

Grade 6 Literature Mini-Assessment

Excerpt from *Counting on Grace*

This grade 6 mini-assessment is based on an excerpt (597 words) from the book *Counting on Grace* by Elizabeth Winthrop. This text is considered to be a text worthy of students' time to read and also meets the expectations for text complexity at grade 6. Assessments aligned to the CCSS will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are selected-response questions that address the Reading Standards listed below and one constructed-response question that addresses the Writing Standards. We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students' ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2	Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 6 Mini-Assessment – excerpt from *Counting on Grace*

Today you will read an excerpt from *Counting on Grace*, a novel by Elizabeth Winthrop. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read the passage.

Excerpt from *Counting on Grace* by Elizabeth Winthrop:

Chapter 10, “The Letter”

The setting is the early 1900s, a time when child labor laws were sometimes ignored in the United States. Grace is the twelve-year-old narrator. She and Arthur work in the mill during the day, and Miss Lesley is their teacher after work.

- (1) Miss Lesley nods to Arthur and he pulls out the paper and smooths the wrinkles he made when he crunched it up.
- (2) “Read it to her,” Miss Lesley says.
- (3) “Are you practicing your writing?” I ask.
- (4) “Grace, hush for once in your life and listen.”
- (5) It’s a letter. Arthur’s doing the writing. It goes this way.
- (6) *To Miss Anna Putnam, National Child Labor Committee, Vermont Chapter, Bennington, Vermont.*
- (7) *Dear Madam,*
- (8) *This is to inform you that there are underage children working in the cotton mill in the town of North Pownal, Vermont. These children range in age from eight to thirteen. They are employed in the following dangerous tasks.*
- (9) It stops there.
- (10) “That’s as far as we got,” Arthur says. “Before you barged in.”
- (11) “So now you can help us, Grace.”
- (12) My brain is whirling around. My feet start shifting under the desk.
- (13) “What is that child labor comm-thing?”
- (14) “They investigate places where children are not supposed to be working because they are too young. Believe it or not, there are laws against child labor. They’re just not enforced,” Miss Lesley says.
- (15) “But we need to work. For the money.” I can hear Mamère’s voice speaking right through my lips.

- (16) “Yes, Grace. But you also need your education. Then when you get older, you’ll have a job that makes you much more money than you’ll ever get working in the mill.”
- (17) “Stop arguing,” Arthur says to me. “You wanna leave?”
- (18) I don’t. This is more interesting than reading *la Justice* to P  p   for the third time this week. Or doing laundry with Mam  re. Or weeding.
- (19) I’ll help them write their dumb old letter. What difference does it make? When that inspector comes, we’ll just hide in the elevator the way we always do until he leaves the premises. That’s a fancy word Mr. Wilson uses for the mill.
- (20) “So back to the letter. What jobs do children do in the mill?”
- (21) “Doffing,”¹ I say.
- (22) “Besides doffing,” says Miss Lesley.
- (23) “Sweeping,” says Arthur. “And carrying the bobbin boxes. They’re heavy.”
- (24) “Good. Write that down. What else, Grace?”
- (25) I’m thinking hard. This is like a test and I want to do well on it. “Some of the boys work in the warping room.”
- (26) Arthur writes.
- (27) “And what about Thomas?” Miss Lesley asks.
- (28) “He was fooling around at the time,” I tell her. “He was standing too close to that gearbox.”
- (29) “More accidents happen because of the number of children working in the mill. But Thomas was legally old enough to be working so we’ll forget him for now. What else?”
- (30) “We clean the machines on Saturdays. And some other times if the roving² gets too bunched up. Delia’s got scars on her fingers from the cleaning hook.”
- (31) “Perfect,” says Miss Lesley, and I smile. I’m passing the test. “Arthur, put down machine maintenance.”
- (32) Then she writes out that big word for him so he can copy it.
- (33) “Why aren’t you writing the letter to the committee place?” I ask Miss Lesley.
- (34) “She’ll get fired if they find out it’s coming from her,” Arthur says, and rolls his eyes at me as if everybody is supposed to know that. “You’d better not tell.”
- (35) “Who will fire her?”
- (36) “The mill owners,” Arthur spits. “They own the mill school.”
- (37) “Hush, Arthur,” says Miss Lesley. “Nobody’s going to be firing me as long as we keep this quiet. Now sign it this way.” She writes out another big word for him to copy. It says Anonymous.

From COUNTING ON GRACE: A NOVEL by Elizabeth Winthrop, copyright    2006 by Elizabeth Winthrop. Used by permission of Wendy Lamb Books, an imprint of Random House Children’s Books, a division of Random House, Inc.

¹ Doffing: Removing objects from a textile machine

² Roving: Soft fibers ready to be twisted into yarn

1. Based on paragraph 14 of Text 1: *Counting on Grace*, what is the meaning of the phrase “not enforced”?
- A. not well liked
 - B. not strictly followed
 - C. not useful for children
 - D. not applied fairly

2. This question has two parts. First answer Part A, and then answer Part B.

Part A: How does Arthur respond when Miss Lesley asks Grace to help with the letter?

- A. He worries that Grace may reveal that Miss Lesley helped write the letter.
- B. He appreciates that Grace is helping him think of details to include in the letter.
- C. He believes Grace will help make the activity go faster so they can get back to work.
- D. He thinks it is good for Grace to learn about the Child Labor Committee.

Part B: Which sentence from the story best shows Arthur’s reaction?

- A. “Grace, hush for once in your life and listen.”
- B. “That’s as far as we got,” Arthur says.
- C. “Stop arguing,” Arthur says to me.
- D. “You’d better not tell.”

3. Reread paragraph 12.

“My brain is whirling around. My feet start shifting under the desk.”

How does this paragraph move the plot of the story forward?

- A. Now Grace thinks about leaving and helping her mother with the work at home.
- B. Now Grace starts hoping that the letter will change conditions at the mill.
- C. Now Grace understands why Arthur and Miss Lesley are writing the letter.
- D. Now Grace starts thinking about writing a similar letter by herself.

4. This question has two parts. First answer Part A, and then answer Part B.

Part A: What is Miss Lesley’s point of view about child labor?

- A. People should learn to accept that child labor is needed.
- B. The mill owners will stop hiring children very soon.
- C. Child labor will gradually go away by itself.
- D. Child labor is wrong and should be stopped.

Part B: What are two reasons Miss Lesley provides to support her point of view?

- A. Children spend too much time away from their families because they are working.
- B. Children should be spending time in school instead of working.
- C. It is important that children earn money to help their families.
- D. Having so many children working at the mill makes accidents more likely.
- E. The equipment in the mill is too complicated for children to use.
- F. Children are not responsible enough to perform the duties they are given in the mill.
- G. There are not enough jobs to keep both children and adults employed.

5. Grace and Arthur have different points of view about the letter. Which paragraph in the story provides the best evidence for each character’s point of view? Copy the number of one paragraph from the excerpt into each box below.

Grace’s point of view: She believes the letter will not change anything.

Paragraph Number of Evidence for Grace’s Point of View:

Arthur’s point of view: He believes the letter may cause problems for Miss Lesley.

Paragraph Number of Evidence for Arthur’s Point of View:

6. What is one of the themes of the story?
- A. When trying to change a bad situation, taking a risk is worthwhile.
 - B. During difficult times, true friendships remain strong.
 - C. In response to peer pressure, a person should make his or her own decisions.
 - D. When helping out one’s family, no sacrifice is too big to make.

Writing Prompt (Optional):

7. One of the central ideas in the passage is that all the characters are facing dangers. Write an essay that
- explains what the dangers are for the children
 - explains what the dangers are for the adult

Use evidence from the passage to support your response. Your writing will be scored on organization, development of ideas, and use of grammar, punctuation, and spelling. The next page provides a lined area in which you can write your essay.

Information for Teachers: Quantitative and Qualitative Analyses of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The excerpt for this mini-assessment has been placed at grade 6, and the process used to determine this grade level placement is described below. Appendix A and the Supplement to Appendix A: New Research on Text Complexity lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a grade-**band** based on at least one² quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a grade-**level** based on a qualitative analysis.

Quantitative Analysis

Excerpt from <i>Counting on Grace</i>	Quantitative Measure #1	Quantitative Measure #2
	FK: 2.6	Lexile: 460

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.coresetandards.org/resources) and determine the grade-**band** of the text. *Note: With literature, it is sometimes true that the quantitative measures indicate grade bands that are lower than one would expect. In these rare cases, qualitative reviews will show the text really belongs in a higher grade band.*

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from Flesch-Kincaid and the Lexile measure were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ⁸	The Lexile Framework®	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

² For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade-band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the grade **level** of the text within the designated grade-band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	Excerpt from <i>Counting on Grace</i>	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too low for grade band	early to mid 6	mid 6 to early 7	mid 7 to early 8	mid to end 8	Too high for grade band
Structure (both story structure or form of piece)	Explicit and chronological, but students have to orient themselves quickly to the situation for the structure to become clear						
Language Clarity and Conventions	While most of the words in the text are familiar, some are specific to weaving or the historical era and may therefore be challenging. The sentence structures are mostly simple but the many lines of unattributed dialogue add much complexity to the language demands of this piece. Students have to engage in a significant amount of inference in order to understand the plot and characterization. As can be the case with literary pieces (e.g., Steinbeck’s work), the mathematically calculated readabilities underestimate the actual complexity of the text.						
Knowledge Demands (life, content, cultural/literary)	While it might be helpful for students to know about the use of child labor earlier in American history, the lack of knowledge in that area will not prevent them from being able to recognize the problem being outlined in the excerpt.						
Levels of Meaning/ Purpose	Single – A group of individuals takes action to try to stop the use of child labor.						
Overall placement: Grade 6	Although the quantitative measures place this text in the elementary grade band, the overall qualitative complexity, especially the level of inference required to understand the text, justifies placement at grade 6. This pattern is not unusual when placing literature at a grade level.						

Question Annotations & Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1	B	RL.6.4, RL.6.1	<p>A. Although the passage suggests that Miss Lesley does not like the idea of child labor, the context for “not enforced” shows that the meaning is option B.</p> <p>B. This is the correct answer. Miss Lesley’s statement about investigations and children who are not supposed to be working provide context for the meaning of laws not being enforced as “not strictly followed.”</p> <p>C. Although the passage suggests that the laws regarding child labor are not being followed, there is no suggestion that the laws are not useful.</p> <p>D. Although the passage suggests that it is unfair for children to be working in a mill, the context for “not enforced” shows that the meaning is option B.</p>
2 Part A	A	RL.6.3, RL.6.1	<p>A. This is the correct answer. Arthur has crumpled up the letter because Grace enters the room, trying to prevent her from learning the secret, and he later tells her that Miss Lesley is risking her job at the mill.</p> <p>B. Although at Miss Lesley’s request Grace participates in filling in details for the letter, there is no textual evidence supporting the idea that Arthur is appreciative.</p> <p>C. Although having Grace’s help may make the activity go faster, there is no evidence that Arthur believes this to be true.</p> <p>D. Although Arthur may believe that it is good for Grace to learn about the commission, there is not textual evidence for this idea.</p>
2 Part B	D	RL.6.3, RL.6.1	<p>A. Although Arthur speaks these words to Grace, they reflect his annoyance at her barging in, not his fear that she will tell the secret.</p> <p>B. Although Arthur also speaks these words to Grace, they explain the current status of the letter and not his fear that Grace will tell the secret.</p> <p>C. Although Arthur also speaks these words to Grace, they are meant to silence her protests about the need for children to work.</p> <p>D. This is the correct answer. Arthur is warning Grace out of fear that she will betray the secret.</p>

3	C	RL.6.5, RL.6.1	<p>A. Although Grace initially talks about what she could be doing at home, this thought does not advance the plot because Grace does not act on it but instead stays to help.</p> <p>B. Although the purpose of the letter is to try to change conditions at the mill, Grace is not hopeful at this point, and this idea is unrelated to the plot. In fact, later Grace indicates that she believes the letter will not make any changes.</p> <p>C. This is the correct answer. The cited paragraph shows the physical manifestations of Grace’s realization that the letter is about the issue of child labor. This realization moves the plot forward because Grace can now begin contributing to the content of the letter.</p> <p>D. Although Grace enjoys contributing to the letter, there is no textual evidence that she intends to write a letter by herself, so this idea is unrelated to the plot.</p>
4 Part A	D		<p>A. Although Grace’s initial statements about child labor reflect this point of view, it is not Miss Lesley’s.</p> <p>B. Although it is possible that the letter will bring changes to the mill, there is no indication that Miss Lesley believes that change will happen soon.</p> <p>C. The fact that Miss Lesley is writing the letter shows that she believes it is necessary to take action, that child labor may not go away by itself.</p> <p>D. This is the correct answer. Miss Lesley’s actions and words make it clear that she opposes child labor.</p>
4 Part B	B, D	RL.6.2, RL.6.6, RL.6.1	<p>A. Although it is probably true that children spend too much time away from their families because they are working, Miss Lesley does not advance this idea, and, in fact, Grace talks about spending time with her family.</p> <p>B. This is a correct response. Miss Lesley speaks clearly about the need for children to receive an education instead of just working.</p> <p>C. Although Grace voices this idea early in the excerpt, Miss Lesley does not support the idea that children should be earning money to support their families; otherwise, she would not be writing the letter.</p> <p>D. This is a correct response. Miss Lesley indicates that accidents are more common when children are working in the mill.</p> <p>E. Although Grace and Arthur make it clear that children are being asked to undertake tasks that are not appropriate, Miss Lesley does not indicate that the dangers come from children being irresponsible.</p> <p>F. Although it might be logical to assume that children are taking jobs away from adults, this concept is not found within the text.</p>

5	Grace: Paragraph 19 Arthur: Paragraph 34	RL.6.6, RL.6.1	The correct responses clearly support the given points of view of both characters in a more direct way than is done by any other paragraphs in the text.
6	A	RL.6.2, RL.6.1	<p>A. This is the correct answer. The events of the excerpt show that all three characters come to see that while Miss Lesley risks losing her job, writing the letter is important to try to bring about change.</p> <p>B. Although the excerpt shows friendships between Grace and Arthur and teacher-student friendships between Miss Lesley and the children, the primary theme of the passage is not about friendship but is about taking action to bring about change.</p> <p>C. Although the interplay between Grace and Arthur could be characterized as peer pressure, the primary theme of the passage is not about this topic but about trying to change a bad situation.</p> <p>D. Although Grace makes it clear that her work at the mill helps her family’s situation, the primary theme of the passages is not about making sacrifices but about taking steps to bring change.</p>
Optional Writing Prompt	Sample top-score response to come	RL.6.2, RL.6.1, W.6.2, W.6.9	<p>A good student response will include all or most the following points:</p> <ul style="list-style-type: none"> • It’s clear that mill owners know they are disobeying the law; they put the children in an elevator when the inspector comes. Therefore Miss Lesley faces the danger of losing her job as punishment for writing the letter. • The letter is signed “anonymous” because of the danger to Miss Lesley’s job. • The children face danger because they are being asked to do risky jobs like cleaning the roving hooks and carrying heavy boxes. • At least one child has scars on her hands from her work, showing the danger. • Although Thomas was technically old enough to work, even he was hurt by the machinery. • Children are too young to be around machines; just being in the mill is dangerous for them.

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.

- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.
 - MOST vocabulary items test Tier 2 words.
 - All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”

- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources For Assessment and CCSS Implementation

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

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on <http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions: <http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts: http://www.corestandards.org/assets/Appendix_B.pdf