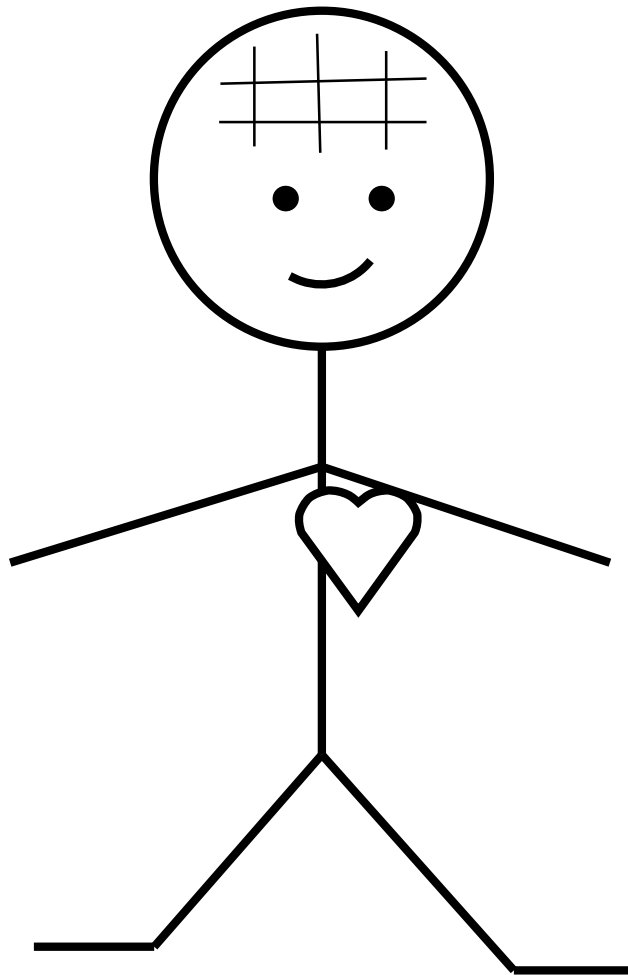
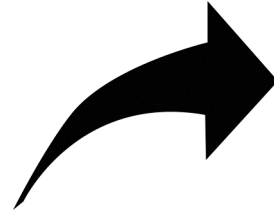
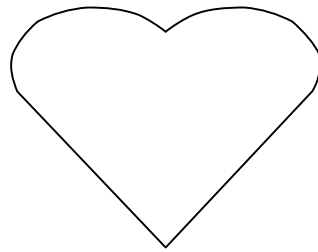
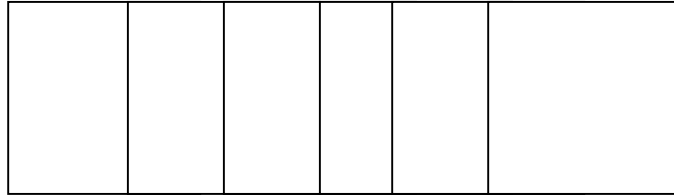


Strategic Teaching and Assessment to Expand Progress



The picture shows two key parts of **Student Development**

Academic: Knowledge, Strategies, Skills



**Social-Emotional:
Motivation, Self-Esteem, Personal Development**

Both are essential to engage and develop students.

Action Plan for School Progress

SET PRIORITIES

1. _____
2. _____
3. _____

ORGANIZE

Priority: _____

Action	When	Who

Action Plan for School Progress--EXAMPLE

Priority: Assess to Increase Student Learning Progress

Action	When	Who
<p>Focus learning each day with objective. Post the objective. Carry out the lesson. Assess. At end of lesson, students respond to open-ended question (such as, “What is friction?” or “How do you figure out the meaning of a word in context” so teacher finds out student status and can adjust next day’s lesson.</p>	<p>Start in September Ongoing</p>	<p>Teachers Students</p>
<p>Set up and use “response to learning needs” list of strategies for students with learning difficulties</p>	<p>By September 15th</p>	<p>Instructional Coaches and Teacher Leaders</p>
<p>Establish Thursday is assessment day— teachers check status of students on Thursday, adjust Friday learning activities so students needing guidance get it and students who can advance do so.</p>	<p>Weekly Start in September Ongoing</p>	<p>Teachers</p>
<p>Focus weekly grade level meetings on analyzing assessments to identify needs and responding to learning needs, remedial through gifted</p>	<p>Weekly Start in September Ongoing</p>	<p>Teachers</p>
<p>Design and present teacher workshops on formative evaluation in math, literacy, science, social studies</p>	<p>Monthly Begin in September</p>	<p>Instructional Coaches, ILT and Administration</p>
<p>Collect examples of student work showing progress each week.</p>	<p>Weekly Start in September</p>	<p>Administration Teachers</p>

Action Plan for School Progress—EXAMPLE

Priority: Increase nonfiction reading and writing—and therefore learning.

Action	When	Who
Teacher introduces/previews topic then use “ big question ” to guide learning—question of the week	First day of the week Start in September Ongoing	Teachers
Students make individual or class vocabulary glossaries for each week’s topic in science or social studies.	Weekly Start in September Ongoing	Students (K-2 pictorial glossaries)
Teacher uses open-ended questions to focus student reporting on what they learn each day.	Daily Start in September Ongoing	Teachers
Use graphic organizers to guide and assess student learning	Weekly Start in September Ongoing	Teachers Students
Students write what they have learned in week – they answer the “Big Question”	End of Week Start in September Ongoing	Students (k-1 pictorial)
Integrate ISAT preparation reading and extended response related to the current non-fiction reading—so students continue to learn content and develop nonfiction reading abilities they will need on ISAT.	Second quarter	All ISAT-grade teachers
Collect examples of student writing about the content focus of the week. Analyze progress and identify needs through grade-level/cycle meetings.	End of Week Start in September then ongoing	Administration Teachers

What's next? What will you do?

Strategy	How will you apply it?
Use graphic organizers to guide and assess	
Ask open-ended questions to which students WRITE their response and support it.	
Ask students to write to explain their answer to a multiple choice question.	
Teach to Independence: start with the preview/interest, model, then guide and develop, then assess, then expand/fix/finish well.	
Assess positively— “this is good, let’s do even better, here is how”	

Contents

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<i>Part 2: The lesson plan</i>	<i>p. 13</i>
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**PART 1:
THE CORE CURRICULUM
THE WEEK-TO-WEEK SCHEDULE
THE TEACHER'S PLAN**

The Center for Urban Education has organized the core curriculum into a four-quarter framework that emphasizes essential content and skills each quarter.

CORE CURRICULUM FRAMEWORK

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards
Reading Math Writing Content: Science Social Studies	Reading Math Writing Content: Science Social Studies	Reading Math Writing Content: Science Social Studies	Reading Math Writing Content: Science Social Studies

The Core Curriculum Framework aligns with the Common Core Standards, a new set of standards that CPS and ISBE have committed to follow.

What's Important to Understand for a Standards-Based Curriculum?

Here is the BOSTON PUBLIC SCHOOLS answer.

<http://boston.k12.ma.us/teach/standards.asp#words>

Learning Standards --- general descriptions of what every student must know and be able to do in each subject area. For example, a Writing Standard might be, "Students employ a variety of writing formats." Under each standard is a set of specific objectives, such as: "Use conventional formats for written products (margins, spacing, paragraph indents)."

Curriculum Frameworks --- important elements that extend the standards, define our expectations in detail, and provide additional guidance to teachers and students in areas such as skill objectives, key questions, and student products.

Curriculum (plural: *curricula*) --- the detailed, teacher-developed description of what students learn and do, week by week or unit by unit.

Strands --- subdivisions of a subject to help organize teaching and learning. For example, three mathematics strands are: (1) Patterns, Relations and Functions, (2) Probability and Statistics, and (3) Geometry and Measurement.

Product --- a student work or performance that demonstrates what the student knows and can do. Examples: a written report, science project, speech or painting.

Key Questions --- challenging, open-ended questions students investigate and answer to develop and demonstrate important skills and understandings. Students must answer these questions well to be promoted.

Assessment --- formal and informal ways to determine what students know and can do. Assessments typically are based on information from multiple choice and short answer tests, essay questions, portfolios (collections of student work), and performances (such as a debate or a science experiment).

The Center has organized a week-to week schedule of the important content and skills.

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards	Core Outcomes Aligned with Standards
Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math

Focus on Core Content and Skills Each Week

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>
Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math

Example of a Week-by-Week Schedule

Each grade will receive a set of weekly learning priorities.

Third Grade: First Quarter Learning Priorities Weeks 1-2

	Week 1	Week 2
THINK CLEARLY	<i>Character Traits, Actions, Motives</i>	<i>Motives, Reasons</i>
Basal Lesson		
Reading Literature <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Assess student abilities and interests. Identify, classify and infer character traits ; relate to motives and actions. Draw characters, showing traits. <u><i>Make chart:</i></u> <u>Character Trait Evidence</u>	Describe and analyze character, motives, plot -- <u>Make Chart:</u> <u>Who</u> <u>Does What</u> <u>Why</u>
Social Emotional Learning	Relate character traits to classroom “commitments” -- rules . Illustrate positive character traits.	Infer motives for actions people take—in community, city, classroom. Who helps? Why? Who cooperates? Why?
Fluency <i>ILS1B,4AB</i>	This week’s read aloud:	This week’s read aloud:
Word Knowledge 1A	Assess student phonics and sight word knowledge and needs.	Identify parts of speech in sentences— <u>Underline nouns, circle verbs.</u>
Writing Goals 3, 4 <i>Model with mentor texts.</i>	Assess writing abilities	Expository sentences. <u>Describe character so clearly another student can identify.</u>
Content Read/Do/Draw Write to learn Goal 5	TOPIC: Social studies: How has the city changed? <u>Write sentences</u> about topic. <u>Write caption for illustration in text.</u>	TOPIC: Social studies: What work do people do in the city? Make <u>glossary.</u> <u>Illustrate</u> topic.
MATH List the topic and terms from your CMSI program.	<u>Short response</u>	<u>Short Response</u>

TEACHERS MAKE PLANS THAT TAKE THE CONTENT AND SKILLS INTO ACTION

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math	Reading Writing Content: Science Social Studies Math

Focus on Core Content and Skills Each Week

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>
Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math	Reading Writing Content Math

This is the key—The Lesson Plan

Teach to the core: Organize activities that take students from introduction through **independence**.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
	FOCUS	DEVELOP	DEVELOP	ASSESS	EXPAND
Reading					
Writing					
Content					
Math					

PART 2: THE LESSON PLAN

SEQUENCE AND STRUCTURE FOR LESSON PLANS BASED ON A WEEK-LONG FOCUS ON IMPORTANT CONTENT AND SKILLS

Teaching is an art and a science.

*Here is part of the science: sequencing to support
development.*

The Teaching/Learning Path



Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and CLARIFY	Fix Go Deeper Finish well
------------------------------	--------------------	-------------------------	-----------------------	---------------------------------

This sequence can structure a learning week.

<i>Monday</i> Preview Model Interest	<i>Tuesday</i> Model and GUIDE	<i>Wednesday</i> GUIDE and go farther	<i>Thursday</i> ASSESS and Clarify	<i>Friday</i> Fix Go Deeper Finish well
---	--------------------------------------	---	--	--

Give students opportunities to learn more.

Organize activities that take students from introduction through independence.

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
<p><i>Teacher models "how to".</i></p> <p><i>Teacher gives examples.</i></p> <p><i>Students give examples.</i></p>	<p><i>Teacher models.</i></p> <p><i>Students do.</i></p> <p><i>Teacher guides.</i></p>	<p><i>Teacher guides.</i></p> <p><i>Students do.</i></p>	<p><i>Students demonstrate independence.</i></p> <p><i>Teacher checks and clarifies.</i></p>	<p><i>Students who "meet" work independently to exceed.</i></p> <p><i>Teacher coaches students who need support.</i></p>

- Students participate actively; teacher assesses informally Monday-Wednesday.
- Thursday, teacher assesses student level of independence.
- Friday, teacher coaches students needing more support while students who have mastered the skill or content work independently to go deeper.

Reading Example: *I can infer character traits and relate them to actions.*

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
<p>T: Read passage aloud.</p> <p>S: Draw person, give picture to another student.</p> <p>S: Infer who is pictured and tell a trait the picture shows.</p>	<p>T: Tells how traits relate to actions—with examples.</p> <p>S: Read passage, choose person, list traits and evidence—what action shows trait.</p>	<p>T: Explain that motive is a reason—relates to traits—with example from real life.</p> <p>S: Read more, make chart: Persons Traits Actions Motives.</p>	<p>S: Read new part of passage or another passage.</p> <p>S: Make chart: Person Traits Actions Motives.</p>	<p>S: Write a story. Include character and actions. Give to another student. Ask that student to infer traits and motive.</p> <p><i>Students needing assistance: revisit the passage, use graphic organizer to show what person did and what traits that showed.</i></p>

Vocabulary Example

This week's vocabulary focus: _____

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well				
Set up word display to expand and use each day.	Add examples and illustrations to word display.	Add examples and illustrations to word display.	Independent Assessment: Make a word chart: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">Word</td> <td style="width: 50px;">Picture</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Word	Picture			Make Your Own Glossary.
Word	Picture							

Math Example

This week's math focus: _____

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
Introduce Terms and Demonstrate <ul style="list-style-type: none"> • Patterns • Strategies 	Re-model the math Guide problem solving ✓ Students work in pairs/groups	Guide Students work in pairs/groups.	INDEPENDENT ASSESSMENT Assess and clarify as students use the week's math independently. Solve Problem Explain how	Students who master the math either: Coach students needing guidance Or Make their own math guides with examples. Teacher coaches students needing support.

Writing Example:

This week's writing focus: I can organize and write an essay.

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
T: Model how to outline S: Outline Essay about _____	T: Model introductory paragraph. S: Write introductory paragraph.	T: Review criteria for focus and support. S: Draft paragraphs.	T: Model concluding paragraph. S: Write concluding paragraph. Check your essay with another student. List ways to improve it.	S: Edit and improve essay Contribute to class guide—how to write a good essay.

Social Studies Example:

This week's focus: What are character traits and actions of leaders?

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
T: Preview, Who is a leader you know? What are that person's traits? S: Students list Leader and traits. S: Start glossary--draw picture to show word meaning.	T: Read about a leader—ask students to infer traits based on actions. S: Read more and tell more about leader and traits.	T: Make diagram: Leader-traits-actions S: Make diagrams of leaders and traits based on reading	S: write about a leader—tell important traits and actions and why the leader is important.	S: summarize what you learned this week. PLUS Write about yourself in the future. Tell about your traits and actions.

It all fits together. Example of a Self-Contained Lesson Plan.

	Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
R E A D I N G	T: Read passage aloud. Model skill. S: Use the skill, guided by teacher—the same part of the passage or another part.	T: Model and guide—how to _____. S: Read with a partner or group—use the skill with this week's passage.	T: Ask students: how do you _____ S: Work with a partner to use the skill with another part of the same passage.	T: Set up open-ended question(s) to check status. S: Independently use the skill with an unfamiliar passage or part of the passage.	S: Write your own—add a part to the passage. Give it to another student to read. Answer open-ended questions. <i>Students needing assistance: revisit the passage with coaching.</i>
W O R D S	Set up word display to expand and use each day.	Add examples and illustrations to word display.	Add examples and illustrations to word display.	Make a word chart: Word Picture _____ _____ _____ _____	Make Your Own Glossary.
W R I T I N G	T: Model how to write a _____ S: List what they will include in their own _____	T: Model how to write _____. S: Write it and exchange with other students to see what they wrote	T: Review criteria for a good _____ S: Improve the _____	S: Edit and improve each other's _____	S: Contribute to class guide—how to write a good _____
C O N T E N T	T: Preview, Pose a big question, Demonstrate reading about a topic. S: Students list information. Start glossary--draw picture to show word meaning.	T: Read further Demonstrate how to find IMPORTANT information. S: Read more and locate and classify information.	T: make a graphic organizer to show how to organize information to support an idea or topic S: Make graphic organizers and write captions.	Students write in response to a BIG question Or Take a quiz and then work with another student to improve responses.	S: summarize what you learned this week. Advanced students make their own guide to the topic.
M A T H	Introduce Terms and demonstrate • Patterns • Strategies	Re-model the math Guide problem solving ✓ Students work in pairs/groups	Guide Students work in pairs/groups.	Assess and clarify as students use the week's math independently. Solve Problem Explain how	Make math guides with examples. Teacher coaches students needing support.

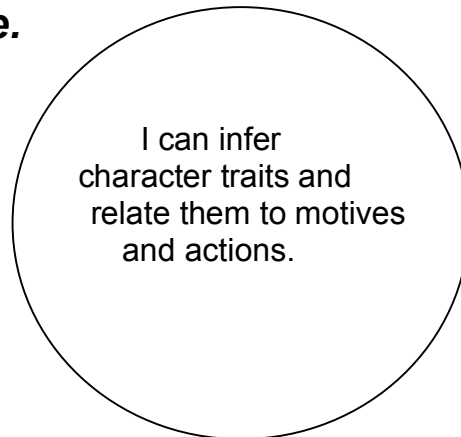
Example of a Third Grade Week 1 Self-Contained Lesson Plan.

	FOCUS	Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
R E A D I N G	Character trait, motive	T: Read passage aloud. S: draw person, give picture to another student. S: infer who is pictured and tell a trait the picture shows	T: Tells how traits relate to actions—with examples. S: Read passage, choose person, list traits and evidence—what action shows trait.	T: Explain that motive is a reason—relates to traits—with example from real life. S: Read more, make chart: persons Traits Actions Motives.	S: read new part of passage or another passage. S: make chart: Person Traits action motive	S: Write a story. Include character and actions. <i>Students needing assistance: revisit the passage, use graphic organizer to show what person did traits.</i>
W O R D S	Nouns and adjectives about traits	Set up word display to expand and use each day. Character Trait words.	Add examples and illustrations to word display.	Add examples and illustrations to word display.	Make a word chart: Word Picture _____ _____ _____	Make Your Own Glossary.
W R I T I N G	Write a focused paragraph	T: Model how to organize a paragraph S: list what to put in a paragraph about a person with good character traits.	T model how to write a paragraph S: Write a paragraph about the person.	T: Review criteria for focus and support in a paragraph. S: add adjectives and examples--revise paragraph	Edit another student's paragraph. Then students revise their paragraphs.	S: Write a paragraph about paragraphs! Contribute to class guide—how to write a good paragraph.
C O N T E N T	Social Studies: How has Chicago changed?	T: Preview—Ask: How has Chicago changed? Read aloud about Chicago in the past. S: List changes. Start glossary—draw picture to show word meaning.	T: Read about changes in Chicago. S: Read more and make chart: past and present work in Chicago.	T: Make Chart: Changes in Chicago Homes, Streets, Jobs S: Draw and label items for chart.	S: Write paragraph about one important change in Chicago. Tell why it is important. Exchange paragraphs and illustrate each other's.	S: Summarize what you learned this week. Make a Chicago Change booklet.
M A T H	Insert math focus	Introduce Terms and demonstrate • Patterns • Strategies	Re-model the math Guide problem solving ✓ Students work in pairs/groups	Guide Students work in pairs/groups.	Assess and clarify as students use the week's math independently. Solve Problem Explain how	Make math guides with examples. Teacher coaches students needing support.

This sequence supports a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.

Focus on the core.



**Give students opportunities to learn more
—by going deeper.**

Open-ended activities give students opportunities to go farther.

Teach Explicitly	Teach and Assess Diversely Assessment if done independently
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
<p>Comprehension and Fluency DRTA: T: Preview S: Predict; read; check prediction</p> <p>PQRST: T: Preview; ask BIG question S: Read, organize, show, tell</p> <p>Reading Transfer: T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
<p>Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

PART 3: ASSESS TO IMPROVE

Assessments should enable teachers and students to

- > See what they have accomplished
- > Figure out what they should do next

Pre-Assess

What do you know?
What can you do?

Clarify and Guide

What is important to understand?
How can we make skills work better?
How can we make sure you finish the week well?

Assess Formatively

Identify needs—identify ways to improve.

Expand

Make it clearer.
Take it farther.
Go deeper.
Share what you learned.

Assessment Can Affect Feelings

<p>You did this part well. You need to do better on that part, and I'll show you how.</p>	<p>You failed. This is wrong.</p>
<p>happy encouraged confident interested</p>	<p>sad discouraged worried uninterested</p>

Assessment Can Reinforce Traits

<p>Good job. Thank you for revising this. You did so well I am going to give you an even more challenging assignment. Your work can be a model for the class. You can help other students.</p>	<p>You failed. This is wrong. Wrong, wrong, wrong.</p>
<p>hardworking cooperative helpful friendly</p>	<p>lazy uncooperative helpless unfriendly</p>

Assessment Should Increase Skills and Knowledge

Meet and Exceed: Let's do it.

This is what you learned.

This is what you can do better.

Here are the steps to take to do that.

I'm your coach.

Here is what you need to learn.

Here is an example of what it will look like.

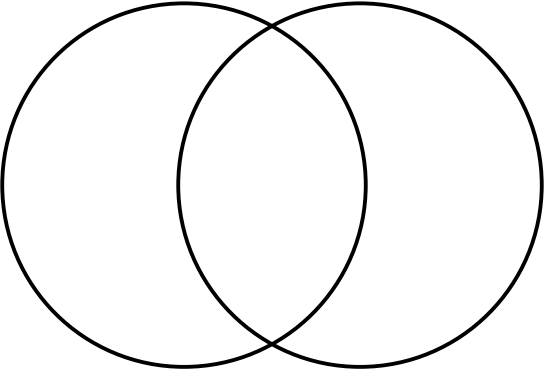
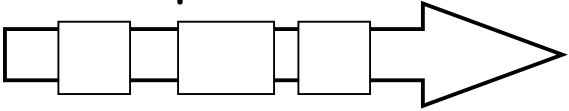
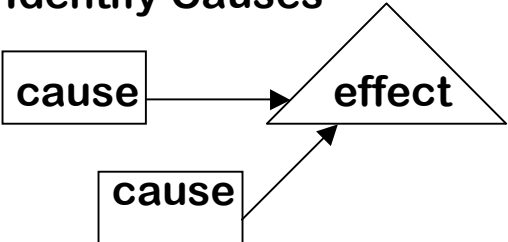
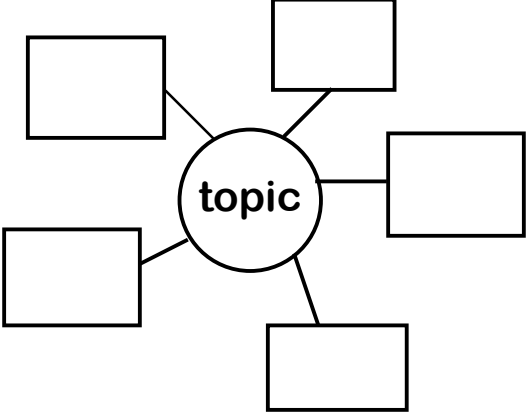
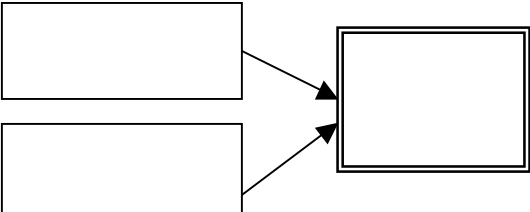
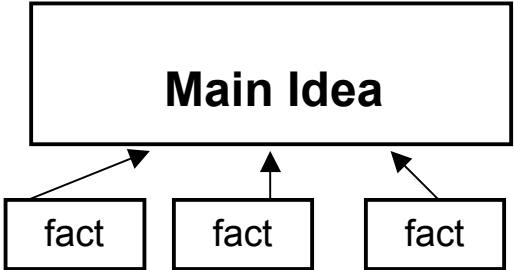
Here is a way to succeed.

You're the coach.

You did well.

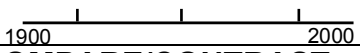
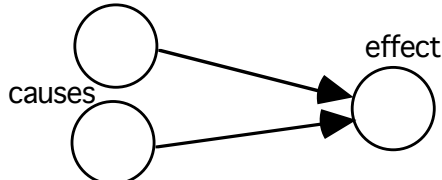
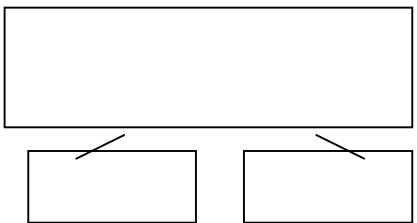
You can learn even more when you help another student. Show and tell how you did your work.

Guide or Assess with Graphic Organizers
A graphic organizer is an open-ended question.

<p>Classify and Clarify</p> <table border="1" style="width: 100%; height: 100%;"> <thead> <tr> <th style="width: 50%;">Category</th> <th style="width: 50%;">Category</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Category	Category							<p>Compare and Contrast</p> 
Category	Category								
<p>Show Sequence</p>  <p>Identify Causes and Effects</p> 	<p>Organize Information</p> 								
<p>Show Inferences</p> <p>information ➡ <i>inference</i></p> 	<p>Infer and Support Ideas</p> 								

Examples of Graphic Organizers to assess or guide reading.

Small-scale examples you can adapt to include in your lessons.

<p>LIST</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> ✓ List five facts from the passage. ✓ List two opinions from the passage. 				
<p>CLASSIFY</p> <table border="1" style="width: 100px; height: 60px; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> <tr> <td style="width: 50px; height: 40px;"></td> <td style="width: 50px; height: 40px;"></td> </tr> </table>					<ul style="list-style-type: none"> ✓ List information about the setting in column 1. ✓ List information about the characters in column 2.
<p>SEQUENCE</p> 	<ul style="list-style-type: none"> ✓ Put the events in order on the timeline. ✓ Then predict what will happen next. 				
<p>COMPARE/CONTRAST</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Similarities</td> <td style="width: 50%;">Differences</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	Similarities	Differences			<ul style="list-style-type: none"> ✓ Compare and contrast the passage you read this week with the passage you read last week.
Similarities	Differences				
 <p>ANALYZE/INFER RELATIONSHIPS</p>	<ul style="list-style-type: none"> ✓ What was the climax of the story? ✓ Write it in <u>effect</u>. ✓ What caused it? Note two causes in those circles. 				
<p>INFER THE MAIN IDEA</p> 	<ul style="list-style-type: none"> ✓ Write the Main Idea in the big rectangle. ✓ Note two facts that support it in the boxes. 				
<p>DRAW CONCLUSIONS</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">What I Think</td> <td style="width: 50%;">WHY</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	What I Think	WHY			<ul style="list-style-type: none"> ✓ What was the most important change? ✓ Give two reasons for your conclusion.
What I Think	WHY				

Show What You Know: Alphabet Letters and Words

ALPHABET CHART

ILS 1A: I can give examples of words that start with alphabet letters.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

For each alphabet letter, draw or name an animal that starts with that letter.

Letter	animal
a	
b	
c	
d	
e	

I can write a sentence with sight words.

ILS3A. I can write a sentence.

Here are some words from the Fry High Frequency Word List
Use them and your own words to write sentences.

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	while
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	put	this	yes
black	funny	let		those	you

My Sight Word Sentences

I can give examples of synonyms and antonyms. ILS1A

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

WORD	Synonym	Antonym

Go Farther:

- Write sentences with the word, its synonym, and its antonym.

I can infer character traits and support with evidence. (1B)

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Complete this chart for a history or a story.

Person	Trait	Evidence

Think More

People have more than one character trait.

Choose one of those persons.

Tell **another** trait of that person.

Person: _____

Trait: _____

Evidence: _____

I Can Summarize a Non-Fiction Passage. ILS1B

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Topic: _____

List the “top ten” words that are part of what you read about it.

What are the two or three most important points you find in your reading?

Write a one-paragraph summary. Include the main points.

Show that you can infer the main idea.

I can infer and support the main idea of a passage or paragraph. ILS1C

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Read one paragraph or paragraph.
Figure out the main idea.

Ask yourself: **What is the writer trying to help me understand?**

Decide what you think the main idea is—what the writer wants you to understand.
Write the main idea in the big rectangle.

Then put information that supports it in the boxes below it.

the main idea		

Math Path

ILS6A: I can investigate, represent and solve problems using number facts, operations

This guide can be used for grades 3-8 to identify student skills—and needs.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Solve a problem on the left side of the arrow.

Explain your steps on the right side of the arrow.



*Why I solved it **this way**.*

This Week's Math

This graphic organizer applies to all math standards and is designed to guide students' clarifying of what they learn in math each week.

K-1 teachers may use this format as a class or small group activity. Students in grades 2-8 should be able to complete it independently, although it also can be an activity.
When done independently it is an assessment.

This Week's Skill: _____

What are 3 important words or symbols you need to know to use this math?

Word or Symbol	What It Means

*What's important to know about this week's math? Show and tell what you know.
For example, solve a problem with this week's skill.*

THIS WEEK'S SOCIAL STUDIES JOURNAL

ILS 5A I can identify words and information important to a topic and use them to write about it.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

TOPIC: _____

What are five words that are important to understanding this topic?

Word	What It Means

What are the most important facts you learned about it? List them here.

Use your facts and words to write about this topic. Explain it with examples.

THIS WEEK'S SCIENCE JOURNAL

ILS 5A I can identify words and information important to a topic and use them to write about it.

This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

TOPIC: _____

What are five words that are important to understanding this topic?

Word	What It Means

What are the most important facts you learned about it? List them here.

Use your facts and words to write about this topic. Explain it with examples.

THE ISAT CONNECTION

Open-Ended Reading Questions Based on ISAT Samples

Locate Information

What question does the article answer?

What was one way that _____?

Compare

_____ and _____ are alike because they both _____.

Identify Sequence

What do the people do last?

According to the passage, what happened first?

Infer character traits

What is one of _____'s character traits?

Why do you think that?

Infer motive

What does _____ want? Why?

Why did _____ do _____?

Infer cause-effect relations

What happened because _____?

What caused _____?

Infer a prediction

After reading the title, what should you expect to learn from this selection?

After reading the passage, what is the most likely to occur?

Classify/Compare Fact/Opinion

What is an opinion from the passage?

Summarize

What would be the best title for this passage?

What lesson does _____ learn?

Write a one-sentence statement that summarizes the passage.

Infer Main Idea

Paragraph 2 of this selection is mainly about _____

What is the author's message in the passage?

What is the main idea of the passage?

EXAMPLE OF A COMPREHENSIVE READING ASSESSMENT USEFUL WITH ANY STORY OR HISTORY

Identify Sequence

(This is a **Check-In Question**—are you on the page?)

1. What happened first? _____

Infer Character Traits

2. What is one of _____'s character traits? _____

SUPPORT YOUR INFERENCE

Why do you infer that? _____

Infer Motive

3. Why did _____ do _____?

SUPPORT YOUR INFERENCE

Why do you infer that? _____

Infer Cause-Effect Relations

4. What happened because _____?

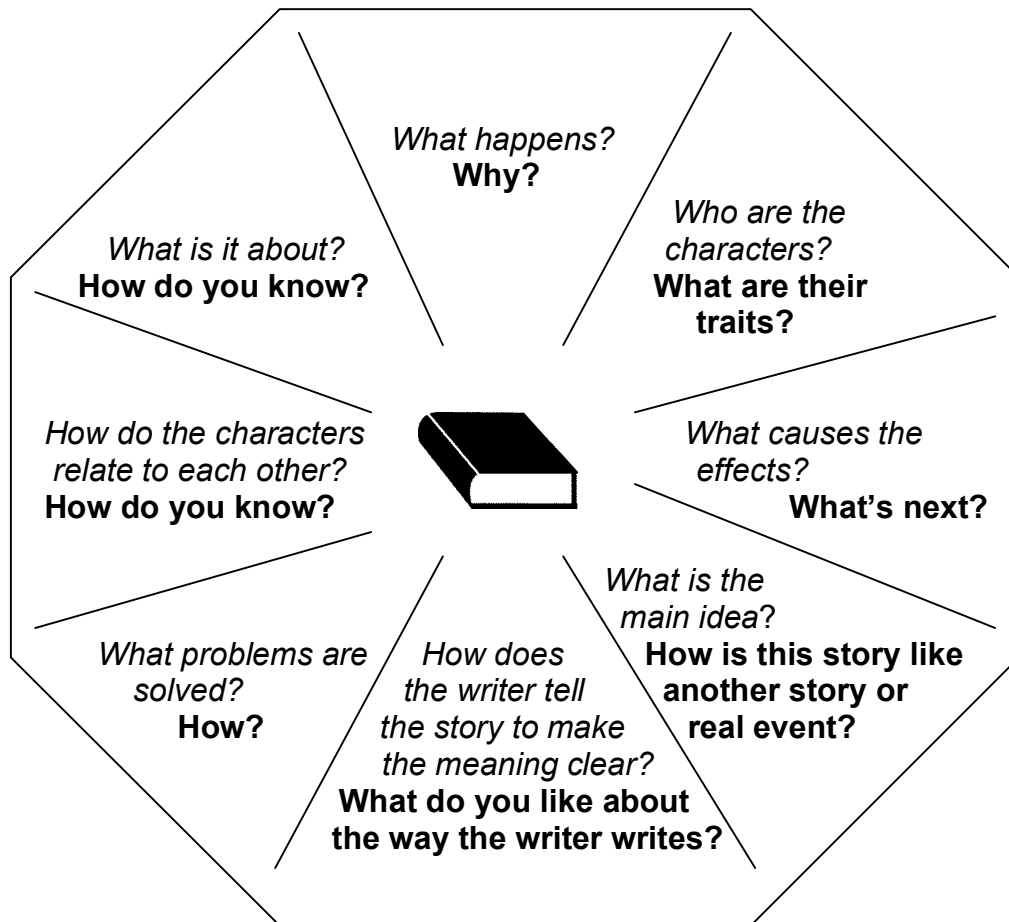
Summarize (This is a **Check-Out question**—did you comprehend the passage?)

Write a three-sentence summary of what happened. Tell the most important events and the most important people who were part of them.

What is reading? Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.