

How to Correlate the Center for Urban Education Quarter Map and the Standards-Based Instruction Planning Map

These resources are available at the Center's website: <http://teacher.depaul.edu>

The Language Arts Standards are specified on the next page and on the guide to weeks 11-16—see page 7 of the weeks 11-16 map.

Benchmarks: See the comprehensive assessment column on the Center for Urban Education map—every fifth week—for that specification.

Performance Descriptors: See the week-by-week listing of performance descriptors.

Products/Assessments:

See the assessments listed on page 3 of the weeks 11-16 map.

See also the first-quarter guide to planning five-week assessments—also available on the web site.

Student friendly statements—put “I CAN” in front of the performance descriptors to make those. You also will find many of these in the Focus Area section of the web site—built into guides for learning/assessing these competencies.

Common Focus Skills:

Use graphic organizers

Write what you learn

Illustrate what you hear/read

On the strategy/activity guide (next page) is a list of strategies that can be selected for the Common Strategies column.

Also on that page is a list of Common Learning Activities you can choose among for that component of the quarterly map. The Learning Activities also can be used as assessments.

LANGUAGE ARTS STRATEGY DEVELOPMENT WITH ACTIVITIES/ASSESSMENTS

<p>WORD KNOWLEDGE STRATEGIES <i>1A apply word analysis and vocabulary skills to comprehend selections</i> > Focus on one kind of decoding/word attack strategy each week. > Use words of the week all week > Use structural analysis strategies > Develop vocabulary in content areas. > Display words and pictures by phonics/structural patterns and topic.</p>	<p>Activities/Assessments</p> <ul style="list-style-type: none"> ❖ Draw words or pictures to explain vocabulary ❖ Chart word-picture-word ❖ Chart or match word/synonym word/antonym ❖ Find word in newspaper, book ❖ Write sentence with word(s) ❖ Make/complete grammar chart or glossary ❖ Make/complete prefix-suffix chart/guide ❖ Write with the 'words of the week'
<p>FLUENCY STRATEGIES <i>Also include 4A (listen) and 4B (speak) effectively plus comprehension standards</i> > Read aloud, think aloud. > Coach > Model fluent reading of a variety of kinds of texts.</p>	<p>Activities/Assessments</p> <ul style="list-style-type: none"> ❖ Read aloud from texts and their own writing ❖ Re-read texts individually and in groups ❖ Partner reading ❖ Poetry reading across the curriculum ❖ Make your own read-aloud guide
<p>COMPREHENSION STRATEGIES <i>1B apply reading strategies to improve understanding and fluency</i> <i>1C comprehend a broad range of reading materials</i> <i>2A understand how literary elements and techniques are used to convey meaning</i> <i>2B read and interpret a variety of literary works</i> <i>5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</i> <i>5B analyze and evaluate information acquired from various sources.</i> <i>5C apply acquired information, concepts and ideas to communicate in a variety of formats.</i></p> <ul style="list-style-type: none"> ✓ Think out loud. ✓ Read with a partner. ✓ Use a variety of strategies. ✓ Read aloud, re-read independently. 	<p>Activities/Assessments</p> <ul style="list-style-type: none"> ❖ Illustrate text ❖ Construct and explain graphic organizers ❖ Answer questions; justify answer choice ❖ Make up questions (and provide answers) ❖ Sequence events in pictures or words ❖ Write or match sentences that describe or explain _____. ❖ Infer and explain basis of inference ❖ Outline text ❖ Outline topic with information from two or more texts ❖ Identify main idea or theme and explain its basis in text ❖ Write the next part ❖ Write a paragraph, poem, booklet, letter about what you read ❖ Make your own "How To" reader's guide
<p>WRITING STRATEGIES <i>3A use correct grammar, spelling, punctuation, capitalization and structure.</i> <i>3B compose well-organized and coherent writing for specific purposes and audiences</i> <i>3C communicate ideas in writing to accomplish a variety of purposes</i></p> <ul style="list-style-type: none"> ✓ Incorporate writing in all subjects ✓ Model--"write aloud". ✓ Focus on one writing element weekly ✓ Model how to write. 	<p>Activities/Assessments</p> <ul style="list-style-type: none"> ❖ Write with focus, organization, support, coherence, and clarity ❖ Edit writing ❖ Write in a variety of formats—letters, poems, diaries, fiction, non-fiction, booklets... ❖ Make Your Own Writer's Guide—explains how to write