

14 POWER Strategies

to Boost **Reading & Writing** Achievement on Standardized Tests

SYNTHESIS & IMPLEMENTATION



KRISTINA SMEKENS
kristina@smekenseducation.com
www.SmekensEducation.com

SKILLS	WORKSHOP TAKEAWAYS	PRIORITIES
<p>1</p> <p>Juggle multiple texts</p>	<p><i>Ensure you have a variety of text types in your reading curriculum.</i></p> <p>Plan opportunities for students to read multiple texts in one-sitting.</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>2</p> <p>Recognize questions in a variety of formats</p>	<p><i>Increase students' exposure to reading on a screen.</i></p> <p>Generate technology-enhanced questions for upcoming reading passages (e.g., drag & drop, multiple select, etc.).</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>3</p> <p>Decode vocabulary within questions & prompts</p>	<p><i>You can't answer the question if you don't understand the words in the question.</i></p> <p>Identify 5-10 academic words students need to know. Use the Academic Vocab chart to identify kid-friendly synonyms for each.</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>

SKILLS	WORKSHOP TAKEAWAYS	PRIORITIES
<p data-bbox="131 149 289 285">4</p> <p data-bbox="155 306 269 411">Identify the <i>best</i> answers</p>	<p data-bbox="391 149 740 212"><i>Improve students' multiple-choice test-taking skills.</i></p> <p data-bbox="391 243 740 338">Teach students to identify the most precise answers using the Bull's-Eye board.</p>	<p data-bbox="1398 180 1459 205">LOW</p> <p data-bbox="1360 258 1500 283">MODERATE</p> <p data-bbox="1398 340 1459 365">HIGH</p>
<p data-bbox="131 476 289 613">5</p> <p data-bbox="99 634 331 739">Make inferences about complex texts</p>	<p data-bbox="391 476 740 539"><i>An inference happens after collecting textual details.</i></p> <p data-bbox="391 571 683 634">Reveal the 5-step process for making an inference—</p> <ol data-bbox="391 634 626 785" style="list-style-type: none"> 1) Read the text. 2) Read the question. 3) List details. 4) Look for patterns. 5) Determine meaning. 	<p data-bbox="1398 508 1459 533">LOW</p> <p data-bbox="1360 590 1500 615">MODERATE</p> <p data-bbox="1398 672 1459 697">HIGH</p>
<p data-bbox="131 840 289 976">6</p> <p data-bbox="99 997 331 1060">Discern evidence v. details</p>	<p data-bbox="391 840 740 903"><i>All evidence is a detail— but all details are NOT evidence.</i></p> <p data-bbox="391 934 756 1060">Set up evidence sorts where students determine if a sentence supports a statement or if it's just a detail from the reading.</p>	<p data-bbox="1398 850 1459 875">LOW</p> <p data-bbox="1360 932 1500 957">MODERATE</p> <p data-bbox="1398 1014 1459 1039">HIGH</p>
<p data-bbox="131 1119 289 1255">7</p> <p data-bbox="139 1276 297 1381">Explain evidence thoroughly</p>	<p data-bbox="391 1119 691 1224"><i>The Yes, MA'AM formula ensures a strong written response.</i></p> <p data-bbox="391 1255 773 1381">Provide opportunities to write constructed responses in groups/pairs before expecting students to generate one independently.</p>	<p data-bbox="1398 1150 1459 1176">LOW</p> <p data-bbox="1360 1236 1500 1262">MODERATE</p> <p data-bbox="1398 1318 1459 1344">HIGH</p>
<p data-bbox="131 1440 289 1577">8</p> <p data-bbox="147 1587 289 1692">Determine main idea & theme</p>	<p data-bbox="391 1440 675 1524"><i>Main ideas are always presented as complete sentences.</i></p> <p data-bbox="391 1556 773 1682">Remove subject-verb headlines from newspaper articles. Students match headlines based on textual evidence found in the article.</p>	<p data-bbox="1398 1457 1459 1482">LOW</p> <p data-bbox="1360 1543 1500 1568">MODERATE</p> <p data-bbox="1398 1625 1459 1650">HIGH</p>
<p data-bbox="131 1761 289 1898">9</p> <p data-bbox="115 1887 331 1992">Recognize new info within text features</p>	<p data-bbox="391 1761 756 1793"><i>Text features serve a purpose for the reader and the writer.</i></p> <p data-bbox="391 1835 773 1982">After reading the next informational text, ask students what <i>new</i> information they learned from a particular text feature (that wasn't stated in the print text).</p>	<p data-bbox="1398 1772 1459 1797">LOW</p> <p data-bbox="1360 1858 1500 1883">MODERATE</p> <p data-bbox="1398 1940 1459 1965">HIGH</p>

SKILLS	WORKSHOP TAKEAWAYS	PRIORITIES
<p>10</p> <p>Evaluate author or character perspective</p>	<p><i>Authors of informational text reveal their perspectives.</i></p> <p>Identify where evidence of author perspective will be found—in specific details, in word choice, in visual format.</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>11</p> <p>Draw comparisons across multiple texts</p>	<p><i>Compare categories relevant to both/all of the items.</i></p> <p>Teach students the T-Chart categories for comparing:</p> <ul style="list-style-type: none"> • literature-to-literature • nonfiction-to-nonfiction • literature-to-nonfiction 	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>12</p> <p>Respond to a narrative-writing task</p>	<p><i>Provide reader comprehension by repeating details from the original story.</i></p> <p>Identify an upcoming literary text to practice “adding in the missing part” or “rewriting from a different perspective.”</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>13</p> <p>Respond to a literary-analysis task</p>	<p><i>Focus on how and why the author did something within the text.</i></p> <p>Scaffold instruction to analyze one text for a particular standard before requiring students to analyze and compare two texts for the same standard.</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>
<p>14</p> <p>Respond to a research-writing task</p>	<p><i>Create simulated research experiences by providing 2-3 informational texts on the same topic/issue.</i></p> <p>Model how to turn a persuasive writing into an argumentative one by adding in a body paragraph for “the other side.”</p>	<p>LOW</p> <p>MODERATE</p> <p>HIGH</p>