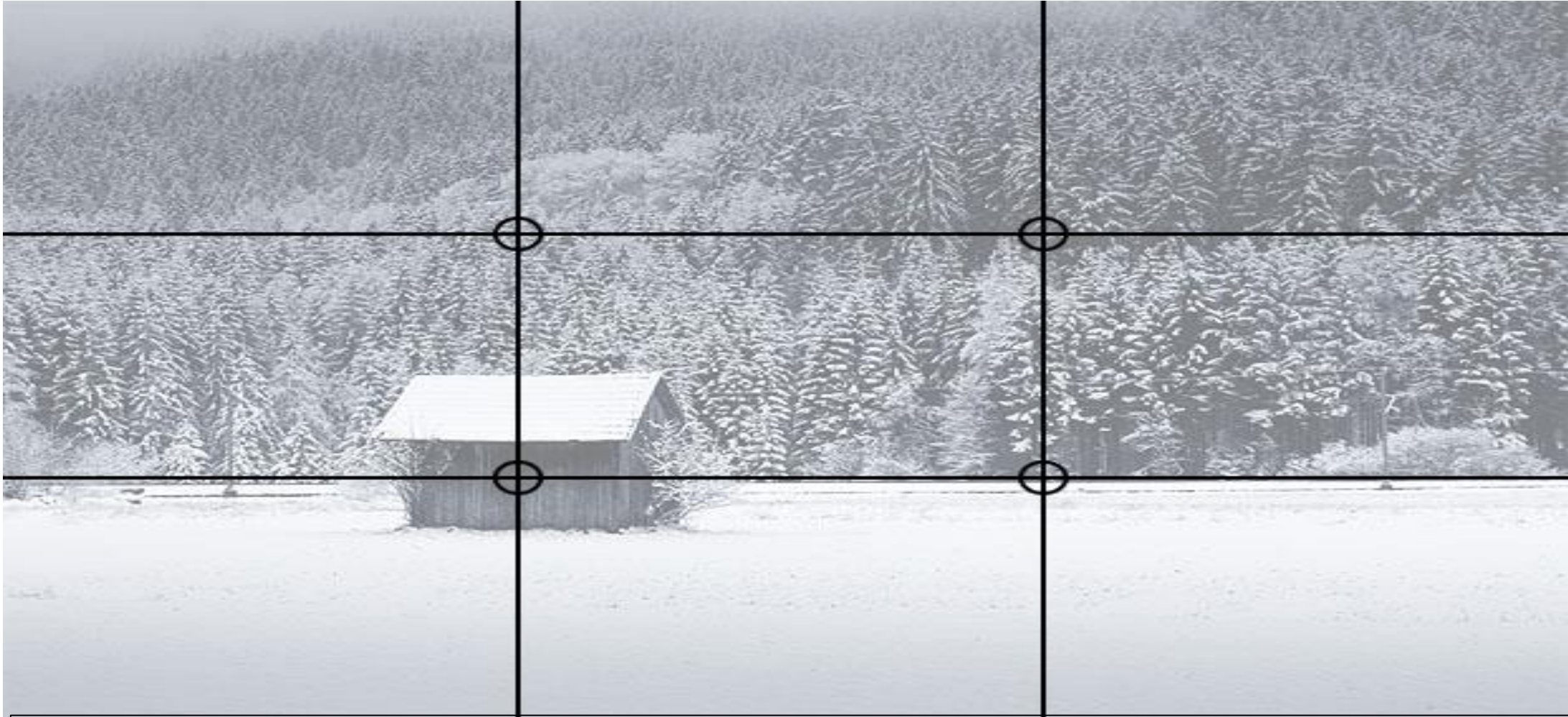
<https://www.archives.gov/education/lessons/worksheets>

This link will take you to analysis sheets to use Face to Face or Virtual

- **Meet the document.**
- **Observe its parts.**
- **Try to make sense of it.**
- **Use it as historical evidence.**

Look at these different examples and see if any of these could provide you with a better analysis of primary sources. Which ones would you use and how?

Task Four- Model and instruct students on how to even look at a picture or photo.



What is the Rule of Thirds for Photography.

<https://extension.purdue.edu/4-H/docs/projects/photography/Rule-of-Thirds.pdf>

In photography, the rule of thirds is a type of composition in which an image is divided evenly into thirds, both horizontally and vertically, and the subject of the image is placed at the intersection of those dividing lines, or along one of the lines itself. You then position the important elements in your scene along those lines, or at the points where they meet. **How could this rule be used in real life situations?**

Task Five -Question Formulation Technique Review

CONTENT the teacher chooses to put in the middle of the paper to spur questions.



Students writing their questions about the content.



Students finding the 3 most important questions they asked.

Yes/No -----***Closed-Ended Questions***

If you can answer a question with only a "yes" or "no" response, can be answered with a simple, direct response of one word or just a few words is closed-ended

Detailed ----***Open-Ended Questions***

When you're looking for an explanation or a rich level of detail, you'll want to use questions that are open-ended.

Choose the option that will provide the type of response or level of detail that you are seeking

<https://www.youtube.com/watch?v=04cHyeUVuKg> 2 min video explaining QFT

Task Five Watch Video and tell me why this would be a type of activity to use with your content?

Task SIX -Let's Try a Quote from Marshall Memos

- **“For too long teachers have thought about attention as the norm, and distraction as the deviation from the norm. Both history and biology teach us that the opposite is true. Periods of sustained attention are like islands rising from the ocean of distraction in which we spend most of our time swimming... It’s very difficult for people to pay laser-focused attention to someone who asks them to do hard thinking. We have to be empathetic to ourselves and to students.”**

Use the QFT from our last session with this quote.

- 1. Begin to ask open ended questions about the quote and write them down.**
- 2. Find the 3 most important questions**
- 3. Number them 1 (most important) 2 and 3.**
- 4. How will these questions help analyze the quote?**
- 5. Share how you could use this with a quote in your classroom?**

Task Seven –Please answer..

- How could this picture be used as a Question Formulation Task Technique? The last slide can give you some clues.
- How would you present this to your class as a photo to be used in the center of a GFT?
- What would your students need to know about Questioning using the GFT?



Task Eight-IAR NARRATIVE TASK EXAMPLE for the photo on slide 20 could be..

You have read a news article entitled “Where do Illegal Immigrants Go?” which is one reporter’s viewpoint on what happens to immigrants when they are detained. The photo you saw next, showed a picture of a boy standing in a metal structure looking out. This was a picture of a immigrant boy being detained.

Using your knowledge about analyzing a photo and critically reading skills, write a response to this question.

Narrative Task -IAR TASK BELOW:

What do you think the boy in the picture might be feeling and thinking inside this structure? Use evidence from the article and the photo that supports your response. Please write a paragraph and send to me.

Another Idea to Mimic the (NT) Narrative Task.



The teacher might start with the website below. The Students might use this Photo Analysis Sheet to analyze The picture before they answer the IAR like question.

<https://www.archives.gov/education/lessons/worksheets/photo.html> Analysis Photo Sheet to use with this picture.

IAR Narrative TASK Question might be:

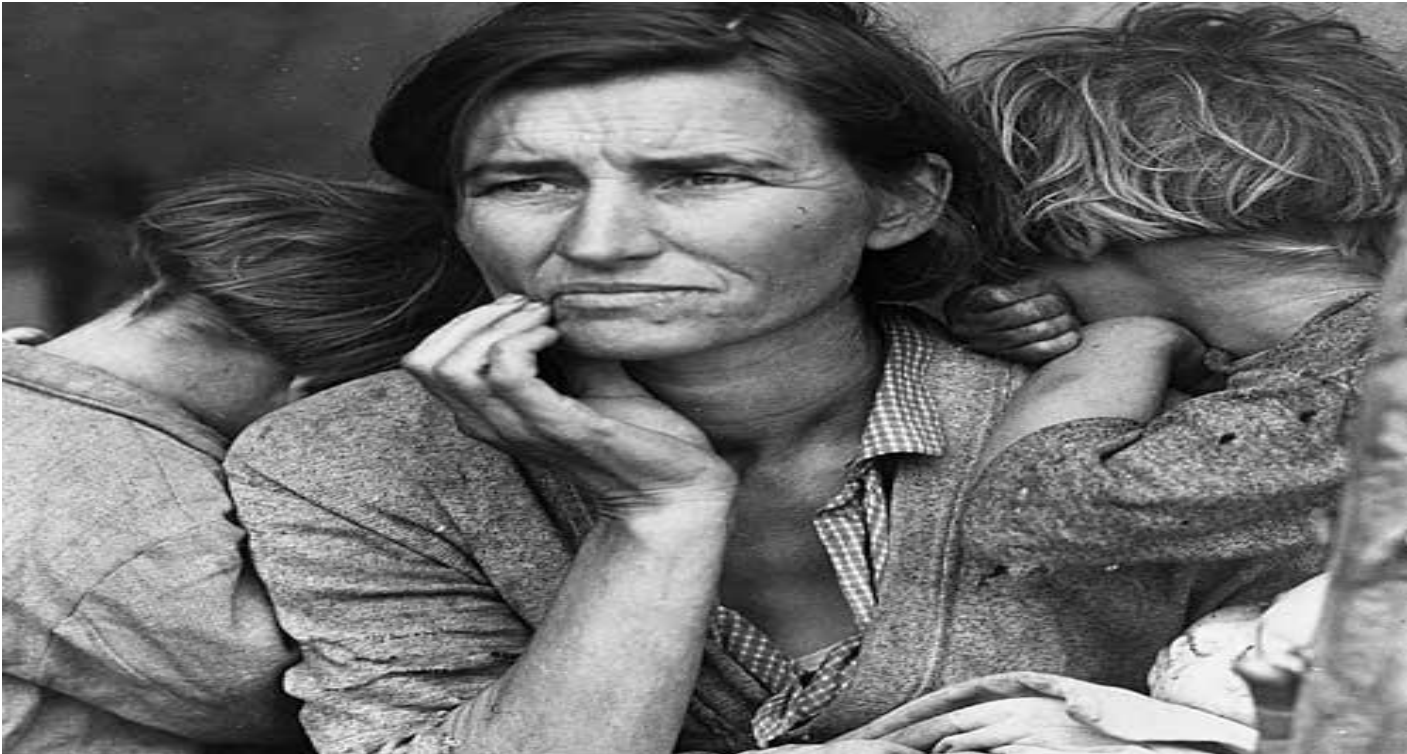
After looking at this photo taken close to the AZ border, describe what you see in the photo and tell what a day may be like for this boy.

Use details from the photo to support your description and story.

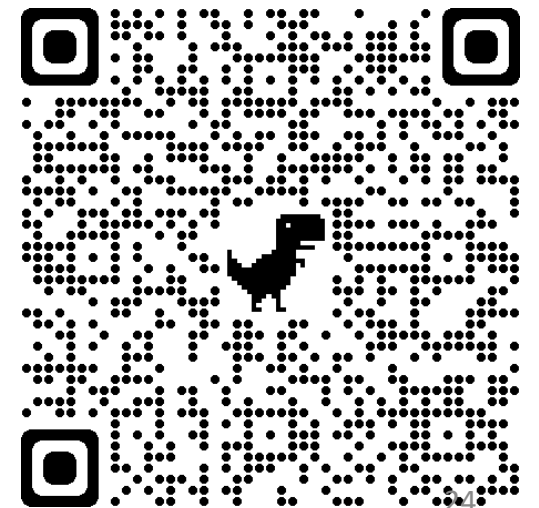
Task Nine -Teacher Resources Online and Interactive

<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>

1. Click on the resource above.
2. Go to Primary Source Analysis Tool and click on it to see the analysis chart—or use the QR code here on your phone or computer.
3. Look at the 3 column chart on next slide.
4. How could you use this with this primary source PHOTO below of the Dustbowl?



Destitute Pea Pickers in California. Mother of seven children



TASK TEN You Fill in the Chart Using The Picture on the last slide

OBSERVE	REFLECT	QUESTION
<p>Have students identify and note details.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • What do you notice first? • Find something small but interesting. • What do you notice that you didn't expect? • What do you notice that you can't explain? • What do you notice now that you didn't earlier? 	<p>Encourage students to generate and test hypotheses about the source.</p> <ul style="list-style-type: none"> • Where do you think this came from? • Why do you think somebody made this? • What do you think was happening when this was made? • Who do you think was the audience for this item? • What tool was used to create this? • Why do you think this item is important? • If someone made this today, what would be different? • What can you learn from examining this? 	<p>Have students ask questions to lead to more observations and reflections.</p> <p>What do you wonder about..</p> <ul style="list-style-type: none"> • who? • what? • when? • where? • why? • how?

Use a piece of paper and fold into 3rds. Put the labels at the top. Use this to fill in for the picture on the last slide. Just send it in word document.

FURTHER INVESTIGATION -Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers. QFT may work here too.

Now look at this information. Would context helped with your analysis?

Title

Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California

Other Title

Migrant mother.

Summary

Photograph shows Florence Thompson with three of her children in a photograph known as "Migrant Mother."

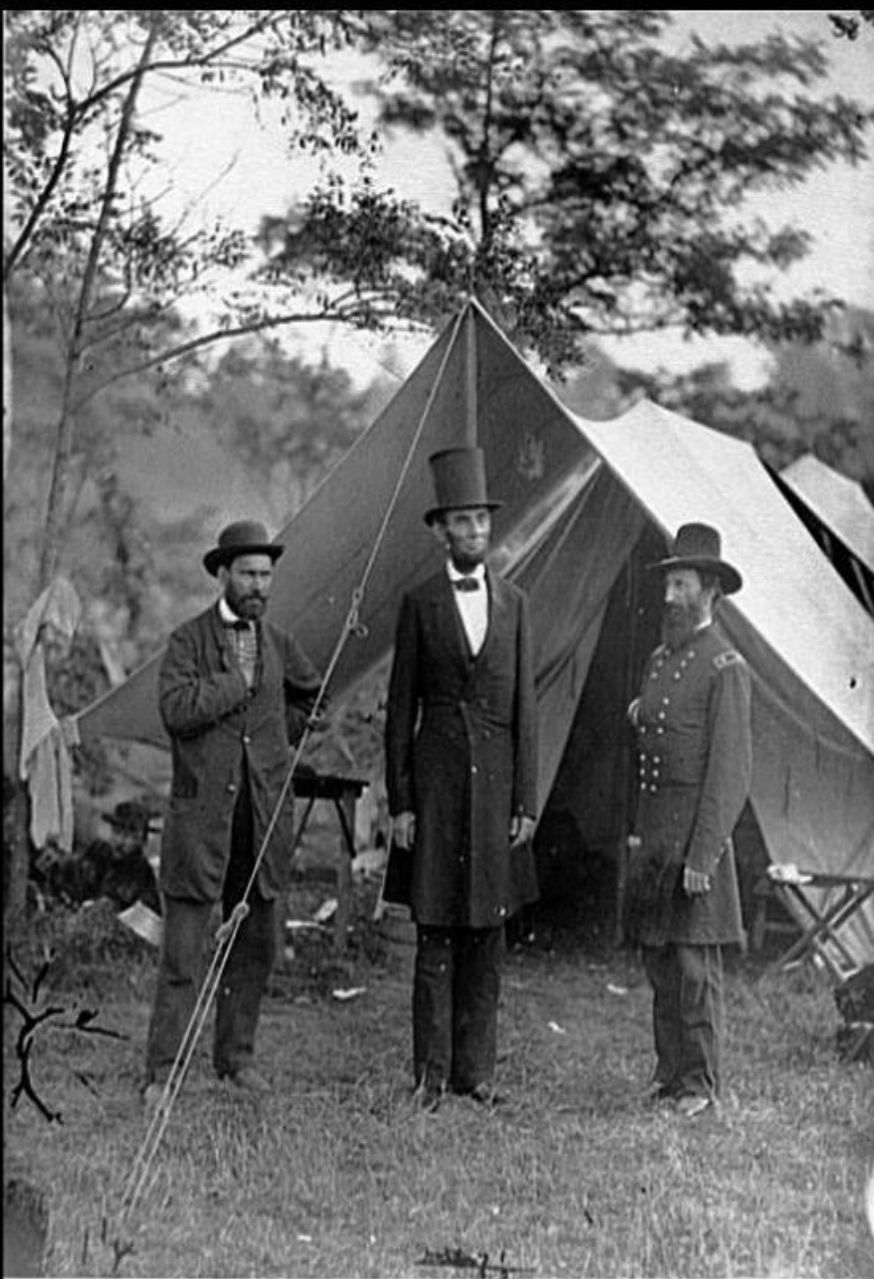
For background information, see "Dorothea Lange's Migrant Mother' photographs ..." https://www.loc.gov/rr/print/list/128_migm.html

Contributor Names

Lange, Dorothea, photographer

Created / Published

1936 March.



Now try this one-Use the same trifold idea again

Title *Lincoln on Battlefield of Antietam, Maryland*

[Antietam, Md. Allan Pinkerton, President Lincoln, and Maj. Gen. John A. McClernand; another view]

Summary

Photograph from the main eastern theater of the war, Battle of Antietam, September-October 1862.

Contributor Names

Gardner, Alexander, 1821-1882, photographer

Created / Published

1862 October 3.

http://www.getty.edu/education/teachers/classroom_resources/curricula/exploring_photographs/background1.html

Resource for this picture.

IAR Prose Constructed Response could be: Research Simulation Task

After students have looked at the photo of Abraham Lincoln, Read the Context of the photo, an IAR Question might be:

We have studied the bloody and brutal battle of Antietam in the Civil War. The context of the picture has been analyzed in class. You have notes in your notebook from the video we watched on the interpretation of the Battle of Antietam.

Example of an IAR Task-

Your task is to write about the emotions and interpretations that this image evokes for you.

There are no wrong answers. Remember the photo analysis we have used in class, look for the tone of the photo that you studied in art. It is your interpretation of the photo.

Support your response with details from the photo, notes from the video, and the class discussions we had about the battle. You must include evidence.

Students would include some of these remarks from the last IAR Task on Lincoln Photo.

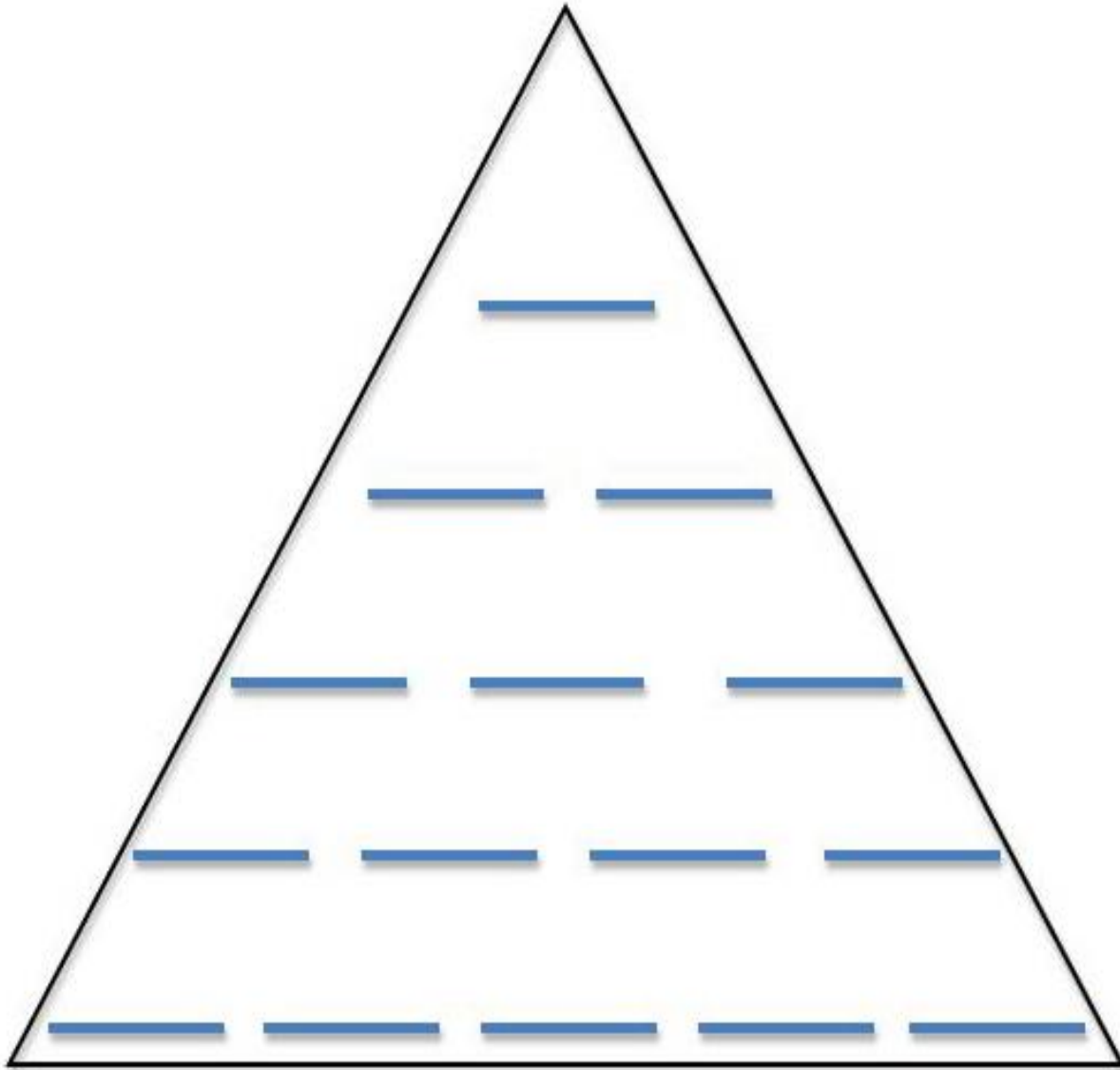
This should focus on the emotions and interpretations that an image evokes for the viewer. Different viewers will react to the same image in different ways, so there are no wrong responses.

Knowing the historical context for an image can be very important for constructing reflective responses. For this image, it is important to know that the Battle of Antietam was one of the most bloody and brutal battles of the Civil War.

Appropriate comments for this type of analysis include the following:

- "The tone of *Lincoln on Battlefield of Antietam, Maryland* seems very bleak.
- The somber facial expressions of the men, coupled with the barren grass and sparse trees give an overall impression of death and dying.
- There is also a sense of loneliness about the figure of President Lincoln. Although standing next to two men, he seems totally isolated.
- He is unresponsive to the camera; rather than making eye contact, he stares distantly off into space, increasing the sense of isolation."

Task Eleven-Thinking Triangle Activity –Picture next slide.



Row 1 (Who/What?): Think about who or what the image represents and describe it in one word (write the word on the top line in the triangle).

Row 2 (When?): Think about the time period of this image and describe it in two words.

Row 3 (Where?): Think about the place shown in this image and describe it in three words

Row 4 (How?): Think of a How question that this image answers and write the *answer* in four words, one word on each line in the fourth row.

Row 5 (Why?): Think of a Why question that this image answers and write the *answer* in five words, one word on each line in the fifth row.

Task Eleven- Thinking Triangle –USE THIS PICTURE

Fill in the triangle



Task Twelve- Quadrant Visualization with Photo/Art-

How does each quadrant pull information needed for analyzing the whole photo?



Answer these questions....

- 1. What happens if we cover the bottom right quadrant?**
- 2. What happens if we just look at the left quadrants?**
- 3. How can looking at quadrants impact the visual effects of the photo or drawing?**

Task Thirteen-This could be used in social studies or foods.

https://www.momjunction.com/articles/family-relationship_00460134/ here is an article on Family ties.



What would this cartoon say about families today?

This cartoon could be a **IAR Research Simulation Task** for Writing.

You have viewed a cartoon and read an article on family communication. If you were going to tell this family in the cartoon how to be more connected, what would you tell them? Support your answer with evidence from the cartoon and the article that you read.

Let's look at this slide and video on analyzing and interpreting data

Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Record information (observations, thoughts, and ideas). Use and share pictures, drawings, and/or writings of observations. Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. Compare predictions (based on prior experiences) to what occurred (observable events). Analyze data from tests of an object or tool to determine if it works as intended. 	<p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. Analyze data to refine a problem statement or the design of a proposed object, tool, or process. Use data to evaluate and refine design solutions. 	<p>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships. Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships. Distinguish between causal and correlational relationships in data. Analyze and interpret data to provide evidence for phenomena. Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials). Analyze and interpret data to determine similarities and differences in findings. Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success. 	<p>Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data. Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. Evaluate the impact of new data on a working explanation and/or model of a proposed process or system. Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

NGSS Standards
Please look at your grade. Analyzing graphs and charts can be a question on the IAR test too.

Task Fourteen- Graphs and Chart Analysis

<https://learn.concord.org/graph-literacy> Choose one of the lessons on this site to look at. **Which one could you use with your students?**

Read the title and the margins

- A lot of people forget to do this and focus too much on the lines, bars, and sections of different charts. This might be the most important part of reading the data properly. After all, without looking at the title of the chart, how would you know what information is being compared? Without reading the margins, how can you accurately tell how each category is being measured? Read the titles and margins carefully.

Always look at units of measurement

- Pay attention to units of measurement. Many tests like to bait and switch you whenever possible. If a unit of measurement is mentioned, make sure what the question asks you for is the same data/unit that is shown on the graph. If not, you may need to convert to some other unit.

Compare similar categories

- If multiple graphs are given, it's common that all the information requested may not be on one graph or chart. You may need to compare and contrast the data across different charts. Sometimes it may not even be the same kind of chart or graph. In this case, pay special attention to the labels on the data. You will often find this information in the margins/legends for the graph. If the same label isn't used across the different graphs, the next step is to look for additional information that tells you more about the similarities between categories or how they're measured.

Look at trends and patterns

- Look for trends and patterns. Is the data increasing? Decreasing? Maybe there's some other pattern. Common questions you might come across include "Which category is biggest/smallest," "Which category had the largest/smallest increase or decrease," "Which event happened the most," "Which category is largest/smallest," and so on. All of these questions ask you to look at how the data changes across one or more categories.

What is the question actually asking?

- You've probably heard this bit of information a lot. Read the question carefully. Like, *really* carefully. There are many ways you may be asked to mix and match the data on charts and graphs, so it's really important that you understand what the question actually asks you to find

Annotation for 6-12

Symbol	Stands for:	Means:
∞	Connections you have to the text.	You have seen, read, or thought about that before.
?	Question	I don't understand. I need more information.
!	Main Idea	This is the important point the author is trying to get across.
+ (E)	Agree	I agree with the author on this point. (Support with (E)vidence)
- (E)	Disagree	I disagree with the author. I think differently. (Support with (E)vidence)
NEW	New information	This is brand new to my thinking.
<u>Highlight</u>	Word analysis	Structure/figurative language









Annotations are important in any analysis or comprehension of text, photos, cartoons, videos, artwork, etc.,

Having a default annotation chart for students to use in class that is **common** to all grades can be very useful in capturing thoughts while analyzing any content.

More Annotations






This is something your school should decide upon so that the annotations are common and don't confuse struggling students. Everyone uses the same annotations. They may look different in grade bands, but they must build upon common ones K-5. If students master them, adjust how they annotate. (they may have a better system)




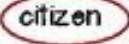


Text Symbols for Annotating Text "THINKING WHILE READING"

	= This is important!
	= This is a key word/detail.
	= I understand.
	= This is unfamiliar.
	= I don't understand.
	= I'm surprised.
	= I made a connection.
	Words and Comments = I am thinking.

Reading For Meaning


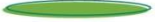

Annotation Symbols



	Wow! This is interesting & exciting!
	I have a question about this; wondering?
	This is a very funny part!
	This is an unknown/ unfamiliar word. I don't understand.
	This is an important detail/ fact.
	This is my favorite part.
	I'm able to visualize/ picture this part of the reading.
	Making an inference-i.e. reading between the lines.

Text Annotation Symbols for Close Reading	
Symbol	Use it for.....
	Identifying key details or events in the text
	Identifying possible main ideas in the margin of the text
	Marking the order of events in a sequence
	Identifying important or key words or phrases
	Marking places where you have questions about what you have read
	Showing information or ideas in the text that you find interesting

MARK IT UP!

1 2 3

TS TT TW

Number each paragraph

Underline or highlight the main ideas

Important details

Circle unfamiliar words

Parts you understand

Parts you find confusing

Parts you find interesting or surprising

Agree

Disagree


Connect: Self/Text/World

Talk back to the text in the margins:


- Write quick summaries.
- Jot down your thoughts about the text.


Readers Annotate their texts


Underline unfamiliar words.


Draw arrows  to show related ideas.

Number **1.** steps
2. lists
3. details

 Jot questions and confusions in the margin.

 Note ideas that you disagree with in the margin.

 Label important ideas.

 Mark humorous ideas.

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1st READING, Annotating

High school

It may even be more brutal these days, with an excess of testing and the watchfulness not only of parents and teachers but the big eyeball of the system itself, its vision intensified by video surveillance cameras, Facebook and the omnipresent Web, which tracks everyone down, puts every idiotic statement in the virtual concrete of electrons -- forever.

cruel

too much

Society

Society's

present everywhere

online

observation

tangible reality

Tone: Celebratory
Admiration

Form: Free verse
Digging = extended metaphor of digging and roots. Heaney digs into his roots, his heritage

Language: technical
Colloquial
Conversational
monosyllables
Pen fact with what?

Opening - coming to terms with self? home

Digging
Between my finger and my thumb
The squat pen rests; as snug as a gun.

Power? Violence? protection? A natural extension? rapping connotes a living thing

Speaker: male
patriarchal traditions
reverent attitude

Memory #1
Under my window a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down - remembering / to look down on has negative con. but the poem is positive + celebratory

his window - ownership threshold to his heritage

In rhythm = in touch with in agreement with

Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.

connections with the past, former generations, traditions

survival nourishment

Symbol: peat potatoes living roots digging squat pen why squat? crouching ownership

The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we picked
Loving their cool hardness in our hands.

in control, precise

skill, pride, dignity

Transition
By God, the old man could handle a spade,
Just like his old man.

Admiration
colloquial language

Memory #2
My grandfather could cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper.
To drink it, then fell to right
Nicking and slicing neatly, I
Over his shoulder, digging
For the good turf. Digging.

- bragging rights

Turning Point
heritage


The cold smell of potato muck
Of soggy peat, the curt cuts
Through living roots awake
But I've no spade to follow.

Closure - Acceptance
Between my finger and my
The squat pen rests.
I'll dig with it.

Seamus Heaney

2 separate memories:
Father digging potatoes
Grandfather digging turf - peat

The pen is mightier than the



Task Fifteen -Let's look at sentence starters on 2 slides....

- <https://www.theteachertoolkit.com/index.php/tool/accountable-discussions> Discussion sentence starters.
- **How can these sentence starters support students in discussions and writing about discussions or analysis of any content presented today?**

I understood that you said ____.

I agree with ____ because ____.

_____, could you please clarify what you mean by ____.

On page __, it says _____, so I think _____.

I respectfully agree/disagree with what ____ said because ____.

I am definitely interested in hearing more about ____.

I believe ____ because ____.

I agree with ____ because ____.

I respectfully disagree with ____ because ____.

_____, could you please clarify what you mean by ____.

On page ____, it says _____, so I think ____.

I understood that you said ____.

May I point out ____?

I would like to suggest ____.

Do you mind clarifying ____?

I am definitely interested in hearing more about ____.

In your (response, essay, report), you suggest ____.

Let me add to what we have been discussing ____.

ACCOUNTABLE TALK STEMS

Use Accountable Discussion sentence stems at any point in the lesson to structure meaningful conversation:

- Before introducing new material to tap into prior knowledge
- After watching a film clip to gauge a reaction
- During a read-aloud to get students thinking about a thought-provoking question
- When debating a current event or issue that's important to students
- When discussing any concept in which students should "explain" or "prove" their thinking

Small Group Accountable Talk

- Break students into groups of 3-4 and provide them with sentence stem cards that they draw at random to formulate conversations.
- Ask students to record the sentence stem(s) and their completed idea(s) in their notebooks or journals to hold them accountable for the conversation.

Setting up IAR Tasks for Students in Your Content is Setting them up for Success..

Students are asked to show evidence of their thinking from the articles, graphs, charts, audios, videos, cartoons, quotes etc., and be able to synthesize their thinking in 3 types of writing tasks. These are different than what we normally ask students to do in class with common core. This training should support your efforts in asking better questions and tasks.

Please send your task answers and pre/post test to: prestonb@roe39.org

We are happy to support you all in teaching and learning.

Other resources

<https://www.docsteach.org/activities> lessons, documents etc., to use with your students.

https://www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/07/4-a-3-all_e.pdf This resource has photos of WW1

<http://utminers.utep.edu/omwilliamson/engl1311/visualanalysis.htm> visual analysis site.