# How is the Hamilton Reading Plan aligned to the STAR Reading Assessment and the ACT Test?
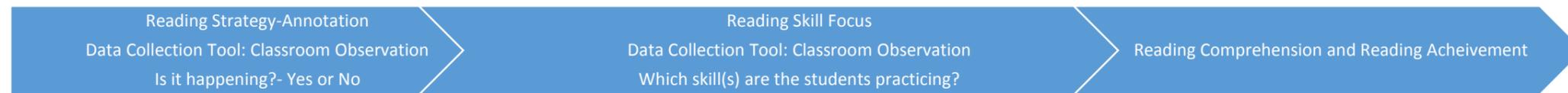
| Hamilton Reading Plan | STAR Reading Assessment | | ACT Test | |
|---|---|---|---|---|
| **Active Reading Strategies are used in all classes Social Studies and Science use Achieve 3000- two hours a week** | **Timed: 15 Min 45 sec per item** | ***see chart** | **Timed: 30 min** | **42-65% of the test focuses on Key Ideas and Details** |
| Summarize, determine central ideas, cause-effect, trace/analyze argument, compare/contrast, text organization, identify details, author's purpose | Summarize, determine central ideas, cause-effect, trace/analyze argument, compare/contrast, text organization, identify details, author's purpose | | Summarize, determine central ideas, cause-effect, trace/analyze argument, compare/contrast, text organization, identify details, author's purpose | |
| Hamilton teachers, across all contents, are using active reading strategies in order to increase reading comprehension and reading achievement.<br><br>List of active reading strategies used:<br>• Annotation<br>• Summarizing information/reading<br>• Determining the Central Idea by highlighting the text and annotating<br>• Mapping out the cause-effect relationships<br>• Identifying the themes by highlighting and annotating<br><br>A well-annotated text will accomplish all of the following:<br>•clearly identify where in the text important ideas and information are located<br>•express the main ideas of a text<br>•trace the development of ideas/arguments throughout a text<br>•introduce a few of the reader's thoughts and reactions | **Word Knowledge and Skills Comprehension Strategies and Constructing Meaning Analyzing Literary Text Understanding Author's Craft Analyzing Argument and Evaluating Text**<br><br>STAR Reading assesses reading comprehension and overall reading achievement. Through vocabulary-in-context test items, STAR Reading requires students to rely on background information, apply vocabulary knowledge and use active strategies to construct meaning from the assessment text. These cognitive tasks are consistent with what researchers and practitioners describe as reading comprehension. STAR Reading's IRL score is a measure of reading comprehension. The STAR Reading Scaled Score is a measure of reading achievement. | | **Key Ideas and Details**<br>The items in this category require students to read texts closely; to determine central ideas and themes, and summarize information and ideas accurately; and to understand sequential, comparative, and cause–effect relationships.<br>**Craft and Structure**<br>The items in this category require students to determine word and phrase meanings and to analyze an author's word choice rhetorically as well as influences on the English language; to analyze text structure; and to understand purpose and point of view.<br>**Integration of Knowledge and Ideas**<br>The items in this category require students to understand how arguments are constructed, and to make connections to prior knowledge and between and among texts. | |

## Hamilton Reading and Writing Implementation Plan

| Preparing the Teacher | Collecting Data on Reading and Writing Activities and Surveying teacher needs | Collecting Data on What's Going on in the Classrooms | Measuring the Effectiveness of the Hamilton Plan- STAR Reading Assessment (Fall, Winter, Spring) | Responding to Assessment Reports |
|---|---|---|---|---|
| What do our teachers know? What do they need to know? | What are they doing in the classes each week? Do teachers and departments need support? | What's going on in the classrooms? How is the plan being implemented? Are teachers practicing what they learned in PD? | How do we know students are benefiting from instruction? Is it effective? | What next? What's our plan of action in response to the STAR Reports? |
| Professional Development Sessions- Active Reading (Annotation), Effective Strategies to Improve Writing, Content Literacy, Disciplinary Literacy, and Achieve 3000.<br><br>Ms. Koenig models annotation and writing strategies with teachers. | The Weekly Common Planning Report collects data on each teachers' Reading and Writing Activities in the class. The survey also asks departments to indicate their level of readiness and need for support. (See CPT Weekly Survey) | **Hamilton's Data Collection Tool-**<br>Questions on Rigor, Differentiation, Engagement and Climate are grounded in Danielson's Framework. "Look For-s": Are students using an active reading strategy and/or are teachers teaching an active reading strategy (and Writing)? Which strategies and skills are the students practicing? **(See questions on the next page).**<br>**Students will be surveyed:**<br>**Question to Student**: What Active Reading strategy are you currently using in your classes?<br>**Question to Student**: What Writing Activities are you doing in your classes? | See the STAR "Core Progress for Reading: Domain and Skills" for a detailed breakdown of the reading assessment.<br><br>• Teacher reviews data<br>• Teacher creates action plan for class<br>• Departments discuss results of STAR<br>• Departments share data with Dr. Mateo during monitoring conferences | Teachers will view their students/class group STAR reports to see which skills students have mastered and which skills students need additional support.<br><br>• Teachers will respond to the questions-<br>  o How did you respond to the STAR data?<br>  o Were your adjustments effective?<br>• A significant number of teachers are using the STAR assessment for their SLO. |

# Reading

Hamilton teachers, across all contents, are using active reading strategies in order to increase reading comprehension and reading achievement.

| Reading Strategy-Annotation | Reading Skill Focus | |
|---|---|---|
| Data Collection Tool: Classroom Observation | Data Collection Tool: Classroom Observation | Reading Comprehension and Reading Acheivement |
| Is it happening?- Yes or No | Which skill(s) are the students practicing? | |

| Reading Strategy | Reading Skill Focus |
|---|---|
| Hamilton teachers, across all contents, are using active reading strategies in order to increase reading comprehension and reading achievement. | Active Reading strategies guide students to practice the skills that students need to know to increase reading comprehension. Hamilton's Data Collection Tool asks observers to look for the skills that are being practiced in classes. These skills are drawn directly from the STAR assessment and the ACT Aspire test. |
| List of active reading strategies used:<br>• Annotation<br>• Summarizing information/reading<br>• Determining the Central Idea by highlighting the text and annotating<br>• Mapping out the cause-effect relationships<br>• Identifying the themes by highlighting and annotating<br><br>A well-annotated text will accomplish all of the following:<br>•clearly identify where in the text important ideas and information are located<br>•express the main ideas of a text<br>•trace the development of ideas/arguments throughout a text<br>•introduce a few of the reader's thoughts and reactions | **Q1 Please identify the skill(s) the students are practicing.**<br>❑ Determining Central Idea and Themes<br>❑ Summarizing<br>❑ Understand cause and effect<br>❑ Making predictions<br>❑ Identifying author's purpose<br>❑ Identify organizational structure<br>❑ Understand comparison and contrast<br>❑ Identify and understand sequence<br>❑ Identify bias and analyze text for logical fallacies<br>❑ Identify and understand persuasion<br>❑ Evaluate reasoning and support<br>❑ Evaluate credibility<br>❑ Recognize an accurate summary of text<br>❑ Understand vocabulary in context<br>❑ Draw conclusions<br>❑ Identifying details<br>❑ Extend meaning and form generalizations<br>❑ Identify and differentiate fact and opinion |

# Writing

Hamilton students are using the following strategies to develop proficient and advanced writing skills.

| Writing Strategies | Writing Skill Focus | Product Outcome |
|---|---|---|
| Data Collection Tool: Which strategy is the student practicing? | Data Collection Tool: What skill(s) are the students practicing? | |

The *Eleven Elements of Effective Adolescent Writing Instruction* are "general methods and interventions that several of America's most respected adolescent literacy experts found to be useful for improving reading instruction" (p. 4, Graham and Perin, 2007). The Hamilton Data Collection tool looks at how these methods and interventions are being utilized in all classrooms and in all periods.

**Q2 Which of the Eleven Elements of Effective Adolescent Writing Instruction are the students practicing? You may select more than one option.**

- ❑ Writing Strategies: involves teaching students strategies for planning, revising, and editing **(Strategy instruction: Venn, Pro/Con chart, outlining essay, DBQs, Soapstone, quote sandwich, I do, we do, you do.)**
- ❑ Summarization: involves explicitly and systematically teaching students how to summarize text (**citing texts-quoting, paraphrasing, summarizing text in a paragraph**)
- ❑ Collaborative Writing: adolescents work together to plan, draft, revise, and edit their compositions
- ❑ Specific Product Goals: specific, reachable goals for the writing students are to complete
- ❑ Word Processing: students using computers as instructional supports for writing assignments
- ❑ Sentence Combining: involves teaching students to construct more complex, sophisticated sentences
- ❑ Prewriting: engages students in activities designed to help them generate or organize their ideas for their composition **(Using learned writing strategies with a text- Quote Sandwiches, 12-sentence Paragraph, Soapstone, DBQs, etc.…)**
- ❑ Inquiry Activities: engages students in analyzing immediate, concrete data to help them develop ideas and content for their particular writing task (**annotation**)
- ❑ Process Writing Approach: interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing   **(Six Step Writing Process)**
- ❑ Study of Models: which provides students with opportunities to read, analyze, and emulate models of good writing (**Use Six Traits of Writing as a guide**)
- ❑ Writing for Content Learning: which uses writing as a tool for learning content material

Graham, S., & Perin, D. (2007). WRITINGNEXT. *Effective Strategies to Improve Writing of Adolescents in Middle and High*.

Writing Skills that are measured on the ACT Test (9, 10 and 11)

| Skill | |
|---|---|
| Generating Ideas | Understanding the rhetorical situation- the issue or question they are invited to respond to, the purpose for which they are writing, the audience for their work. Writers with greater levels of ability generate ideas in consideration of the implications and complications surrounding their topic, the values that underlie particular positions or actions, or the multiple perspectives that complicate an issue. |
| Developing Ideas | Development is the means by which a writer supports a thesis, arrives at insights into the topic, or conveys the meaning and significance of the narrative. |
| Sustaining Ideas | For a piece of writing to succeed in its purpose, ideas must be focused. A competent writer is judicious in the ideas presented in the essay and will make productive use of all of them. The reader will grasp the relationships among the ideas in the essay and will understand the writer's purpose throughout. From beginning to end, the essay will comprise a sustained treatment of relevant ideas. |
| Organizing Ideas | Its ideas are presented in a sequence that makes clear their relationship to one another and that guides the reader through the essay in a purposeful way. A writer must organize ideas successfully in order to build a logical argument, provide a clear explanation, or relay a coherent sequence of events. More skillful writers organize ideas in ways that create unity in the essay and that enhance purpose: for example, an argumentative essay that persuades through the momentum it achieves in sequencing logical inferences, an expository essay that arrives at insight through progressively finer distinctions, a narrative essay that braids the author's reflection throughout its telling of a story. Organizational choices are integral to effective writing. |
| Communicating Ideas | At the minimum competent writing must make use of the conventions of grammar, syntax, word usage, and mechanics. Better writers vary their sentence structures, use more precise vocabulary, and generally demonstrate greater command of language to enhance their readers' understanding and express nuanced ideas. Competent writers are also intentional about the style and tone of their writing, aware of how the rhetorical situation shapes readers' expectations of what is appropriate and effective. Style and tone are used by skilled writers to enhance their purpose and ethos. Persuasive writing, for example, may call upon pathos as well as logos; expository writing may build ethos through a measured, dispassionate tone of voice; and the skillful use of narrative techniques may greatly enhance a recounting of events. Good writers make thoughtful choices about style and tone in light of their writing aims. |

Taken from- http://actaspire.pearson.com/_documents/exemplars/3818_Aspire%20Exemplar%20EHS%20Writing_Web.pdf

| | Analysis | Development | Organization | Language Use |
|---|---|---|---|---|
| **Score: 6** Responses at this score point demonstrate effective skill in writing an analytical essay. | The response critically engages with the task, and presents a complex analysis that addresses implications and complications of the subject. There is skillful movement between specific details and generalized ideas. | Ideas are thoroughly explained, with skillful use of supporting reasons and/or detailed examples. The writer's claims and specific support are well integrated. | The response exhibits a skillful organizational strategy. A logical progression of ideas increases the effectiveness of the writer's analysis. Transitions between and within paragraphs strengthen the relationships among ideas. | The response demonstrates the ability to effectively convey meaning with clarity. Word choice is precise. Sentence structures are varied and clear. Voice and tone are appropriate for the analytical purpose and are maintained throughout the response. While a few errors in grammar, usage, and mechanics may be present, they do not impede understanding. |

Navejar, 2015