

# Developing DRA Anchor Papers & MSP Stem Questions:

*A Literacy Curriculum and  
Assessment Process Which  
Aligns and Informs  
Instruction*

WERA Presentation, December 2011, by:  
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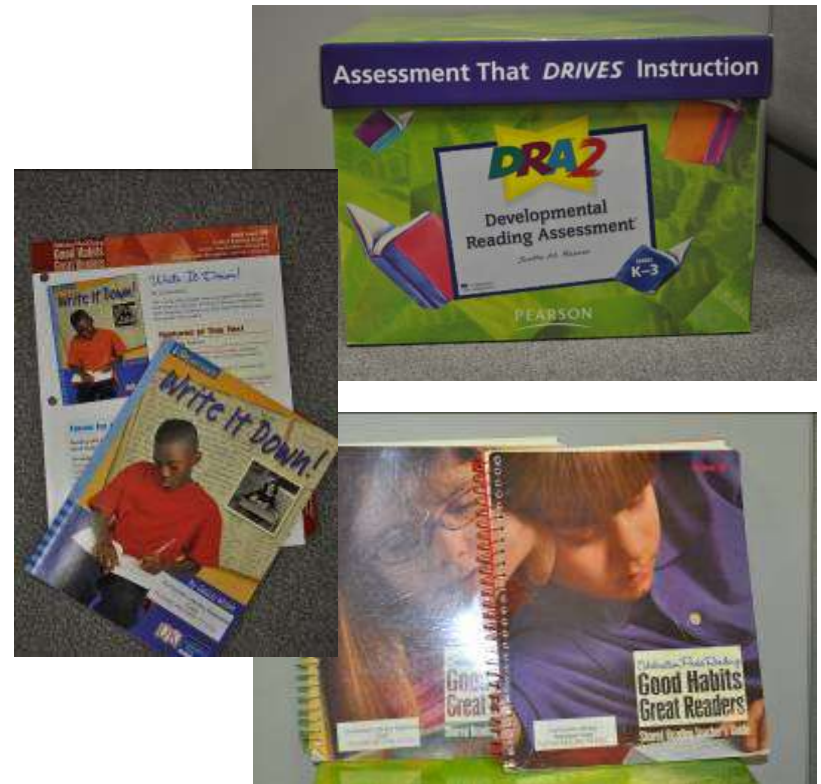


# Today's Agenda

- Background & Purpose
- MSP Stems and Shared Reading
- MSP Stems and Guided Reading
- DRA Anchor Papers
- Instructional Implications
- How to Get Started in Your District

# A New Sense of Urgency: Our Story

- How does our new curriculum provide experience with MSP-like questions?
- How do we know if the DRA written responses are scored with consistency?



# Literacy Leadership Committees

## MSP Committee

Support MSP alignment w/new curriculum

Develop shared reading stems

## MSP Stem Committee

Write MSP stem questions specific to the texts used in guided reading

## DRA Committee

Support teachers in the administration of the DRA

Create DRA Anchor Papers

# “Best Use” of Stems

Examples	Non-Examples
<ul style="list-style-type: none"><li>• Modeled/shared practice</li><li>• Think-alouds</li><li>• Turn &amp; talk; rich dialogue</li><li>• Integrate into curriculum &amp; over time</li><li>• Variety of experiences with different types of questions</li><li>• Interpret questions</li><li>• Acquire academic vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Worksheets</li><li>• Drill &amp; practice</li><li>• Assign &amp; assess</li><li>• Creating tests</li><li>• Homework</li></ul>

# Stems for Shared Reading

(Whole Group Instruction)



## *Our Process:*

- Determine the format & template.
- Locate TARGETS within new curriculum.
- Review Shared Reading texts.
- Identify the questions to support weekly instructional focus (targets).
- List the STEM questions aligned with Shared Reading text for each week.

# Shared Reading Template

GHGR Unit 4	Shared Reading Focus	Text Used	MSP Target	MSP Stem Questions
Understand How Stories Work	Understanding Story Elements	<u>Modeled:</u> <i>The Renaissance Kids</i>  <u>Student Reader:</u> <i>Spugete</i>	<b>Summarize</b>  <b>Elements &amp; Devices</b>	<ul style="list-style-type: none"> <li>Which sentence best summarized the story? <b>(Summarize)</b></li> <li>Based on the story, which word best describes (setting)? <b>(Elements &amp; Devices)</b></li> </ul>
	Understanding & Analyzing Characters	<u>Modeled:</u> <i>The Renaissance Kids</i>  <u>Student Reader:</u> <i>Spugete</i>	<b>Elements &amp; Devices</b>  <b>Inference</b>	<ul style="list-style-type: none"> <li>Based on the story, which word best describes (character)? <b>(Elements &amp; Devices)</b></li> <li>According to the story, describe how (character) feels about (character/event/issue). Support your answer with <b>one</b> detail from the story. <b>(Elements &amp; Devices)</b></li> <li>What is the most likely reason that (character) (action)? Include <b>two</b> details from the story in your answer. <b>(Inference)</b></li> </ul>
	Understanding Setting & Plot	<u>Modeled:</u> <i>The Renaissance Kids</i>  <u>Student Reader:</u> <i>Spugete</i>	<b>Elements &amp; Devices</b>  <b>Cause-Effect</b>  <b>Sequence</b>	<ul style="list-style-type: none"> <li>Which sentence best describes (character's) response to (another character's action) in the story? <b>(Cause-Effect)</b></li> <li>Which of the following words supports the setting of the story? <b>(Elements &amp; Devices)</b></li> <li>Use information from the story to give <b>one</b> detail to complete the order of events. <b>(Use a sequence chart) (Sequence)</b></li> </ul>
	Understanding & Analyzing Theme	<u>Modeled:</u> <i>The Renaissance Kids</i>  <u>Student Reader:</u> <i>Spugete</i>	<b>Theme/ M. I. &amp; Details</b>  <b>Extend Beyond Text</b>  <b>Summarize</b>	<ul style="list-style-type: none"> <li>The story shows (theme/message). Write <b>two</b> details from the story that supports this theme/message. <b>(Theme)</b></li> <li>What is the theme of the story? Support your answer with <b>one</b> example from the story. <b>(Theme)</b></li> <li>Write a summary of the selection. Include <b>three</b> main events from the story in your summary. <b>(Summarize)</b></li> <li>What do you think would be the best/worst part of (character's situation)? Include information from the story in your answer. <b>(Extend Information)</b></li> </ul>

# Your Task...

- Select an article.
- Locate the target (on sticky note).
- Read the stem questions.
- Skim the article.
- Highlight questions for **MODELING** and **SHARED PRACTICE** that match the text.

# Turn & Talk

- ✓ How might this be applied to your own curriculum?
- ✓ How might this be shared with classroom teachers?

# Stems for Guided Reading

(Small Group Instruction)

## *Our Process:*

- Review work from Shared Reading committee.
- Train committee on stem writing.
- Determine format & template.
- Identify targets.
- Select ANCHOR TEXTS aligned to the targets.
- Write questions specific to each text.



# Stem Inventory

	Grade 3 Levels 30, 34, 38	Grade 4 Level 40	Grade 5 Level 50
Theme/Main Idea	X		X (Main idea)
Summarize	X		
Vocabulary	X		
Sequence	X		
Inference			X
Text Features (levels 34 & 38)	X		
Compare/Contrast	X	X (MC)	X
Cause-Effect	X	X	X
Resources	X	X (MC)	X
Extend Beyond Text	X		X
Author's Purpose		X (MC)	

# Guided Reading Stem Sample

Name Wes

Animal Ears

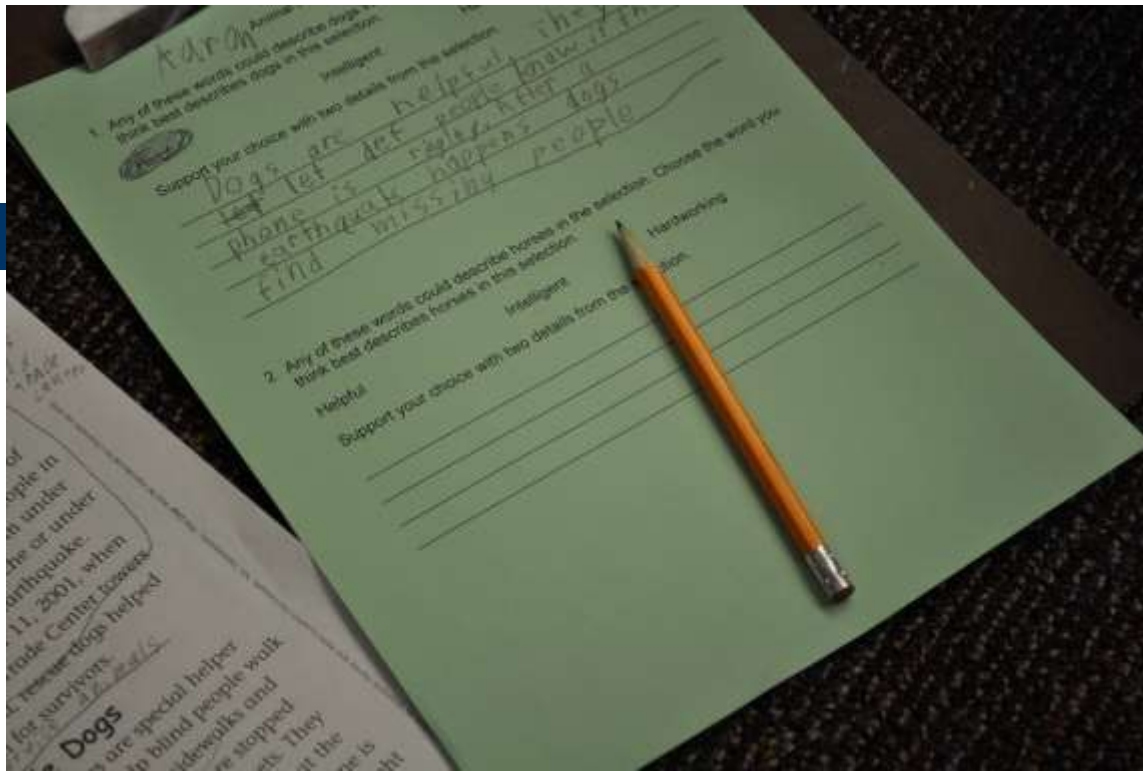
1. The selection shows animal ears have adapted to help them survive in their habitat.

Include two details from the selection that support this idea.

The super sharp hearing of the fennec fox helps it find food in the night.  
elephants use their big ears to cool their blood so they don't over heat

2. Which sentence states the main idea in paragraph 3.

- A. Rabbits have large ears.
- B. A rabbit's ears help it determine the direction of a sound quickly.
- C. Rabbits have good hearing.



## Gradual Release of Responsibility

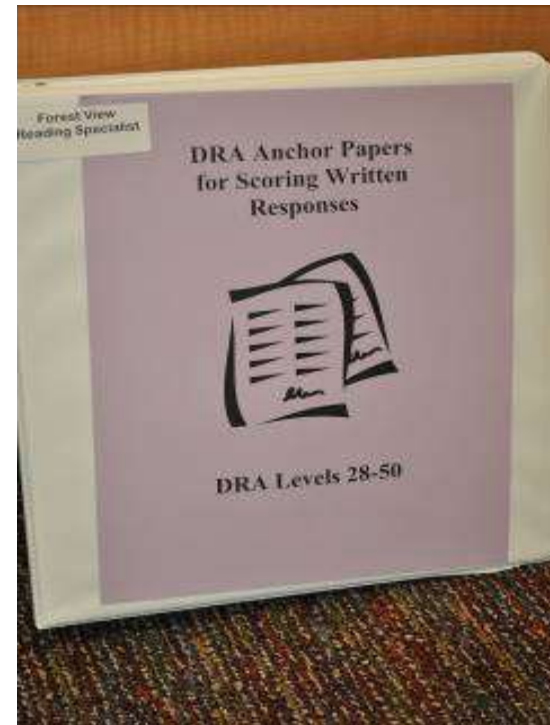
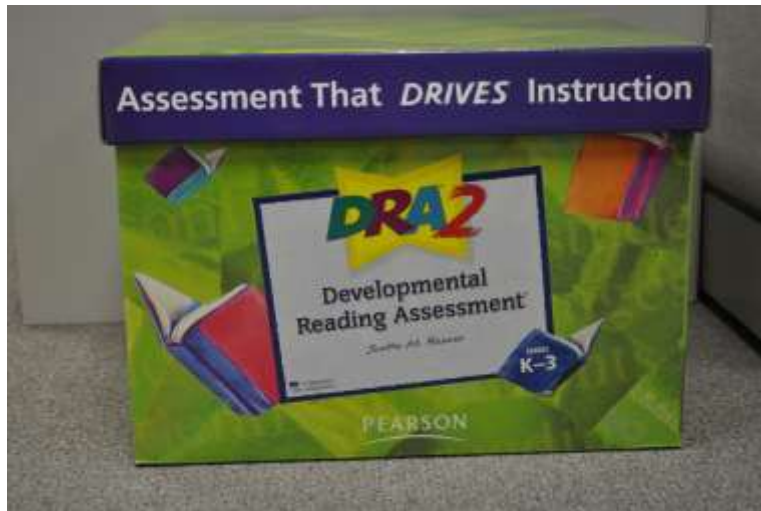
Students completed question #1 in a shared setting. Students then worked with partners, during guided reading, to find text-based evidence for question #2.



## Interaction with Text

Students “code the text” as they reread and look for evidence from the text. (Comprehension Target 03: Make or confirm inferences or predictions based on the text).

# DRA Anchor Papers



# Calibration Scoring

- The DRA Committee scored DRA written responses from across the district.
- The team created the DRA Anchor Papers.
- Teachers used the anchor papers to calibrate their scoring.



# DRA Anchor Paper Samples

## Examine the DRA Anchor Papers:

- *What do you notice?*
- *How might these resources assist teachers?*
- *How does the calibration of scoring impact student learning?*

# Analyzing Feedback

- Read the feedback we gathered from teachers.
- What conclusions can you draw from the teacher comments?



# Next Steps:



***From a school perspective, we need time for the following:***

- Discuss the progression of skills assessed through DRA across grade levels
- Calibrate scoring in vertical teams (Level 28 scored in 2<sup>nd</sup> and 3<sup>rd</sup> grades)
- Train 2<sup>nd</sup> grade teachers on DRA Anchors

# Next Steps: District Goals

*Based on scoring of the DRA written responses, our students need...*

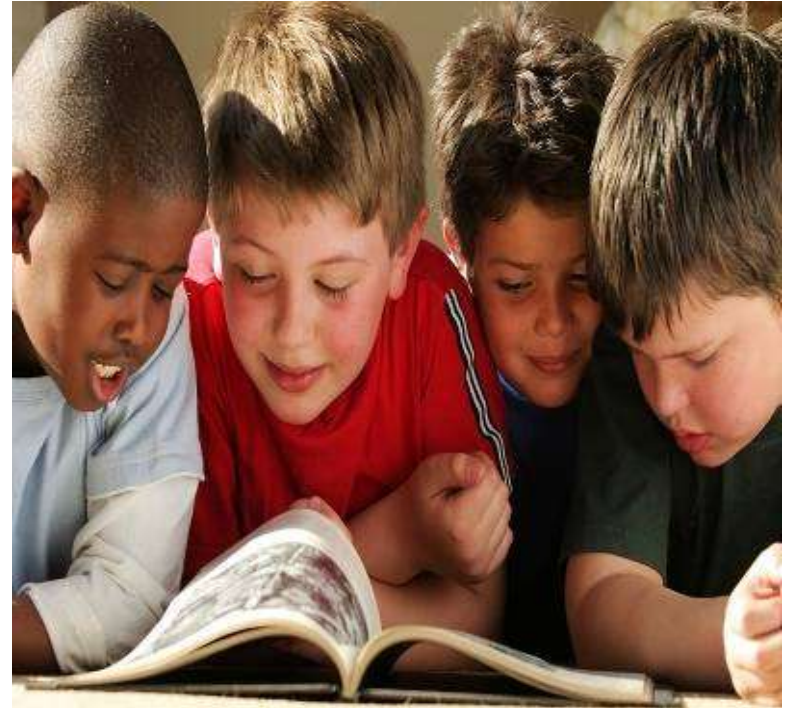
- Summary writing
- Stamina
- Metacognition
- Reflection



# District Goals (continued)

## *Our students also need...*

- Vocabulary related to MSP questions
- Confidence in answering questions
- Problem-solving strategies
- Think critically about text



# Getting Started...

***How might you use this process in your school or district?***

- ✓ What resources/curriculum do you have available?
- ✓ Who might assist in accomplishing the tasks?
- ✓ How will this work impact classroom instruction and student achievement?

# Questions & Final Thoughts

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