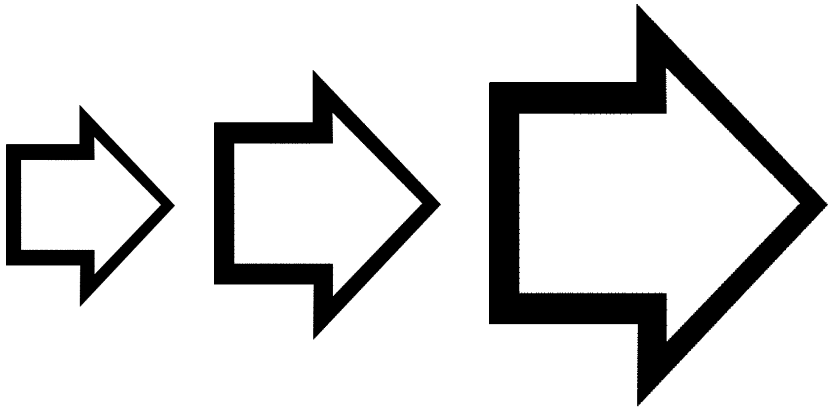
Expand Learning Competencies



2017-2018 Progress Resources

Polk Bros. Foundation Center for Urban Education
Teacher.depaul.edu

Contents

Part 1. Social Emotional Development Priorities p. 3

Part 2. Develop Thinking Competencies across the Curriculum p. 17

Part 3. Solve the Math Problem p. 25

Part 4. Strengthen Science Learning p. 37

Part 5. Design Clear Learning Progress p. 47

Part 6. Assess Formatively to Advance p. 71

Reading Resources p. 77

Fiction: Page 78

Nonfiction: Page 97

This guide, lesson planners, and more resources are posted on teacher.depaul.edu.

Part 1.
Connect SEL
and
Core Competencies.

What does Common Core require?

Clear and careful thinking about more **complex texts** and **math problems** that **challenge** students more than the previous curriculum did.

Strategic thinking as students analyze complex situations in every subject.

Clear and focused communication as students **respond to tasks** that require them to construct responses **to more rigorous questions and apply concepts, skills, and strategies in more challenging contexts.**

At each grade, complexity increases as rigor rises:

Complexity of **Text/Context**

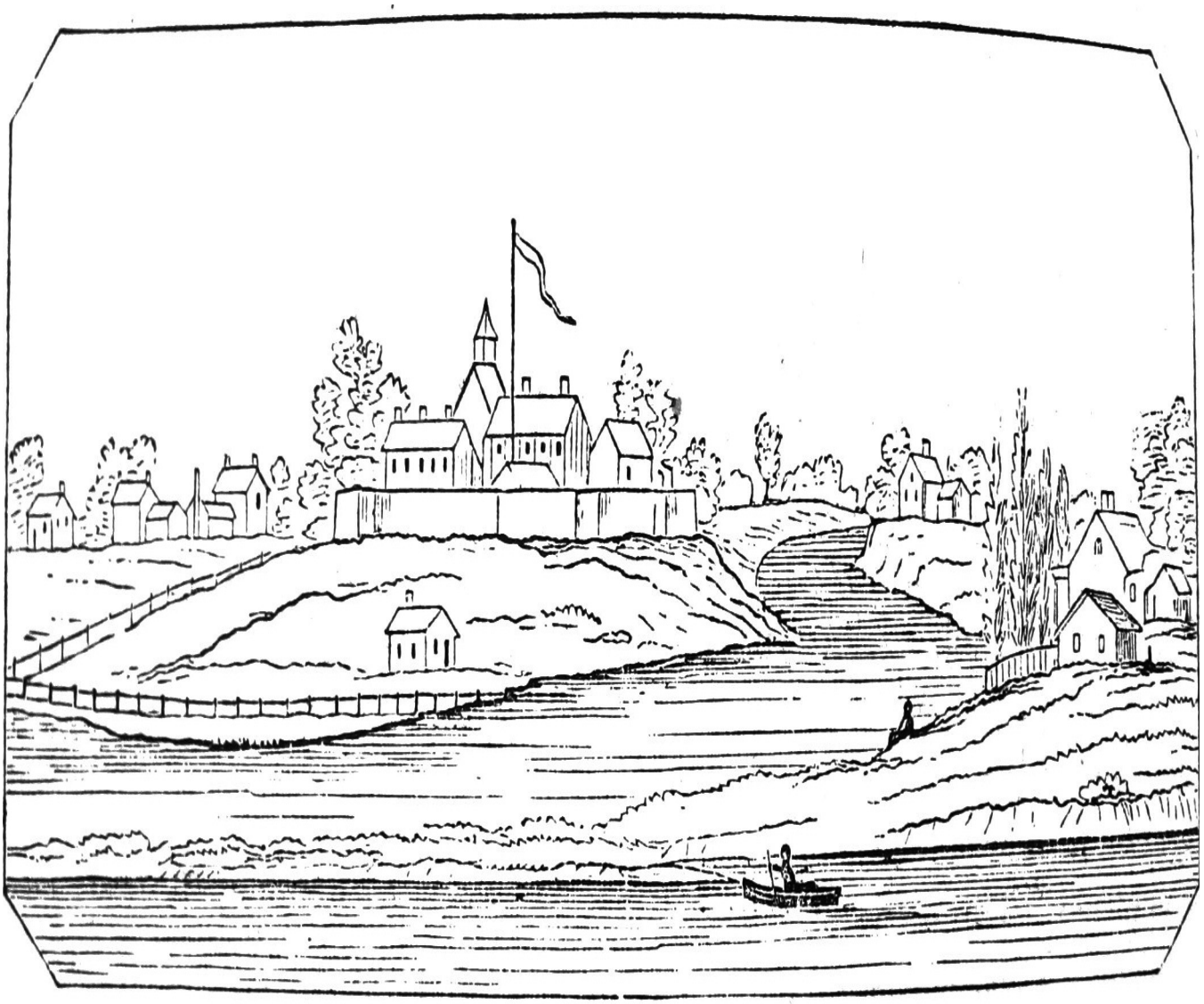
Complexity of **Task**

Complexity of **Concepts**

Challenges require Competencies

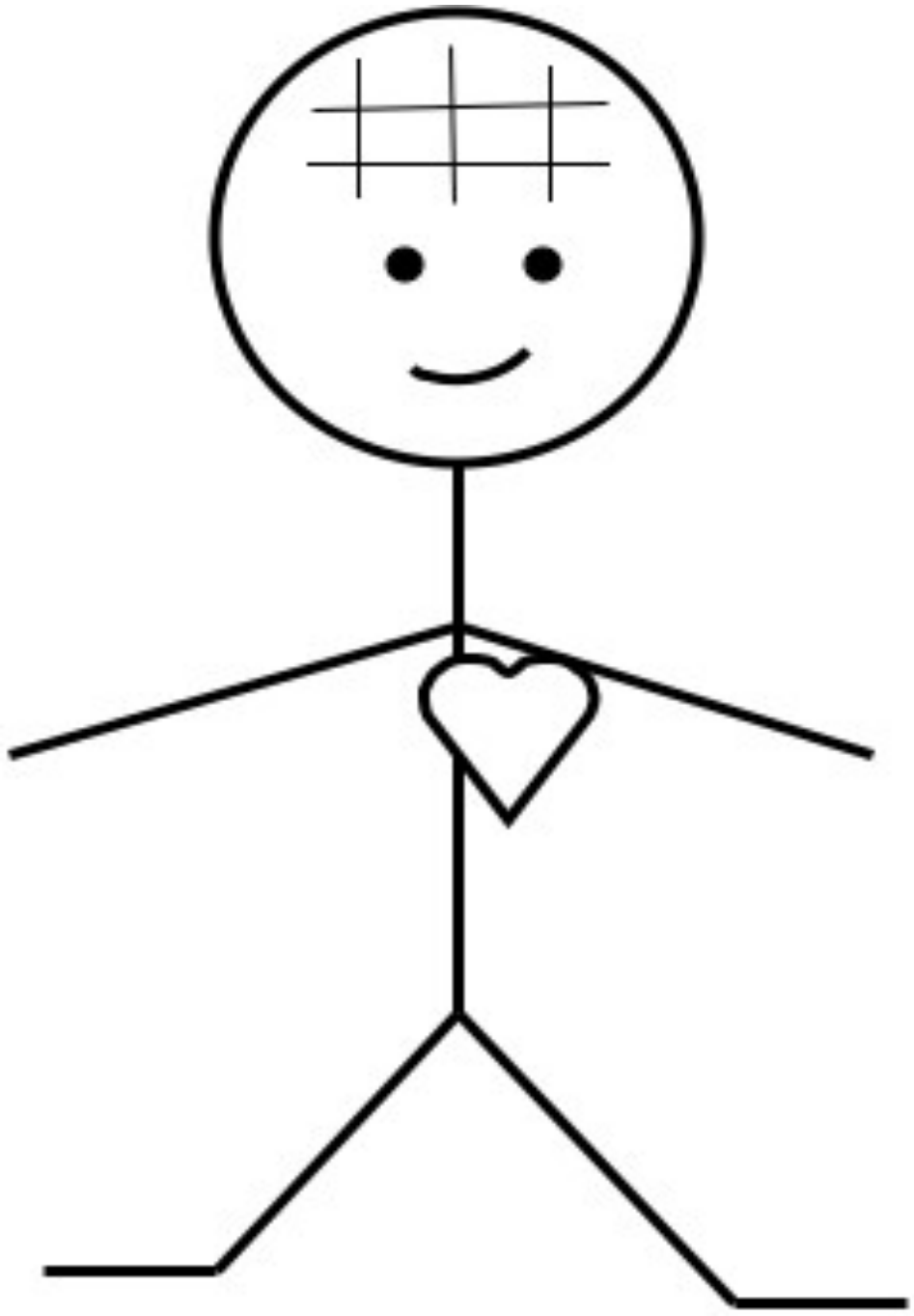
This picture/map shows Chicago in 1831.
View of Chicago in 1831 by Barber and Howe, 1865.
Source: http://commons.wikimedia.org/wiki/File:Chicago_1831_Barber_1865p286.jpg

What competencies did 1831 pioneers need to meet the Chicago challenges?



What do our students need to develop and strengthen to meet today's challenges?

SEL and Core Academic Competencies



You can take SEL across the curriculum, across the quarters.

Challenges and Choices	Causes and Effects	Challenges and Persistence	Connections
Literature: What choices do characters make? What effects do they have?	**Literature:** How do characters change in a story? How does the writer help you understand that?	**Literature:** What challenges characters face? What lessons can we learn from their responses?	**Literature:** How do different writers communicate about the same theme?
Writing: What choices do writers make to help readers understand their ideas?	**Writing:** How do writers help readers understand how characters change?	**Writing:** How do writers help people understand about challenges?	**Writing:** Write to communicate about a theme from a "mentor" text.
Social Studies: What choices do people make? What causes them to make them? What effects do they have?	**Social Studies:** What changes have people made? What caused them? What effects have they had?	**Social Studies:** How have people overcome challenges in the past—and/or today?	**Social Studies**: How is history part of today?
Science: What choices do scientists make when they experiment?	**Science:** How do scientists study variables?	**Science:** How do scientists meet challenges?	**Science:** What careers apply the science you learn?
Math: How do you choose the best answer?	**Math:** What changes when you _ (add, multiply..)	**Math:** What strategies enable you to meet math challenges?	**Math:** Make math real—explain how the math you learn is part of real problem solving.
Arts: Analyze then create art/music/drama that communicates about choices.	**Arts:** Analyze then create art/music/drama that communicates about change.	**Arts:** Analyze then create art/music/drama that communicates about challenge.	**Arts:** Create art/music/drama that represents the same theme as a story or poem.
SEL: What is important to think about when making a choice?	**SEL:** What changes do I want to make?	**SEL:** How do I meet challenges?	**SEL:** What are my school, family, and school connections?

SEL is for EVERY day.

What character traits are most important to our classroom community?

careful	helpful	cooperative

Personalize learning from the beginning:
Make a Literacy Survey to Learn What Your Students Like.

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. What do you want to learn more about? animals, countries, famous people, music, sports, or another topic?

Take a Math Interest Survey to show YOU are interested in what the students think about math.

1. What is an important math skill?
2. What is a good way to learn math?
3. What kind of math is difficult?
4. What kind of math is easy?
5. What do you like about math?
6. What don't you like about math?

Put your answers in the boxes. Your teacher can organize this as a project—your class can make a bar graph if you cut the boxes and sort them with other students.

1	2
3	4
5	6

You can connect character traits to literature AND life!

Reading *Literature* CCSSR2—analyze the development of a theme RL3—development of characters RL5—writer's choices (craft and structure) LITERACY TERMS: GENRE; infer; trait; motive; author; communicate; resolution; plot; setting; summarize; narrator	❑ Take reading interest survey. Pre-assess—You can use a graphic organizer with ANY story to figure out what students can do. INTEGRATE WRITING: ❑ Profile yourself—what are your positive traits? ❑ Write to support your choice of your most positive trait with an example.	❑ Describe and analyze character, setting, plot, motive and draw conclusions about motives, reasons for actions, resolution of a problem. ❑ Summarize the story. Analyze how the author communicates the characters through dialogue and actions and the narrator. ❑ Identify the message—and how the writer's choices of characters and actions and the narrator's voice help to communicate it. INTEGRATE WRITING ❑ Write about a brief narrative about **a positive decision you made when facing a challenge**. Explain how it represents "grit" or determination. Include dialogue.

Homework:
Watch a TV program.
Tell what you think are two different characters' traits.
Prove your answers.
Give an example of what each character does that shows the trait.

Choices show Traits

CCSSR3—analyze traits.

List choices that two characters or people make.
Tell what trait that choice shows.

Character or Person: _____

Choice	Trait it Shows

Character or Person: _____

Choice	Trait it Shows

What is a choice YOU have made that shows a good trait you have?

Choice	Trait it Shows

You can integrate SEL and assessment—
Example of a way to clarify and expand progress that integrates SEL with academic learning.

This Week's Progress

These are four kinds of progress I made this week.

1	2
3	4

These are some words that tell about how I learned them.

___working together ___following directions ___being careful

___ thinking clearly __ _____

This is a word that describes me: _____.

Choose Proverbs that will Inspire Persistence

Students can illustrate their favorite saying, write a story that it would be the theme for, or ….

1. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Dr. Martin Luther King, Jr.)
2. The greatest mistake a man can make is to be afraid of making one. (Elbert Hubbard)
3. Every safe boundary was once an unknown frontier. (Portugal)
4. Only he that has traveled the road knows where the holes are deep. (China)
5. Go as far as you can see, and when you get there you'll see further. (Iran)
6. Be not afraid of going slowly; be afraid only of standing still. (China)
7. To a quick question give a slow answer. (Italy)
8. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
9. Mediocrity is climbing molehills without sweating. (Iceland)
10. Bear with sorrows and look for happiness. (France)
11. Worry is like a rocking chair. It will give you something to do but won't get you anywhere. (American)
12. Hope for the best, but prepare for the worst. (English)
13. The future belongs to those who believe in their dreams. (Eleanor Roosevelt)
14. Everyone is the age of her heart. (Guatemala)
15. All good things to know are difficult to learn. (Greece)
16. Fall seven times, stand up eight. (Japan)
17. Beginning is easy; continuing is hard. (Japan)
18. All things at first appear difficult. (China)
19. A fall into a ditch makes you wiser. (China)
20. If the wind will not serve, take to the oars. (Latin)
21. Where there's a will there's a way. (Eastern and Central Africa)
22. Everyone is the age of her heart. (Guatemala)
23. The man who removes a mountain begins by carrying away small stones. (China)
24. Life is a promise; fulfill it. (Mother Teresa)
25. You must be the change you wish to see in the world. (Mahatma Gandhi)
26. You already possess everything necessary to become great. (Crow)
27. The future depends on what we do in the present. (Mahatma Gandhi)
28. One of these days is none of these days. (Traditional)
29. Success is a journey, not a destination. (Arthur Ashe)
30. Don't let yesterday use up too much of today. (Cherokee)

SEL and Core Curriculum--CONNECTIONS PLAN: How will I integrate Social Emotional Development and Core Learning Progress?

__incorporate activities that involve analyzing how actions show traits—in fiction, history, or current events

__ emphasize classroom traits as well as rules

__have students illustrate classroom traits

__develop persistence by chunking tasks so that students complete one part at a time

__emphasize collaboration by organizing collaborative learning activities

__increase empathy by guiding students to analyze a person or character's situation

__develop decision-making competence by structuring choice-making within activities—for example, having students choose whether to write a paragraph or a poem.

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Part 2.

Develop THINKING competencies across the curriculum

READING and WRITING develop THINKING!

Common Core Literacy Standards: A Concise Listing
The following statements list the focuses of each of the Reading and Writing standards.

Reading Standards

Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme or different texts by same writer.

Writing Standards

Text Types and Purposes:

1. Argumentative 2. Explanatory 3. Narrative

Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to "publish" it

For the complete standards, go to
http://www.corestandards.org.

READ CLEARLY and COMPREHENSIVELY.

Use literacy "thinking frames" so students can figure out the next story, learn about the next topic.

COMMON STRATEGIES TO INTERPRET ANY STORY

How do you interpret a story?

➔ Identify important events.
➔ Analyze actions to infer characters' traits.
➔ Analyze plot to infer theme.
➔ Identify ways the writer helps you understand the story.

COMMON QUESTIONS FOR ANY HISTORY, STORY, or EVENT

> What challenges did people face?
> What choices did people make?
> What traits do those choices show?
> What effects did those choices have?

CORE STRATEGIES TO LEARN WHEN YOU READ NONFICTION

➔ Preview the text and graphics.
➔ Learn ideas *through* examples.
➔ Identify the structure of the text.
➔ Figure out the central idea.
➔ Infer the writer's point of view.

Read, *then* WRITE to learn more!

Writing Tasks that connect texts read to texts written.

Read: What does the sentence say?
Write a clear sentence

Read: Figure out what different kinds of sentences say.
How does a writer use punctuation, adjectives, and verbs?

Write different kinds of sentences
How do I use punctuation, adjectives, and verbs to communicate clearly?

Read: Figure out what a paragraph explains
Organize and write a paragraph that explains

Read: Figure out how a nonfiction writer structures an explanation of a topic to make the central idea and main ideas clear with examples.
Write: Organize and draft an explanation of a topic. Then improve it.

Read: Figure out how the fiction writer uses the parts of a **story** to tell the theme.
Write: Organize and draft a narrative. Then improve it.

Read: Figure out how the nonfiction writer uses the parts of a **science sequence to make the central idea clear and support it with main ideas and examples?**
Write: Organize and draft a science narrative. Then improve it.

Read: Figure out how the nonfiction writer uses the parts of a **history to make the central idea clear and support it with main ideas and examples?**
Write: Organize and draft a science narrative. Then improve it.

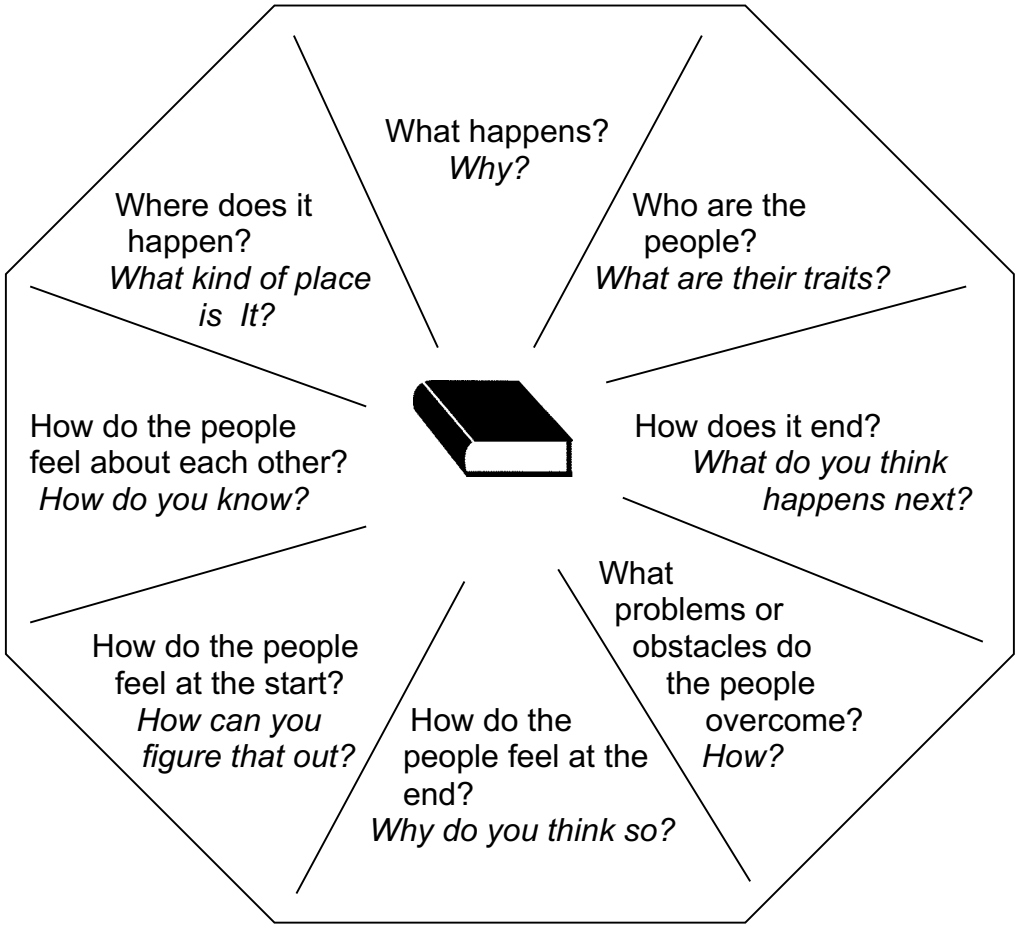
Read: How does a writer support a position?
How well does the writer structure the passage and use evidence to support that position?
Write: Organize and draft a persuasive text.

Put it all together:

1. Start with the "mentor" text.
2. Analyze the writer's craft.
3. Then write your own.

The quarter plan emphasizes reading comprehensively—developing skills as students read completely.

The following standards-based questions ask you to think thoroughly about any story.
Choose a story. Choose a question. Answer it with evidence from the story.
Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.



CREATE!
After you read the story, think more!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Write a letter that someone in the story might have written.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Tell about what might have happened before the story started.
- Add a character to the story.
- Turn it into a play.
  > List the events and characters. Note the characters' traits.
  > Figure out the message or theme of the story. Then write the dialogue.

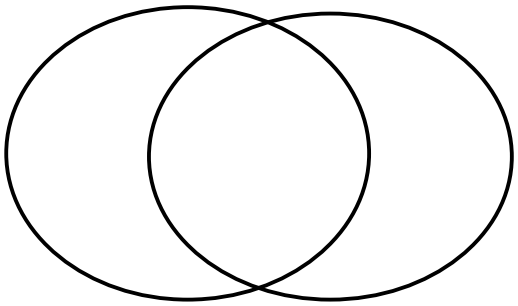
Graphic Organizers are the BRIDGE from Text Read to Text Written

Classify to Clarify

Category	Category

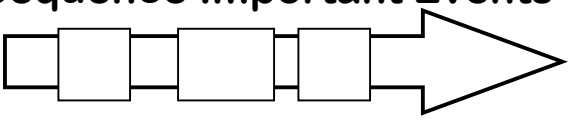
Summarize what your chart shows.

Compare and Contrast

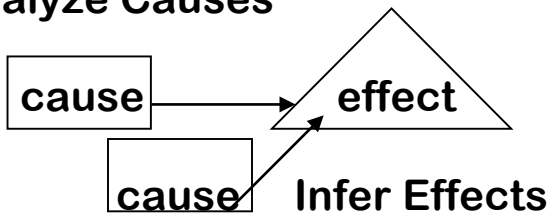


Write to explain important differences and similarities.

Sequence Important Events

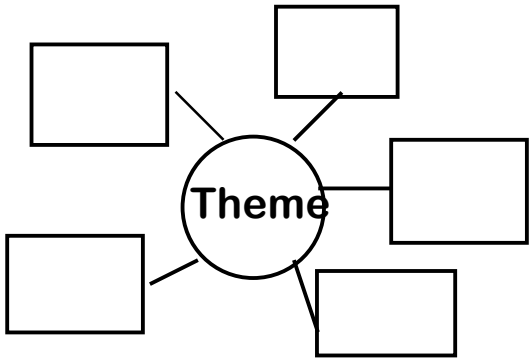


Analyze Causes



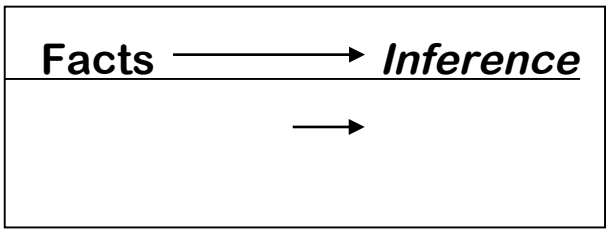
Write to explain your diagram.

Organize parts of a story.



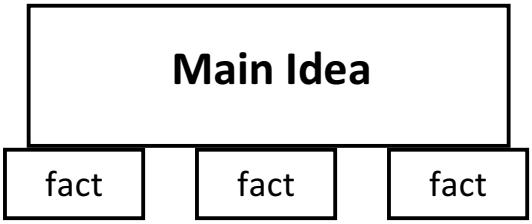
Explain how the writer develops the theme.

Support Inferences



Write to support your inference.

Infer and Support Ideas



Explain how the writer communicates the main idea.

My Strategic Plan to Guide Clear Thinking

__I'll use core questions to guide students to think through any story or history.
__I'll ask students to explain what they learn and how they learned it.
__I'll change nonfiction reading to LEARNING by reading about a topic.
__I'll emphasize strategic reading so that students exercise skills as they apply the strategies.
__Students will write about what they learn—in booklets, poems, other formats.
__Students will write based on "mentor" texts—the next chapter in a story.
__Students sometimes will choose the format they feel most confident to use so that they focus on the meaning.
__Students will create "Big Books" and displays that explain what they learn from reading nonfiction.
__Use graphic organizers to guide students to analyze.

__

__

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__

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Part 3: Solve this math problem:

Math is Forgettable.

One solution: The Math Mix

Research confirms that if the math curriculum includes "frequent cumulative review" that enables students to retain greater math competence. Among sources supporting this "mix" is the report "Assisting Students Struggling with Mathematics" of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; "bell ringers"; homework, art, science, social science--*Integrating math into science and social science makes math more meaningful.*

Math Practice Standards should be emphasized
—particularly standard 1: **Make sense of problems and persevere in solving them.**

Week of	**New Math**	**Math "Mix"—Content to Revisit**

Homework Essential: Students need to take home an example of how to solve problems—that teachers prepare or that *they prepare* so they can practice correctly.

Daily kinds of assessment:
__glossary __journal __my own example __change the problem, solve it
__ _____ __ _____

Weekly kinds of assessment:
__solve problem, explain patterns and strategies __write math booklet
__make my own "anchor chart" __make "math path"—steps to solution
__ _____ __ _____

Solve the Math Homework Problem!

Students take their own guide plus the problems to solve.

My Own Math Guide

Skill: _____

Problem:

Steps to solve it.

Solve the problem here.

I solved it!

Use graphic organizers to clarify learning.

CONNECT MATH AND LITERACY.

Word	What It Means—explain in your own words or put an example.

Use graphic organizers to clarify learning.

I know my numbers from ☐ ☐

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.
This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Directions: Teachers tell students which numbers to write on the chart. It can be individualized based on different levels of student knowledge of numbers.
Then students write those numbers and their names and draw circles to show them.
It can be used to check on knowledge of number patterns such as adding by 10s or even, odd. For larger numbers students use different symbols. For example, circle stands for 10s, line stands for 1s.

Number	Word	Draw symbols to show how many this number means.

Exceed: Write a sentence using one of these numbers.

_____

Use graphic organizers to clarify learning.

I can solve a word problem strategically!

Common Core Math Practice Standard 1: Make sense of problems and persevere in solving them.

Note to Teachers: This organizer is designed to guide a student. It also is an instant assessment. If students cannot complete steps 1, 2, or 3, the teacher learns what the kinds of help the student needs to comprehend a word problem and decide which strategies and skills to use.

What is the question asking me to figure out?	
How will I solve it?	
What information do I need to solve it?	

Your teacher will tell you how to take the next step.

You may complete it by yourself or…

<u>pair and share</u>—work together with another student to solve it

or

<u>pair to compare</u>—solve it yourself then compare your work with another student's

Use graphic organizers to clarify learning.

Math Problem Solver

The Problem—What will you figure out?

Your Strategy

The Solution

Answer:

DISPLAY learning--Example of a Math exhibit

Geometry is Everywhere!

Draw or name real objects--examples you see that use geometry.

Shape	Example
rectangle	
triangle	
circle	

Shape	Example
square	
_____ (Another shape.)	
_____ (Another shape.)	

PLUS

Design something that uses all of these shapes—a playground, a building, a …

Connect Math to Science and Social Science

What's a topic you'll teach this year?

How can you connect it to math?

__collect data
__analyze data
__graph data
__make up math problems
__ _____

It's Your Money!

CCSS Math Practice Standard 1. Make sense of problems and solve them persistently.

Choose a job from the table on the next page. Figure out your weekly wage. Make a budget for one week. If you get to the bottom line and have spent too much money, go back and change some of the numbers. You live at home, so you do not pay rent.

Budget Category	Cost	How Much Money I Have
Entertainment		
Lunch		
Haircuts		
Clothes		
Transportation		
Books		
Other Things:		

Surprise! You need to save $100 a week to get ready to buy furniture when you move out of your home. If you need to, change your budget.

Another surprise! Your family decides you should pay $75 a week to help pay for the costs of living there. Change your budget to add that weekly cost.

Chicago Jobs

CCSSR1 Competence: Locate information in a data table. Math Practice Standard 4—Model with mathematics.

The first column lists just a small number of the jobs in the Chicago area.
The second column lists the number of jobs in the Chicago area in each field.
The third column lists the hourly wage.
If you don't find a job you want on this list, look at the complete list at
http://www.bls.gov/oes/current/oes_16974.htm#%284%29

Career Area	Number of Jobs	Hourly Wage
Computer Programmers	16,480	$36.41
Software Developers, Applications	21,170	$40.82
Web Developers	2,610	$31.89
Computer User Support Specialists	13,790	$25.25
Computer Network Support Specialists	4,290	$30.58
Architects,	3,140	$35.12
Landscape Architects	230	$25.77
Surveyors	750	$30.08
Aerospace Engineers	230	$45.84
Electrical Engineers	3,220	$43.03
Environmental Engineers	820	$38.70
Architectural and Civil Drafters	2,390	$21.81
Electrical and Electronics Drafters	420	$28.44
Environmental Engineering Technicians	360	$26.21
Surveying and Mapping Technicians	630	$23.90
Food Scientists and Technologists	410	$33.08
Soil and Plant Scientists	460	$32.42
Microbiologists	160	$40.66
Chemists	1,700	$34.97
Materials Scientists	210	$36.66
Survey Researchers	830	$27.26
Urban and Regional Planners	360	$36.87
Geographers	80	$43.97
Agricultural and Food Science Technicians	370	$20.99
Forensic Science Technicians	320	$38.85
Educational, Guidance, School, and Vocational Counselors	5,930	$31.51
Mental Health Counselors	2,950	$22.85
Child, Family, and School Social Workers	9,430	$26.42
Healthcare Social Workers	2,760	$24.42
Health Educators	1,190	$25.63
Architects	3,140	$35.12
Social and Human Service Assistants	5,750	$14.17
Community Health Workers	1,870	$18.31
Clergy	1,180	$20.04
Lawyers	23,310	$65.83
Judicial Law Clerks	420	$25.82
Arbitrators, Mediators, and Conciliators	200	$36.78
Paralegals and Legal Assistants	10,470	$24.10
Dancers	420	$19.31
Choreographers	40	$24.20

How will I expand math progress?

With parents and families:

__Students take their own problem solving guides home.
__Parents get math practice facts of the month.
__I feature the "math website" of the week/month.
__Students play math games.

In my curriculum:

__I include math in science.
__I incorporate math in social science.
__Students create "co-anchor" charts so their pictures and examples show what to do.
__Students solve a problem, then pair to compare, then REPAIR.
__Students play math games at centers.
__Students explain the math they learn in booklets and displays.

Part 4. STRENGTHEN SCIENCE LEARNING

The NGSS Opportunity: Science = Thinking.

What do the Next Generation Science Standards require?

- **Clear and careful thinking** with concepts about each discipline of science.
- **Strategic thinking as students analyze complex situations**
- **Clear and focused communication** as students **respond to tasks** that require them to construct responses **to more rigorous questions and apply concepts, skills, and strategies in more challenging contexts.**

How will Next Generation Science Standards change science education?
It's about THINKING!

A Framework for K-12 Science Education:
Practices, Crosscutting Concepts, and Core Ideas

Scientific and Engineering Practices
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

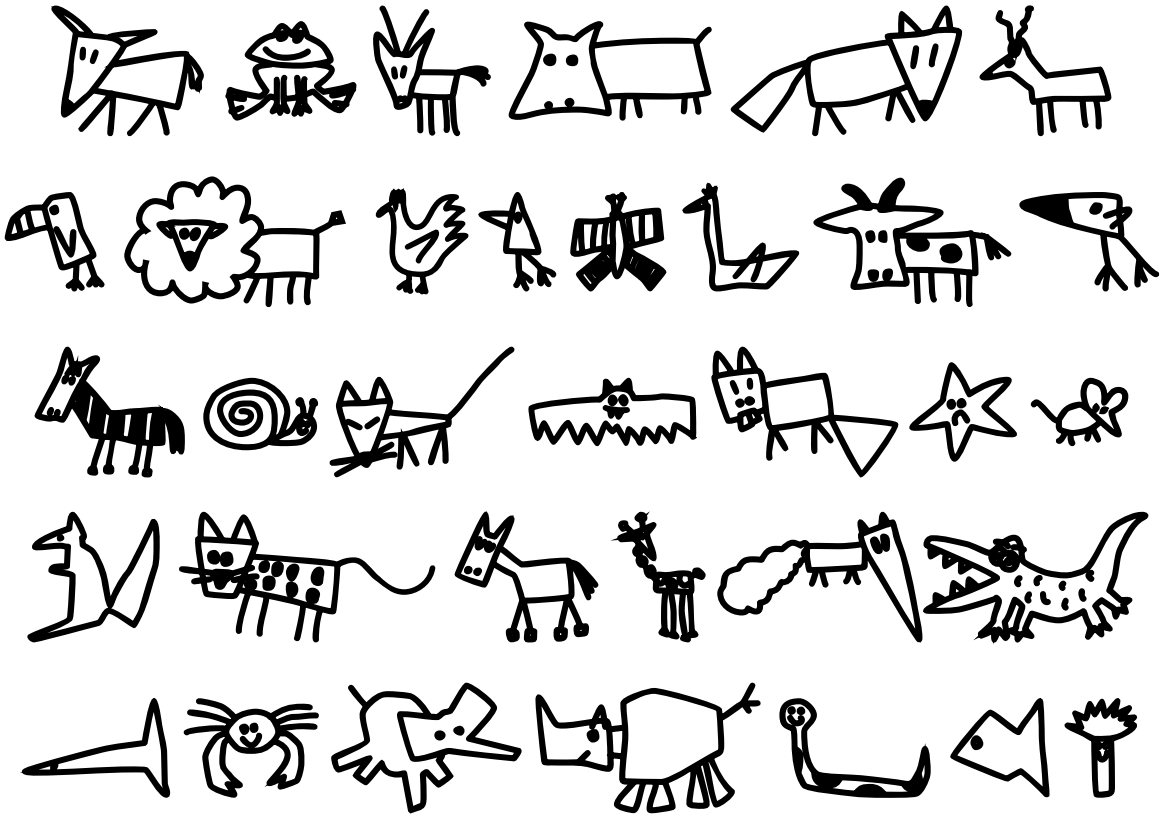
It's about LEARNING by READING, DOING, and COMMUNICATING!

Crosscutting Concepts of Science—NGSS—apply to every part of science.

- Patterns
- Cause and effect: Mechanism and explanation
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter: Flows, cycles, and conservation
- Structure and function
- Stability and change

Source: A Framework for K-12 Science Education:
Practices, Crosscutting Concepts, and Core Ideas
http://www.nap.edu/catalog.php?record_id=13165

Analyze Animals



Concept: Structure and Function

Find an animal you like.

- What is a structure that helps it move?
- How does the shape of that structure help it—why is that structure the shape it is?

Find an animal that looks very different from the first animal.

- What structure helps it move?
- How does the shape of that structure help it—why is that structure the shape it is?

Think more:

- What is a vehicle people use to travel?
- What structures did engineers use to enable it to move?
- How do the shapes of those structures help it to me?

Connect Science and Reading to Learn.

Learning about Animals

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Next Generation Science Cross-Cutting Concept: Structure and Function

Animals are wonderful. If you look closely at how they live you will find surprises. Watching animals is a job that scientists do. It is called making observations. They have learned a lot about animals.

Scientists learned about tiny animals. They have studied insects. They found that some insects have tools they use to live. They learned about the sawfly. The sawfly is just one animal they have studied.

Imagine what the sawfly is like. It is a fly but not like many others. They call it the sawfly because it has a kind of saw. It's not a real saw, but it looks like one, and it works like one. It is part of the sawfly. The sawfly uses the saw to make places where the eggs will be safe. It saws at plants to make a place to hide the eggs.

Some insects have tools that work just like scissors. The poppy-bee is one of them. It is a bee that makes its home in wood. This bee has a drilling tool, too. It uses the tool to dig into old wood.

Scientists observe birds to learn about them. They have seen birds use their bills to get what they need. So their bills are like tools. Some birds use their bills to cut into wood. They have sharp bills that can cut a hole in a tree. They drill the hole to get inside the tree where insects live. Then they eat them.

Every animal is amazing. Even dogs and cats can surprise you. The more you look at animals the more you will learn. Nature is full of surprises. Every part of every animal has a purpose. Scientists learn more about them every day.

EXPLAIN WHAT YOU LEARNED

1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

Start your summary this way:
The main idea of the passage is _____.
Here is information that helps you understand that idea.
Then finish the summary. Include the information that helps explain the main idea.

Exceed!

Make your report a booklet or exhibit with pictures or diagrams with captions.

Animal Science

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

As I think back about my high school days, I realize that I got my start on my career then. My biology teacher was showing pictures of animals. As she showed them, she asked: what do notice about each animal? List three parts you see. Describe the size and shape of each. Then she said, each of these has a purpose.

She explained structure and function. The structure—the shape of an animal's parts enables the animal to live. She explained that if you look at an animal's ears you might think you can guess why they are that size and shape. Then you need to observe the animal to confirm your guess. For example, you might think that an elephant has large ears to hear better. But that's not the reason for that large structure. What's the reason for the large ear flaps elephants have? We'll figure that out at the Zoo.

On our field trip, I watched elephants. I noticed they flapped their ears a lot. It was 90 degrees that day. I saw them cooling themselves—that's what I figured out. They flapped their ears to get cooler. Later I researched elephants on the Internet. I found that they have a lot of blood vessels in their ears. When they flap their ears, the air cools the blood. That blood goes through their circulatory system into their bodies and helps cool the elephant. That large structure helps them live in a hot climate. I learned that observation is a very important step to drawing conclusions in science.

Next, I observed squirrels in our neighborhood. I discovered another structure and function relationship. They have long furry tails. At first, I inferred that the tails are there to help them climb, but I didn't see them using their tails to hang on to the branches of trees. They used their feet for that—I saw that they use their claws to grab the branches. So that structure helps them climb. But why do they have those tails? They waved them back and forth as I watched, but I did not see them using the tails to hang on to anything. Then I researched the squirrels. I found that squirrels move them to balance themselves as they rush up and down and across the trees.

I made better guesses about bird feet. Of course, ducks have webbed feet to swim. But then I noticed that woodpeckers have their toes set two in front and two in back, while most have four in front and one in back. I guessed that they had their toes that way so they got more traction, they could hold onto branches more strongly. They need that support because they are using their bills to drill into the tree. I checked my guess about the function of that structure on the Internet, and I found I was correct.

Today, I am a science researcher. Right now, I'm in Brazil, learning more about endangered species. I still use the strategies I learned in high school. You can find my discoveries on the Internet.

This is a nonfiction passage. It has one big idea, and each paragraph helps explain it.
Each paragraph tells a sub-topic, part of learning about the topic of the passage.
Re-read each paragraph. After you read each one, underline what you think the most important information in it is.
Then on another page make a list. List the idea each paragraph explains. For example, paragraph 2 uses information about elephants to help you learn that scientists need to observe, not just make guesses.
Then read your list: what does the writer want you to understand?
That is the main idea or central idea—that the information and related ideas support.

What important ideas did you learn about animals?

Idea	**Example**

Apply those ideas.
Invent an animal that lives on another planet.
It's a warm and watery place.

Explain how it has adapted to live on that planet. Write about the animal. Include each of the ideas you learned to explain how it lives.

SsTREAM IT
Science
Social Science
Math
Technology
Reading

You'll use science, technology, reading, engineering, art, and math to design a great new…birdhouse, bridge, playground, park, car—anything you want to design.

Choose something you'd like to design.

_____

List what you want it to look like and the parts you'll include.

Read about this kind of thing—use the Internet to find examples.

Look at your list and add more to it based on what you read.

Then design it—make a blueprint.

Go farther—make a model!

How will I increase science thinking progress?

__Focus on ideas.

__Ask students a BIG question they will focus on as they read, do, and report learning.

Students…

__ make science “alphabet” booklets

__illustrate science glossaries

__analyze data

__design inventions

__build models

__exhibit what they learn

__write their own science booklets

__present science demonstrations

__visit online science site and report what they learn

__watch a science program on TV and report what they learn

__ _____

__ _____

__ _____

Part 5.
Design Clear Learning Sequences

Make practical plans that structure thinking progressively as students focus on the destinations.

GROW PLANNER for NONFICTION LEARNERS

Topic: _____

BIG Idea: _____
State the idea you want students to use to analyze the information they find. It should be a transferrable idea—an idea they can use to analyze the current topic and apply to other topics.

FOCUS Question: _____
Restate the idea as a question—as a focus for collecting, organizing, and analyzing information related to the BIG idea.

Goal EXPAND Knowledge	Learn: _____ Core Vocabulary (CCSSR4):
Read EXERCISE Skills	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas CCSSR7: Integrate ideas and information from different kinds of sources Read/Listen to these Resources: _____ _____ _____
Organize EXAMINE	Make a __glossary ___ list ___chart ___diagram __timeline __ _____
Write EXPLAIN	CCSW 2—Explanatory/Informative Text Write __ sentences __ paragraph __ letter __ poem __booklet __ _____ ___Draw pictures/symbols with captions

EXPAND: Synthesize/Create
CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

__make an exhibit/display __dramatize __write a brochure ___present a lesson

__ _____

EXAMPLE GROW PLANNER for NONFICTION LEARNERS

Topic: Pioneers

Cross-Cutting Concept: Challenge

BIG Idea: Pioneers overcome challenges.

FOCUS Question: What qualities enable pioneers to meet challenges successfully?

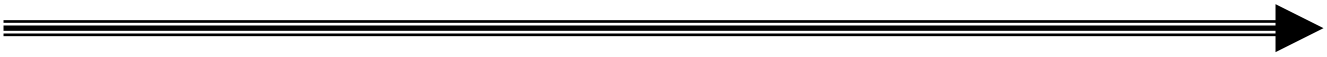
Goal	Learn more about: the characteristics of pioneers Core Vocabulary: (CCSSR4) challenge collaboration persistence pioneer
Read CCSSR1, 2	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas Read/Listen to histories of pioneers including primary sources.
Organize CCSSR3	Show what you learn. Make a picture picture glossary list chart diagram
Write, Illustrate	Explain (CCSW 2—Explanatory/Informative Text) Write sentences booklet pictures and captions constructed response

Synthesis: Create a play about pioneers of the past—or today.

Strategic Lesson/Learning Plans

A Lesson Plan is a Learning Plan when teachers guide students with the gradual release of responsibility across the week.

The Teaching/Learning Path



Monday **Preview Model Interest**	***Tuesday*** **Model and GUIDE**	***Wednesday*** **GUIDE and go farther**	***Thursday*** **ASSESS and Clarify**	***Friday*** **Fix and Finish UP**
Teacher Models	*Teacher Leads*	*Teacher guides*	*Students demonstrate/ apply*	*Students complete with independence.*
Students begin.	*Students go farther.*	*Students go "deeper"*	*Teacher clarifies and responds with guidance and added challenge.*	*Teacher guides students needing additional development.*
Teacher assesses and prepares for more progress.	*Teacher assesses and prepares for more progress.*	*Teacher assesses and prepares for more progress.*	*Teacher prepares end-of-week fix-up and finish UP activities.*	*Students who "Meet" on Thursday move to Exceed!*
				Class clarifies the week's learning progress!

Templates for these planners and more examples of lesson plans and planners are posted at

http://teacher.depaul.edu/Lesson_Planning_Structures_and_Guides.html

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Lesson Planner with Gradual Release of Responsibility and Strategic Increase of Competence

FOCUS: _____

ACADEMIC VOCABULARY (CCSSR4**) _____**

SOURCES (List reading materials, online resources, other materials):_____

Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __ _____

M PREVIEW, Model, Interest	***T Model and Guide***	***W Guide and Go Farther***	***TH Assess, Clarify, Advance***	***F Fix, Expand, Finish Well***
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	FORMATIVE ASSESSMENT YOU DO **independently** *I DO* I'll clarify based on how they respond to the assessment. End of class—**check for shared understanding. Adjust plan for Friday based on learning status.**	T: I DO/WE DO Guide students needing support— You Do: **ADVANCED** students: Students who "meet" move to "exceed" **CLASS SYNTHESIS—How we'll complete the week with shared understanding**
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

EXAMPLE OF GENERAL LESSON PLAN with INTEGRATED SPEAKING AND LISTENING COMPETENCIES.

FOCUS: _____
ACADEMIC VOCABULARY (CCSSR4**)** _____
SOURCES (List reading materials, online resources, other materials):_____
Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __presentation __ _____

PREVIEW, Model, Interest	***Model and Guide***	***Guide and Go Farther***	***Assess, Clarify, Advance***	***Fix, Expand, Finish Well***
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO—I demonstrate how to *SL1—Listen to learn* *WE DO— SL1, 2 3 —confirm understanding, asking/answering questions* *I guide students to* *YOU DO* Collaboratively—SL1—collaborative conversations—listen, speak appropriately *Students work in pairs or groups to* Independently--assessment *To show what they know/can do, each student does this*	*I DO—I demonstrate how to* *SL1—listen to learn* *WE DO— SL1, 2 3 —confirm understanding, asking/answering questions* *I guide students to* *YOU DO* Collaboratively—SL1—collaborative conversations—listen, speak appropriately *Students work in pairs or groups to* Independently--assessment *To show what they know/can do, each student does this*	*I DO—I demonstrate how to* *SL1—listen to learn* *WE DO— SL1, 2 3 —confirm understanding, asking/answering questions* *I guide students to* *YOU DO* Collaboratively—SL1—collaborative conversations—listen, speak appropriately *Students work in pairs or groups to* Independently--assessment *To show what they know/can do, each student does this*	FORMATIVE ASSESSMENT YOU DO **independently—** complete the assessment in 10-15 minutes. *I DO* I observe while students are working and guide if needed. I may extend or shorten the time. Then I clarify with examples and explanations that I provide and/or students provide. End of class—check for shared understanding—students write or present orally (SL4) their own explanations of "how to".	T: I DO I Guide students needing support—to help them I will __guide them to revise their response to the Thursday assessment or __give them a set of steps to follow so they can complete it more independently or You Do: **ADVANCED** students: Students who "meet" move to "exceed" __they add to or revise their Thursday assessment or __make their own examples of this week's focus or **CLASS SYNTHESIS** —students present SL4—explain with details; speak clearly—SL6 SL 5: Use visuals or audio to present __class sets up bulletin board or makes own anchor charts
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

Focus ➡ **Organize** √ **Expand Progress**

Literature Lesson/Learning Plan with Centers/Guided Groups built in.

CCSSR: _____
This week's Reading Materials: _____
Focus Skill/Strategy: _____
Focus Question: How do you _____
Academic Vocabulary: _____

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix, finish UP
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO *WE DO* *Guided* *YOU DO* Collaboratively in Learning Centers/Partners Independently (assessment)	*I DO* *WE DO* *Guided* *YOU DO* Collaboratively in Learning Centers/Partners Independently (assessment)	*I DO* *WE DO* *Guided* *YOU DO* Collaboratively in Learning Centers/Partners Independently (assessment)	FORMATIVE ASSESSMENT YOU DO **independently** *I DO* clarify based on how they respond to the assessment. We do: Guided You do: Learning Centers/Partners End of class—**check for shared understanding. Adjust plan for Friday based on learning status.**	T: I DO/WE DO Guided--students needing support You Do: **ADVANCED** students: who "meet" move to "exceed" in learning centers/partners or Independently **CLASS SYNTHESIS—How we'll complete the week with shared understanding**
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

How I'll support students needing guidance:

❑ Think out loud	❑ Use graphic organizers
❑ Peer coach	❑ Reciprocal readers
❑ Use less complex text	❑

How I'll challenge students to exceed:

❑ Students expand the text	❑ Students write—using text as mentor text
❑ Students illustrate with captions	❑

Literature Lesson/Learning Plan with Centers/Guided Groups built in--EXAMPLE

CCSSR: _____
This week's Reading Materials: _____
Focus Skill/Strategy: _____
Focus Question: How do you _____
Academic Vocabulary: _____

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix, finish UP
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I do: *Model the skill/strategy with common text.* ***We do—****guided groups apply skill/strategy with leveled texts* ***You do*** *Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence.* ***Independently*** *Independent work is used to assess status.*	***I do:*** *Model the skill/strategy with common text.* ***We do—****guided groups apply skill/strategy with leveled texts* ***You do*** *Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence.* ***Independently*** *Independent work is used to assess status.*	***I do:*** *Model the skill/strategy with common text.* ***We do—****guided groups apply skill/strategy with leveled texts* ***You do*** *Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence.* ***Independently*** *Independent work is used to assess status.*	***You do—assessment—*** *independent application of skill/strategy.* ***I do—****clarify and expand based on formative assessment.* ***You do—collaboratively*** *Students work with partner to compare responses to assessment and share ideas about the reading.* ***Teacher provides individual support based on assessment.***	***Teacher guides students needing support*** ***Challenge for students who "meet" to exceed.*** ***Class Synthesis:*** ***What did you like about this week's reading?*** ***What have we learned about reading?***
Home Learning Activity:	***Home Learning Activity:***	***Home Learning Activity:***	***Home Learning Activity:***	***Home Learning Activity:***

How I'll support students needing guidance:

❑ Think out loud	❑ Use graphic organizers
❑ Peer coach	❑ Reciprocal readers
❑ Use less complex text	❑

EXAMPLE OF A LITERATURE LESSON PLAN: **Character Development**

FOCUS Question: *How does the writer help you understand a character?*

Reading Materials: Any story. Academic Vocabulary: character development; trait; feeling; main character; infer; analyze

CCSSRL1. Read closely, make inferences with evidence. CCSSRL3. Analyze character development

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
Objective: Analyze relationship actions and traits.	Objective: Infer feelings of characters	Objective: Analyze character development	Objective: Analyze character independently.	*Objective: Increase competence*
I Do: Read part of story aloud. Think out loud as you read--Who is an important **character**? What do I know about that character? How do I figure out a trait? **We Do:** Read another part of the story. Figure out the trait of another character. **You Do:** *Collaborate:* Draw one character, then give picture to another student. Dialogue: Infer who is pictured and tell a trait the picture shows. Independently: List one of your own traits. Tell how your actions show it.	**I Do:** Start a story chart—how do I know how the main character feels during the story? Event | How I feel | | | | **We Do:** Continue the chart with input from students. **You Do:** *Collaborate:* Complete the chart for another character. Independently: Tell how you can figure out a character's feelings.	**I Do:** Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future. **We Do:** List Choices the main character made. What does one choice show about how the character changed or learned something? Analyze the list: What did the character learn or how did the character change? **You Do** *Collaborate:* Write about one choice the character made. What did it lead to? Independently: Write a note to the character telling what you think about one choice the character made.	You Do: (Formative assessment) Read a short story or part of a story. Identify main character and infer trait with evidence. Identify way(s) the central character changes. I Do: Check and clarify, extend **Students needing support:** Make timeline of story. **Advanced Students**: List responses to the question: how does a writer help you understand a character?	*Teacher Guides **Students needing support**: We analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.* **INDEPENDENT** Advanced: *Options:* *> Write a reflection that the central character might have written—what I learned.* *> Write the next part of the story, showing that the character learned an important lesson.* *> Act out an important part of the story.* **Class Synthesis:** *Whole class dialogue:* *How does a writer help you understand a character in a story?*
Home Learning Activity: Draw a character from TV who has positive traits. Show the traits in your picture.	Home Learning Activity: Write a journal of the character at the part of the story you think is important.	Home Learning Activity: Make a two part picture—show how the character changed.	Home Learning Activity: Write a letter to the writer of the story. Tell how the writer helped you understand the story.	Home Learning Activity: Watch TV and then write about the story. Tell who changed, why and how.

Focus ➡ **Organize** √ **Expand Progress**

Math Lesson/Learning Plan

week of _____

This week's Focus:

Core Math Vocabulary:

Preview, Model, Interest	*Model and Guide*	*Go Deeper*	*Assess and Clarify*	*Fix and Finish UP*
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO *WE DO* *YOU DO* Collaboratively Independently (assessment) __I have included differentiated activities	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment) __I have included differentiated activities	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment) __I have included differentiated activities	FORMATIVE ASSESSMENT YOU DO **independently** *I DO* I'll clarify based on how they respond to the assessment. End of class—**check for shared understanding. Adjust plan for Friday based on learning status.**	T: I DO/WE DO Guide students needing support— You Do: **ADVANCED** students: who "meet" move to "exceed" **CLASS SYNTHESIS—How we'll complete the week with shared understanding**
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

Focus ➡ **Organize** √ **Expand Progress**

Math Lesson/Learning Plan EXAMPLE

week of _____

This week's Focus:
Core Math Vocabulary:

Preview, Model, Interest	**Model and GUIDE**	**GUIDE and go farther**	**ASSESS and Clarify**	**Fix , finish well**
Objective:	*Objective:*	*Objective:*	*Objective: Improve competence*	*Objective: Expand competence*
I do: Model the strategy/skill ***We do—teacher guides class then small groups*** ***You do Collaboratively*** *work on applying the skill/strategy* ***Independently*** *Independent work is used to assess status.*	***I do: Model the strategy/skill*** ***We do—teacher guides class then small groups*** ***You do Collaboratively*** *work on applying the skill/strategy* ***Independently*** *Independent work is used to assess status.*	***I do: Model the strategy/skill*** ***We do—teacher guides class then small groups*** ***You do Collaboratively*** *work on applying the skill/strategy* ***Independently*** *Independent work is used to assess status.*	***You do—assessment—independent application of skill/strategy.*** ***I do—clarify and expand based on formative assessment.*** ***You do—collaboratively*** ***Students work with partner to compare responses to assessment.*** ***Teacher provides individual support based on assessment.***	***Teacher guides students needing support*** ***Challenge for students who "meet" to exceed.*** ***Class Synthesis:*** *What did you like about the activities we did to learn more math this week?* *What have we learned about math? (Option—students co-construct "anchor" chart.*

√ ***How I will assess:***

☐ Students make their own math guide	☐ Students solve problem and explain why and how.
☐ Students make up problems and include solution guides.	☐

How I'll support students needing guidance:

❑ Start with simpler problem, build in more challenges.	❑ Model different ways to solve same problem
❑ Peer coach	❑ Student models problem solving
❑ Learning "partner"	❑ Use online math resource
❑ Post a path—steps to follow	❑

How I'll challenge students to exceed:

❑ Students make math guides.	❑ Students present math "models"
❑ Students make up problems and give to each other to solve.	❑ Students make pages for individual or class math "books"

Focus ➡ **Organize** √ **Expand Progress**

SCIENCE LESSON PLAN Week of _____ Topic: _____

FOCUS/INQUIRY QUESTION _____
CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____
NGSS **Cross-Cutting Concept**: __cause-effect; __structure and function; _ systems; __stability and change; __patterns __ _____
NGSS **Science Practice**: __investigate __analyze/interpret data _ collect, communicate information __ _____
This week's **demonstration, video, or experiment**: _____

This week's **READING:** _____
Reading: Standards: __Read closely, answer questions with EVIDENCE (CCSSR1); ___Summarize; identify central idea, related ideas (CCSSR2);
___Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __ _____
Writing: __explain (2); __narrate (3); research (7); __construct an argument (1); __ _____

Preview, Model, Interest	*Model and Guide*	*Go Deeper*	*Assess and Clarify*	*Fix and Finish UP*
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	FORMATIVE ASSESSMENT YOU DO **independently** *I DO* clarify based on how they respond to the assessment. You Do: Collaboratively End of class—**check for shared understanding. Adjust plan for Friday based on learning status.**	T: I DO/WE DO Guide students needing support— You Do: **ADVANCED** students: who "meet" move to "exceed" **CLASS SYNTHESIS—How we'll complete the week with shared understanding**
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

Focus ➡ Organize √ Expand Progress ↗

SCIENCE LESSON PLAN Week of _____ Topic: _____

FOCUS/INQUIRY QUESTION _____

CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____
NGSS **Cross-Cutting Concept**: __cause-effect; __structure and function; _ systems; __stability and change; __patterns __ _____
NGSS **Science Practice**: __investigate __analyze/interpret data _ collect, communicate information __ _____
This week's **demonstration, video, or experiment**: _____

This week's **READING:** _____
Reading: Standards: __Read closely, answer questions with EVIDENCE (CCSSR1); ___Summarize; identify central idea, related ideas (CCSSR2);
___Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __ _____
Writing: __explain (2); __narrate (3); __construct an argument (1); research (7); __ _____

Preview, Model, Interest	*Model and Guide*	*Go Deeper*	*Assess and Clarify*	*Fix and Finish UP*
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I do: Preview, ask FOCUS QUESTION or INQUIRY PROMPT; Show video or demonstrate science task. We do: Analyze the demonstration or video—teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ √ Check for understanding __pair/compare __learning report __glossary __ _____	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to You do: Collaboratively Students will _____ Independently Each student will _____ √ Check for understanding __pair/compare __learning report __glossary __ _____	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to You do: Collaboratively Students will _____ Independently Each student will _____ √ Check for understanding __pair/compare __learning report __glossary __ _____	YOU DO: Formative Assessment—students will __ answer FOCUS question __complete constructed response with new document __ _____ √ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. **Students who need support** will … _____ **Students who "meet"** will collaboratively… __outline booklet or display __make up, exchange HOT questions __ _____ End of class: Check for shared understanding.	I DO/WE DO: Students needing support will … _____ Students who "meet" will advance-- __construct exhibit __write children's book __ _____ **Synthesis: Groups or class responds in writing or display:** **>** What idea(s) did we learn about science this week? > What strategies did we learn to LEARN science?

Focus ➡ **Organize** √ **Expand Progress**

Social Science Lesson/Learning Plan Topic: _____

FOCUS QUESTION: _____

ACADEMIC VOCABULARY (CCSSRI4**)** _____

SOURCES: _____

Common Core standards emphasized: This week's **READING:** _____

Reading: Standards: __Read closely, answer questions with EVIDENCE (CCSSR1); ___Summarize; identify central idea, related ideas (CCSSR2); ___Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __ _____

Writing: __explain (2); __narrate (3); __construct an argument (1); research (7); __ _____

PREVIEW, Model, Interest	***Model and Guide***	***Guide and Go Farther***	***Assess, Clarify, Advance***	***Fix, Expand, Finish Well***
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	*I DO* *WE DO* *YOU DO* Collaboratively Independently (assessment)	FORMATIVE ASSESSMENT YOU DO **independently** *I DO* I'll clarify based on how they respond to the assessment. You Do: Collaboratively End of class—**check for shared understanding. Adjust plan for Friday based on learning status.**	T: I DO/WEDO Guide students needing support— You Do: **ADVANCED** students who "meet" move to "exceed" **CLASS SYNTHESIS—How we'll complete the week with shared understanding**
Home Learning Activity:	*Home Learning Activity:*	*Home Learning Activity:*	Home Learning Activity:	Home Learning Activity:

Focus ➡ Organize √ Expand Progress ↗

Social Science Lesson/Learning Plan with Examples Topic: _____

FOCUS QUESTION: _____

ACADEMIC VOCABULARY (CCSSRI4**)** _____

SOURCES: _____

Common Core standards emphasized: This week's **READING:** _____

Reading: Standards: __Read closely, answer questions with EVIDENCE (CCSSR1); ___Summarize; identify central idea, related ideas (CCSSR2); ___Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __ _____

Writing: __explain (2); __narrate (3); __construct an argument (1); research (7); __ _____

PREVIEW, Model, Interest	***Model and Guide***	***Guide and Go Farther***	***Assess, Clarify, Advance***	***Fix, Expand, Finish Well***
Objective:	*Objective:*	*Objective:*	Objective: Improve Competence	Objective: Independent Competence
I DO > Introduce Focus Question *WE DO:* __preview text __ apply strategy to locate relevant information *YOU DO* *Collaboratively* __Locate, list important information __start glossary of this week's words *Independently* __start glossary __write learning summary	*I DO* Model how to _____ *WE DO:* __Apply the strategy. __ use structure of text to locate relevant information YOU DO *Collaboratively:* Read more to learn more __read with partner to locate information to support ideas __illustrate page(s) __Use structure of the text to make the outline that the author may have followed *Independently:* __write learning summary __continue glossary	*I DO* Use graphic organizer to show how to organize ideas and information about a topic. *WE DO*: Students provide examples for the graphic organizer YOU DO *Collaboratively:* __complete graphic organizer __write explanation based on graphic organizer *Independently:* __learning summary __complete glossary	Formative assessment YOU DO **independently** __write their answer to the focus question, citing evidence __ Complete constructed response *I DO* --clarify based on assessment. You Do: __Students demonstrate how they completed the assessment __Outline a booklet about the topic—write the booklet on Friday *Independently:* __use glossary to write __Pair/Compare	I DO/WE DO **Guide students needing support**— __make outline with students they then follow to write about the topic __use graphic organizer to clarify ideas and relevant information **You Do: ADVANCED** Students who "meet" move to "exceed" __write booklet about topic __make display about the topic __make presentation __dramatize event **CLASS SYNTHESIS:** What did we learn about reading to learn? What ideas did we learn?

Focus ➡ Organize √ Expand Progress

ONE WEEK LESSON PLANNER FOR ART/COMPUTER/DRAMA/LIBRARY Week of _____

Topic/Theme_____

The same focus applies to all grades; the complexity of the activities and resources increases in rigor from grade to grade.

CHOOSE THE COMMON CORE READING STANDARD TO EMPHASIZE

__2. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas.
__3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
__4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
__5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
__6. Assess how point of view or purpose shapes the content and style of a text.
__7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
__9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Where is standard 1? "Close reading" is the first step to accomplish standards 2 through 9, so students always apply that competence when reading.

Grades K-2 Activity	Grades 3-5 Grade Activity	Grades 6-8 Activity
Objective:	**Objective:**	**Objective:**
Teacher Models:	**Teacher Models:**	**Teacher Models:**
Students Do:	**Students Do:**	**Students Do:**
Assessment: Analyze student responses	**Assessment: Analyze student responses—emphasize concise reporting of learning progress.**	**Assessment: Analyze student responses—emphasize concise reporting of learning progress.**

Focus ➡ Organize √ Expand Progress ↗

MULTI-WEEK PLANNER FOR ART/COMPUTER/LIBRARY/DRAMA Weeks of _____ to _____
Topic/Theme_____

CHOOSE THE COMMON CORE READING STANDARD(S) TO EMPHASIZE
__1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.
__2. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas.
__3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
__4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.
__5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
__6. Assess how point of view or purpose shapes the content and style of a text.
__7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
__9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Week of	This week's Focus	Primary Grade Activity	Intermediate Grade Activity	Upper Grade Activity
		Teacher Models: **Students Do:**	**Teacher Models:** **Students Do:**	**Teacher Models:** **Students Do:**
		Teacher Models: **Students Do:**	**Teacher Models:** **Students Do:**	**Teacher Models:** **Students Do:**
		Teacher Models: **Students Do:**	**Teacher Models:** **Students Do:**	**Teacher Models:** **Students Do:**
		Teacher Models: **Students Do:**	**Teacher Models:** **Students Do:**	**Teacher Models:** **Students Do:**

Recommended: Fifth week develops Synthesis—Students construct displays, booklets, or presentations to share and expand learning.

Focus ➡ **Organize** √ **Expand Progress**

MULTI-WEEK PLANNER FOR PHYSICAL EDUCATION **Weeks of _____ to _____**

CHOOSE THE LEARNING COMPETENCIES TO EMPHASIZE:

__ following directions __teamwork/collaboration __persistence __self-monitoring __ _____

Week of	Primary Grade Activity	Intermediate Grade Activity	Upper Grade Activity
	FOCUS: **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**
	FOCUS: **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**
	FOCUS: **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**
	FOCUS: **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**	**FOCUS:** **Teacher Models:** **Students Do:**

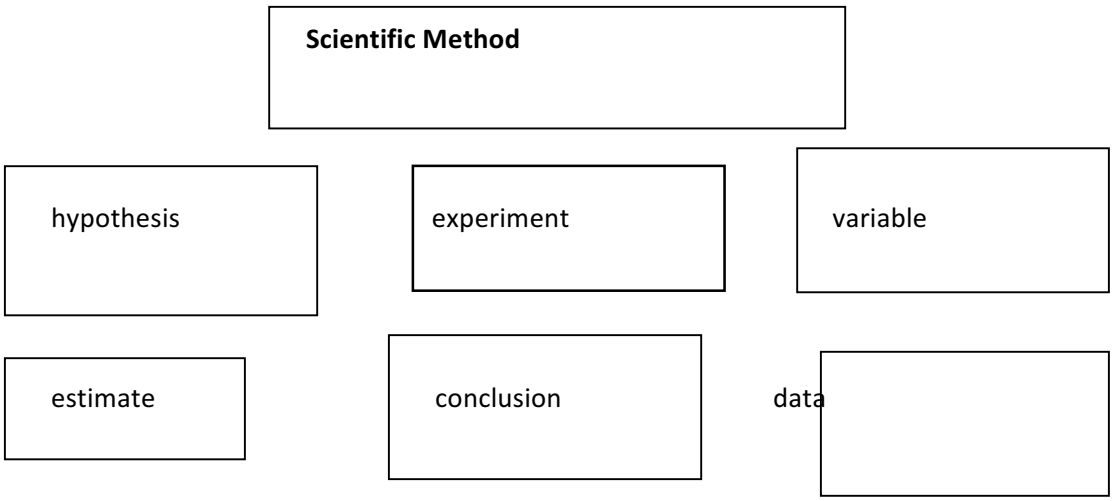
Culminate lessons and units with DISPLAYS THAT SHOW AND SHARE LEAERNING.

Turn the bulletin board into a learning exhibit!

Show Relationships

Set up Science Word/Idea Connection Exhibits—ask students to add words and illustrations and then to write a summary with these words.

Examples of Science Vocabulary Word Walls



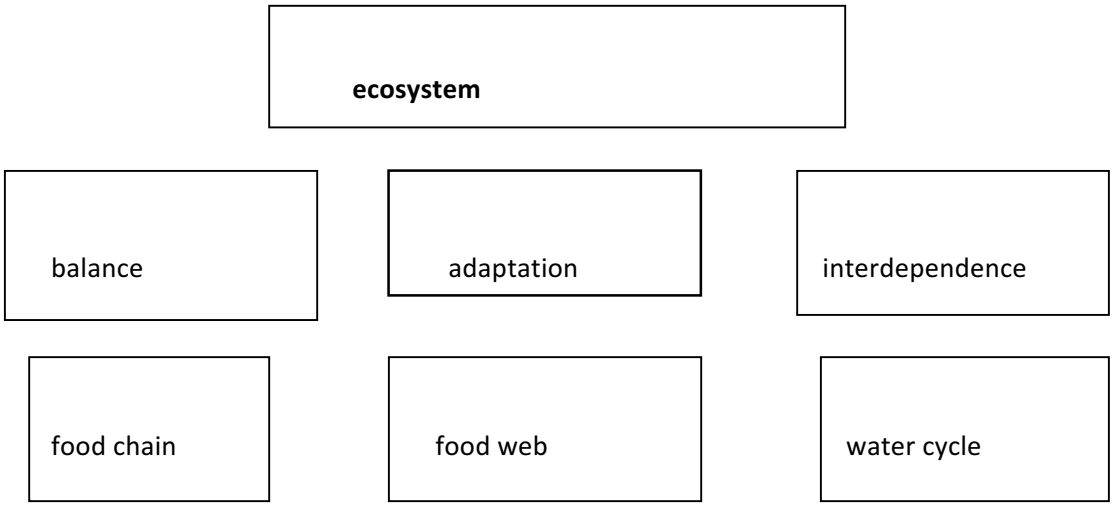


Exhibit Example:
How do story writers help readers understand the theme?

T	H	E	M	E
A writer tells a story to support a theme. (CCSSR2)	The theme is the writer's message. (CCSSR2)	Characters face problems. (CCSSR3)	Characters make choices in the story. (CCSSR3)	Writers use dialog to tell how characters feel. (CCSSR5)
Example	Example	Example	Example	Example
You figure out the theme from the plot. (CCSSR5)	The writer uses details to describe the setting. (CCSSR5)	The narrator helps readers understand the story. (CCSSR5)		
Example	Example	Example	Example	Example

Choose or design a BIG question for your exhibit.

MATH

How do you solve math problems?
How do you measure?
How do people use _____ (insert part of math)?

_____

SCIENCE
How do scientists analyze data?
How do structures enable these functions?
How does the _____ system work?

_____

SOCIAL SCIENCE
How have people changed Chicago?
How have people solved problems?
What values are important in _____?

_____

LITERATURE
How do you figure out the theme of a story?
How do writers help readers understand characters?
What strategies do thoughtful readers use?

_____

Part 6. Assess Positively to Advance Progressively

Assess to Advance: Respond to Expand Competence
Forward Feedback is Essential for Formative Assessment

Forward Feedback is Specific feedback that:
✓ Identifies strengths
✓ Guides students to take the next step

Enables students to:
✓ Feel positive
✓ Improve their work
✓ Clarify their thinking
✓ Go farther!

EXAMPLES

+ Your answer to the first question is clear and correct.
  - Read the passage again to find the information you need to answer the second question.

+ Your answer is close.
  - List the steps you took to get it—then check your work to figure out how you should change it.

+ Your chart includes correct information.
  - Go farther—write a summary of what your chart shows.

+ You started the extended response with a clear beginning.
  - Add more information from the passage that supports your answer.

+ You have written a complete summary—all the important parts.
  - EXCEED! Write directions for another student—explain how to summarize.

+ You have collected important information.
  - Re-read the question. Make sure you have got information you need to respond completely to each part of the question.

+ You have included some information from one of the passages.
  - The question asks you to use facts from the two passages. Underline information in the second passage that can help answer the question. Then add a paragraph to your answer using that information.

+ Your experiment report tells what you did very clearly.
  - Explain what you learned from the experiment.

Differentiate Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

Teach Explicitly	Assess Diversely Assessment if done independently
Word Knowledge T: Display words and pictures by patterns and topic	❑ Draw pictures to show what words mean. ❑ Match words/pictures pictures/words. ❑ Chart word patterns. ❑ Make alphabet chart or book. ❑ Write sentence with word. ❑ Choose word to complete sentence. ❑ Make/complete grammar chart rule and example.
Comprehension and Fluency *Reading Transfer:* T: Read to--model, read with –guide students S: Re-read to find out more. *PQROST:* T: Preview; ask BIG question S: Read, organize, show, tell	❑ Draw pictures of: characters, setting, event. ❑ Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. ❑ Answer multiple choice question; explain your choice. ❑ Write or match sentences that describe or explain _____. ❑ Infer characteristics, motives, prior actions, next action. ❑ Summarize. ❑ Identify the main idea, give examples. ❑ Dramatize the story or history ❑ Write the next part. ❑ Write note to or from someone who “was there”.
Strategic Reading T: Think out loud—explain the strategies you use as you read	❑ Think out loud. ❑ List what’s important ❑ Ask yourself questions as you read ❑ Apply the same strategy to different sections or texts. ❑ Draw what you read
Math T: Demonstrate math T: Post vocabulary and example/picture	❑ Draw the problem and solution ❑ Act out the problem and solution ❑ Write math—examples, explanations, “Math Path”. ❑ Make up math problems. ❑ Make math glossary. ❑ Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	❑ List important words, add pictures. ❑ List information about one category. ❑ Draw pictures that show facts about this topic. ❑ Complete graphic organizers. ❑ Give facts that support an idea. ❑ Identify or choose an idea that facts support. ❑ Write and/or draw about a topic.
Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	❑ Work on one kind of writing at a time. ❑ Focus on one criterion for good writing at a time. ❑ Edit writing for that one focus. ❑ Illustrate your own writing. ❑ Make punctuation posters

How will you RESPOND to Increase Student Learning?

CPS Teaching Framework domains: 3d Using Assessment in Instruction
3e responsiveness—response to student needs—**intervention and enrichment**

PRIORITY	RESPONSES: **Ways to help students who need support**.
How to read	__students "peer coach" __student explains the reading in own words paragraph by paragraph __student draws pictures to show the situation __multiple choice questions with just 2 responses, then expand to 3 and 4 __students complete graphic organizer
How to solve a math problem	__ students "peer coach" __student writes guide to solving problems __student corrects a problem solving example __students work in pairs __students solve problem and explain how __students write guide to solving problems __students complete "math path" __students design and play math game designed to increase knowledge of math facts
How to write	__focus on one element of writing at a time __students co-write __class/group makes outline, then students write based on that outline __students write a "how to" writing guide __students use writing "scaffold" __students write guide to writing __students correct writing with errors, editing that, THEN editing their own
Content Area learning	___students complete graphic organizer ___students write based on graphic organizer ___students illustrate paragraph by paragraph ___students outline a passage ___students find information to support a position or conclusion ___students collaborate to write a booklet about the topic

Enrichment: What challenge will you add?

TEACHERS ARE PROBLEM SOLVERS!

Each problem has more than one solution. List two different ways to solve it.

PROBLEM	WAYS TO RESPOND

Graphic Organizer Assessment Rubric

The Graphic Organizer is a middle step—between the learning and reporting the learning. Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a "pre-writer" that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

- ✓ **Is it complete?**
- ✓ **Is it correct?**
- ✓ **Is it clear?**

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a **checklist** for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.
Recommended: Students can exceed if they revise their responses to meet the level 4 requirements.

SHOW CLEAR THINKING

Rating	Requirements
4	☐ Provides information for each part of the organizer ☐ All information is correct ☐ Gives organizer a title (if it does not have one) ☐ Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response) or constructed response that extends or evaluates the content of a text (or texts) ☐ Cites the source of the information
3	☐ Provides information for each part of the organizer ☐ All information is correct
2	☐ Provides information for most parts of the organizer ☐ Most information is correct
1	☐ Provides information for part of the organizer ☐ Some information is correct

Reading Resources

Fiction: Page 78

Nonfiction: Page 97

Start Clearly to Read a Story Closely

Common Core Reading Standard 1: Read closely, then make and support logical inferences.
Supports standard 3—figure out what happens in a story.

Who and Where

When you start to read a story, draw a picture that shows the place.

Then add one or two characters who are part of the story.
Predict what will happen.
Then read to find out what the people do.

PICTURE WORD BANK

Aligns with CCSSR priority: Increase academic vocabulary

Words about _____

WORD	Show what it means. Draw a picture.

Write a sentence with one or two of your words.

_____

Start Clearly: Read the beginning of a story or history carefully.

Common Core Reading Standards 1. Read closely, then make and support logical inferences.
5. Analyze the writer's choices of information—what does the writer want you to understand?

*Start by reading **just the first part,** then think about what you have read.*
***What was the place like?** Look carefully for information about the place. List information about the place or draw to show it here.*

Show or tell what happened at the beginning.

What do you think happened next? _____

_____

List two different parts of the text that help you make that prediction.

_____

_____

Then read the next part of the story or history. Check your prediction.

I Can Sequence a Story

Use sequence to tell or retell a story

CCSSR 1. Read carefully/closely to CCSSR3---sequence events in a story (plot).

Use this chart to tell a story you make up or to report a story you read.

First	**Then**
Then	**Then**
Then	**At the end**

Then write what you think about the story.
What did you like about it?
What parts of the story were most important?

I CAN COMPREHEND A STORY: SEQUENCE

CCSSR 1. Read carefully/closely to CCSSR3---sequence events in a story (plot).

Draw pictures to show what happened. Number each box to tell the sequence.
Put the page number on which you found the events.

EXCEED On another page retell the story your way. Add details. Add dialogue.

SMART CHART: CHARACTER TRAITS

Remember, a character trait is how a person is all the time—traits don't change.
List three more character traits. Then write the synonym and the antonym for each one.

TRAIT	SYNONYM	ANTONYM
brave		
wise		

Analyze, then Infer <u>with evidence</u>

CCSSR 1 Read carefully/closely to figure out a character's traits (CCSSR3)

Write about a character or person who has one of the character traits in your chart.
Use examples of what the person does to explain how you know that character or person has those traits.

_____

_____

_____

_____

_____

_____

_____

SMART CHART: FEELINGS

Remember, a feeling is what a person thinks at one time or another. It is how a person feels because something happens or someone says something or because the person wants something. Feelings change.
List three more feelings. Then write the synonym and the antonym for each one.

FEELING	SYNONYM	ANTONYM
happy		
angry		

Analyze, then Infer <u>with evidence</u>

CCSSR1—read carefully, then infer causes and effects (CCSSR3)

Write about person who has one of the feelings in your chart.
Tell why the person feels that way. Explain what caused the person to feel that way.

_____

_____

_____

_____

_____

_____

Story Reader: I figure out what goes on in a story.

CCSSR1. **Read carefully/closely to figure out events (CCSSR3) in a story**

As you read a story, note what you learn about the characters and events.
Note what you learn in each box for each paragraph or page.

P. 1
P. 2
P. 3
P. 4
P. 5

What do you think is the most important event so far in the story?

_____

Story Interpreter: Feelings

CCSSR 3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.

Feelings are part of every story.
Think about one of the main characters in a story.
How does the character feel in different parts of the story?

Character:_____

When	Feeling	Why the Character Feels this Way
At the beginning		
When something important happens		
At the end		

What does the character learn from what happens in the story?

_____

If the character changes, explain how and why.

How: _____

Why: _____

_____

Story Reader

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text. Supports CCSSR3—figure out the plot and characters.

Show the place.

Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

Character	Trait	Evidence

What was an important event?

_____

Tell how you think the characters felt about that event.
Why do you think they felt that way?

Expand a Story: Infer Evidence-Based Dialogue

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Story: _____

List three different characters.

*1*_____ *2*_____ *3*_____

INFER FEELINGS

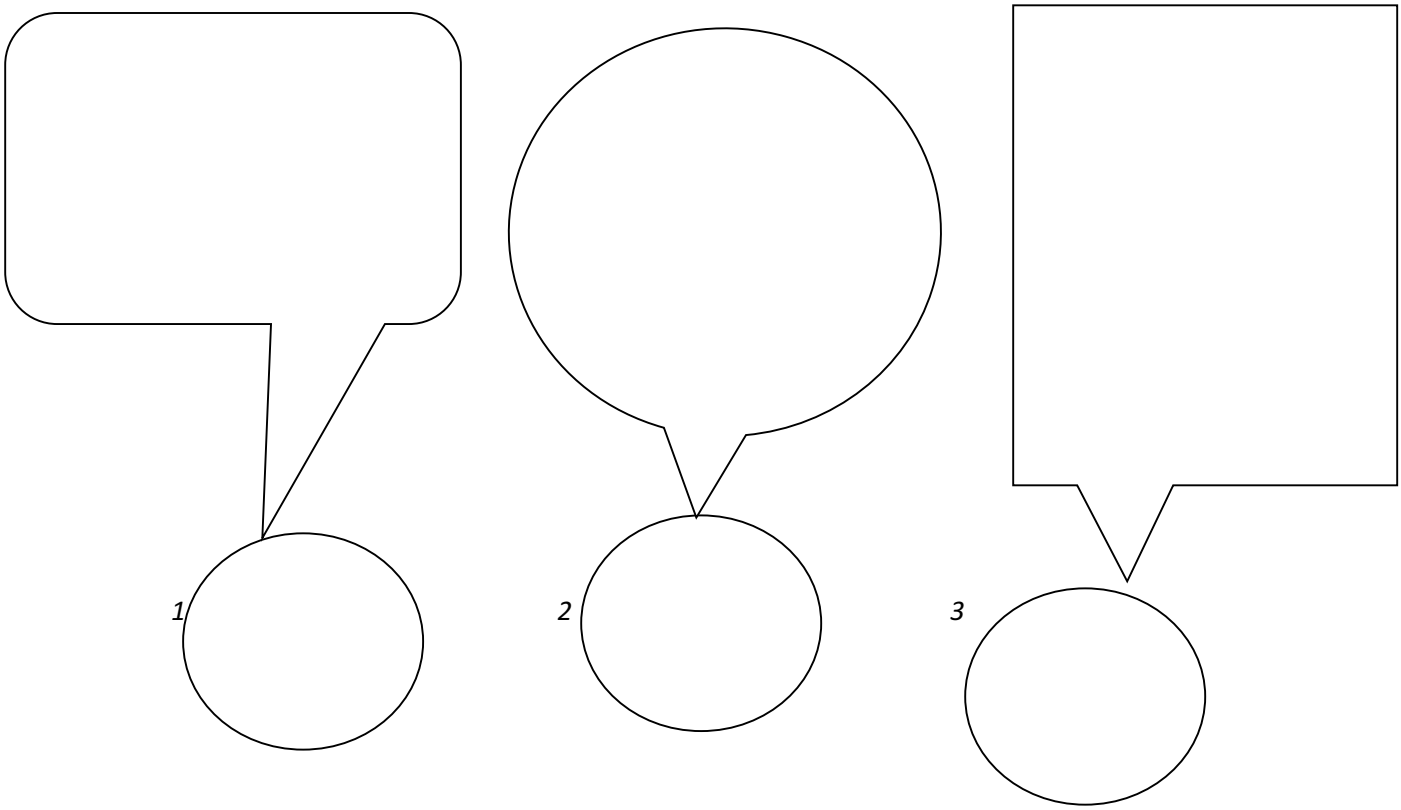
How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said about what happened?



I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas. Students use the major events (CCSSR3) and writer's choices of the parts of the story (CCSSR5) to conclude the theme.

Draw or briefly tell the three most important parts of the fable.

This is what I think the moral is.

_____

This is what this fable shows about the culture's values.

_____

_____

This is my evidence for that conclusion.

_____

_____

_____

_____

Story Planners Learn the Writer's Craft

CCSSW3—Plan a story to communicate a lesson.

What is the lesson of the story?

_____

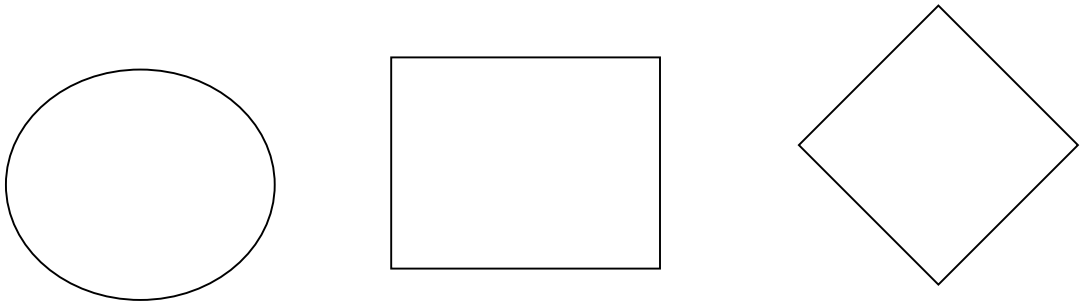
What is the setting of the story?

_____

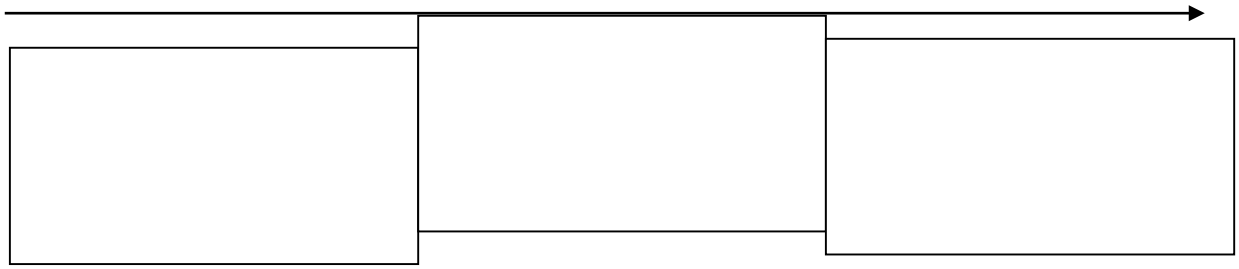
What is the problem the story will use to teach this lesson?

_____

Draw three persons who will be in the story.



Sequence the Events. Draw or tell how it starts what happens next, how it ends.



Then write the story. Illustrate each part.

Sequence Events to Trace the Plot, Which Leads to the Theme

CCSSR3 and 2---identify important events, then figure out the theme of a story.

This activity is based directly on a PARCC sample.

NWEA also asks students questions about sequence of events.

Create a summary by putting the most important events in correct sequence. You can write or draw to tell what happens.

First	
Then	
Then	
Last	

The writer uses the plot to tell the theme.
What is the lesson or theme of the story?

_____

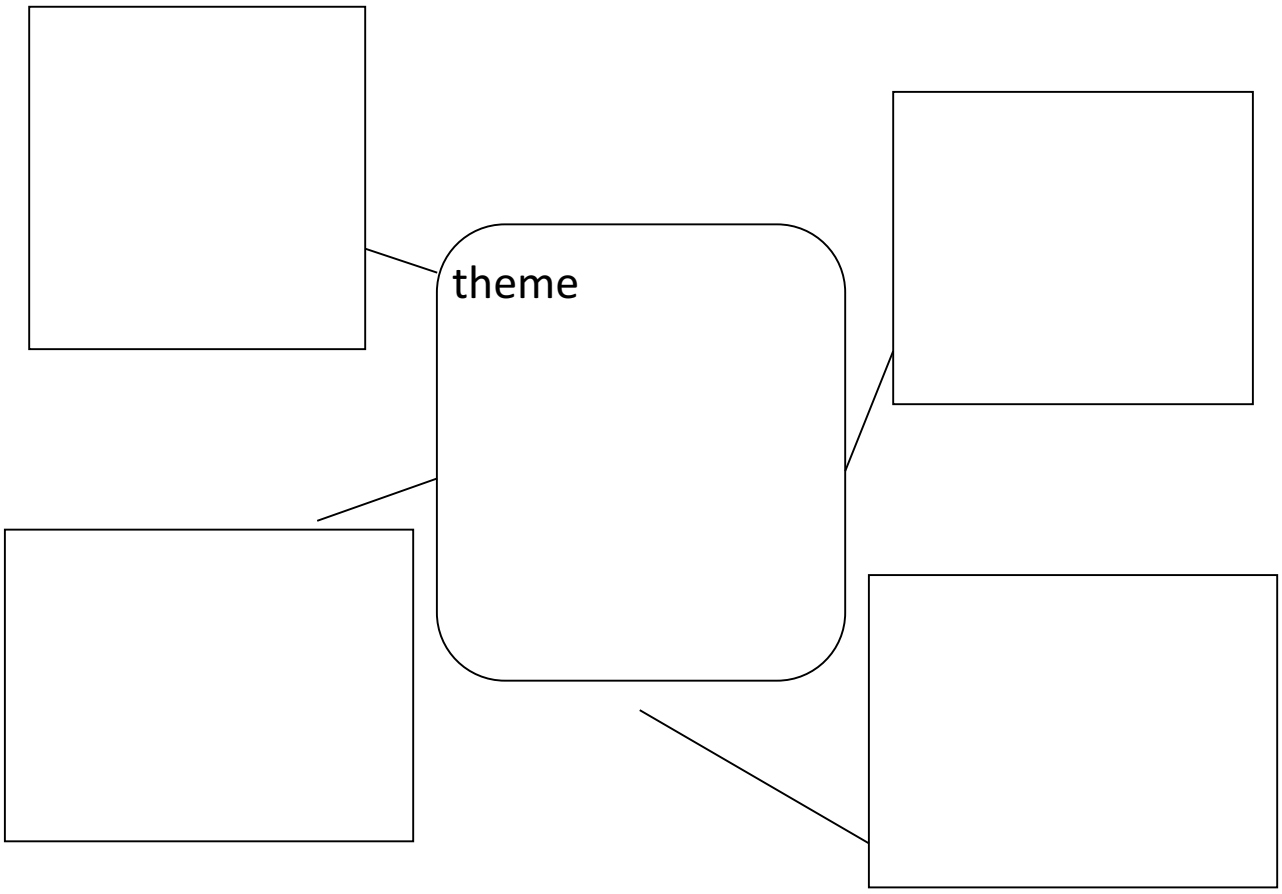
PLUS: *Write to explain how the author helps you understand the theme through the characters, narrator, other parts of the story.*

Identify and Support the Theme of a Story

CCSSR2—analyze the parts to figure out the theme.

Think it through.

The theme of a story is a way of thinking about the whole story.
Write words or draw pictures that show important parts of the story.
Then write the theme in the middle.



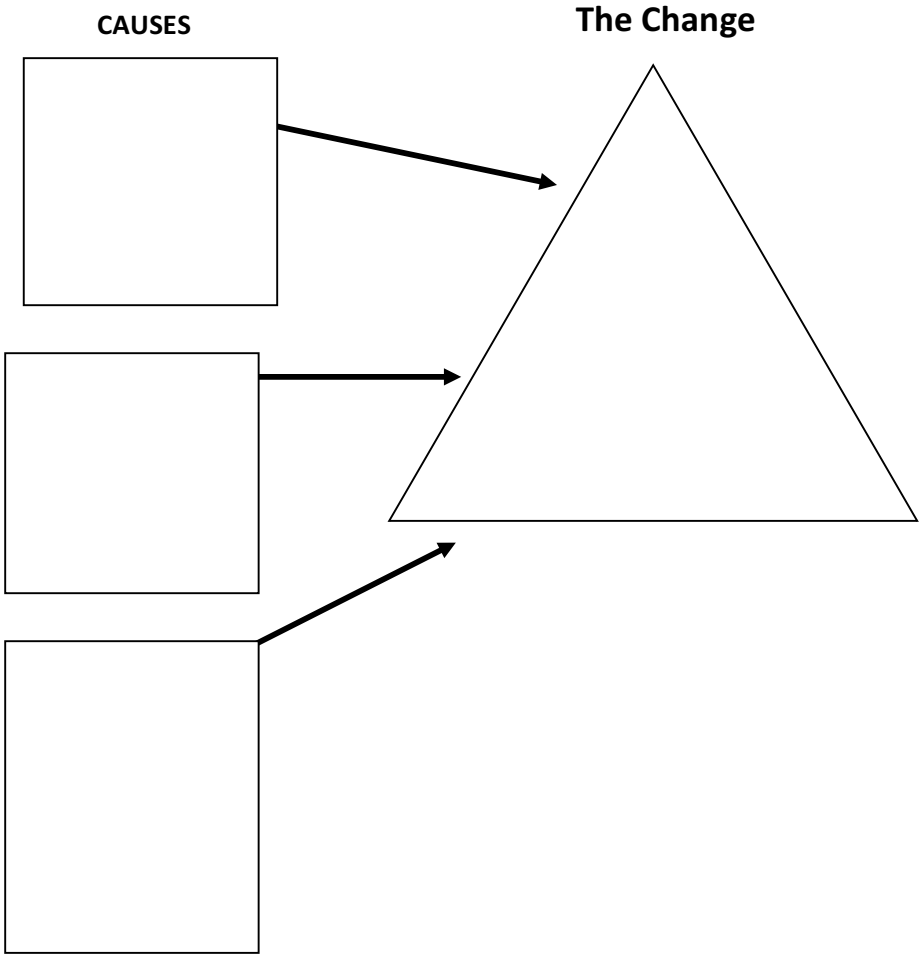
Analyze!
Write to explain how the author helps you understand the story's theme. Include details from the story such as important events, characters' choices, how the narrator explains what happens.

PLUS: Compare and Contrast Stories
Compare and contrast this story to another story with a similar theme. How do the two authors communicate the same theme in different ways?

Analyze and Infer Causes

CCSSR3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a

text.



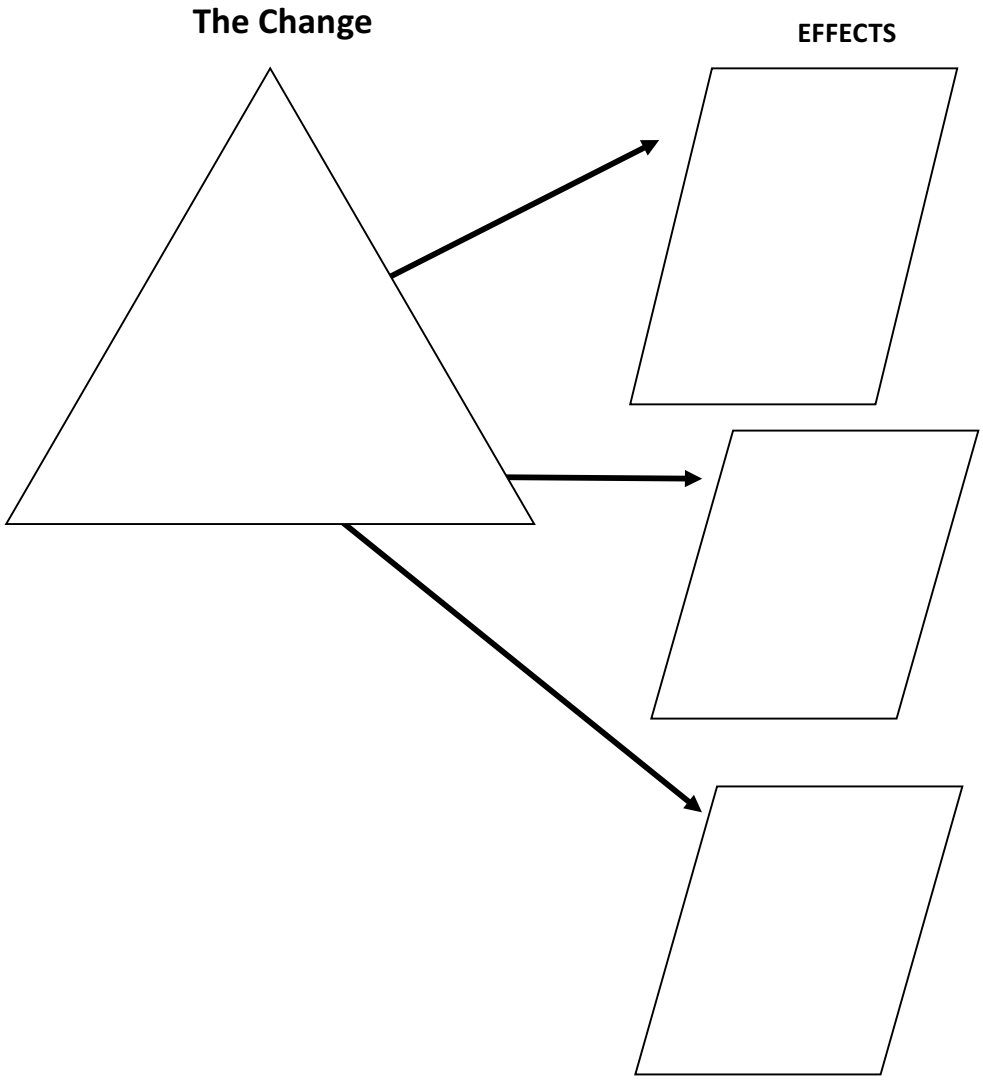
Write What You Think

__essay ___story ___fable ___cartoon ___editorial ___diary of a person involved

__ _____

Analyze and Infer Effects

CCSSR3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.



Write What You Think

__essay ___story ___fable ___cartoon ___editorial ___diary of a person involved

__ _____

Write a Play to Communicate a Theme of a Story

CCSSR5. **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Story: _____

What happened—list the important events.

How it starts: _____

What happens next? _____

How it ends. _____

What's the **theme**?

_____

Why do you think that is the theme? Support your answer with evidence from your reading.

_____

_____

_____

Who are the important characters?

Who	Trait	Action	What happens because of that action?

COMPREHENSIVE FICTION Assessment

1. Who is the main character?

2. What is one trait of this character?

3. How does the writer communicate that trait?
4.

5. What is ANOTHER trait of this character?

6. How does the writer communicate that trait?

7. What is the most important event in the story?

8. How does that event help you understand the characters?

9. What is the theme?

10. What events tell you that is the theme?

NONFICTION READING RESOURCES

Draw Pictures to Expand Vocabulary

Aligns with Common Core Anchor Reading Standard 4—expand academic vocabulary.

TOPIC: _____

WORD	**Show what it means. Draw a picture.**

Use your pictures to make one big picture about this topic or use your words to write sentences about it.

CULTURE ALPHABET

Write letters in the first column. Then write a word that has to do with one culture or many cultures. Then draw a picture. *You can choose the letters or do the whole alphabet—add more pages if you will do A-Z.*

LETTER	WORD	PICTURE

Write a sentence with some of your words.

Picture a Paragraph

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Choose a page to read.

Choose one paragraph that's interesting.
Every paragraph tells about an idea.

Draw a picture that shows the main idea you learned from the paragraph.

Give your picture and that page number to another student.

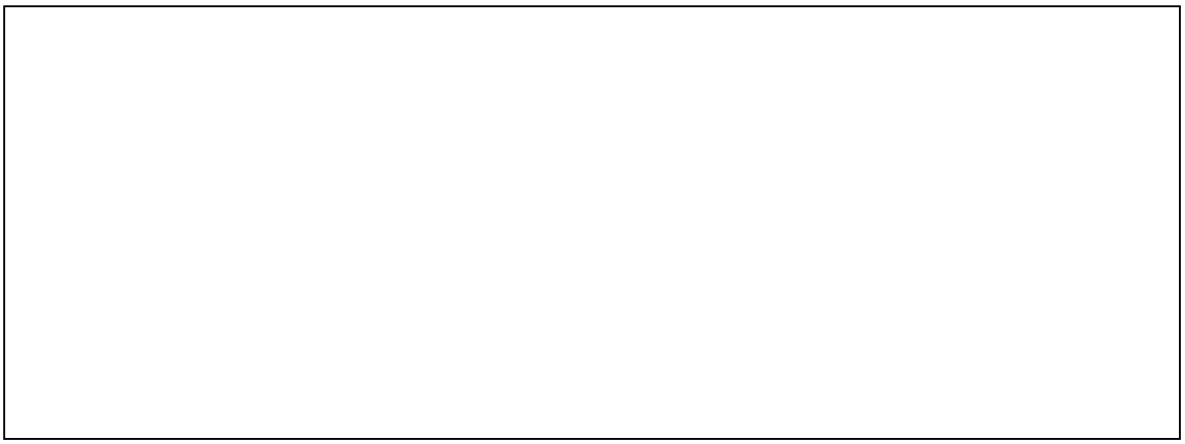
See if they can find your paragraph.

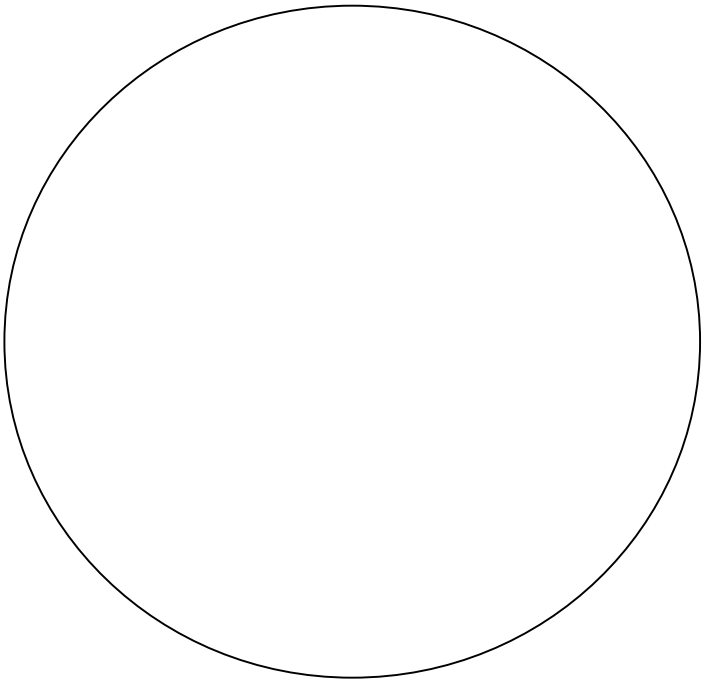
Draw what you hear!

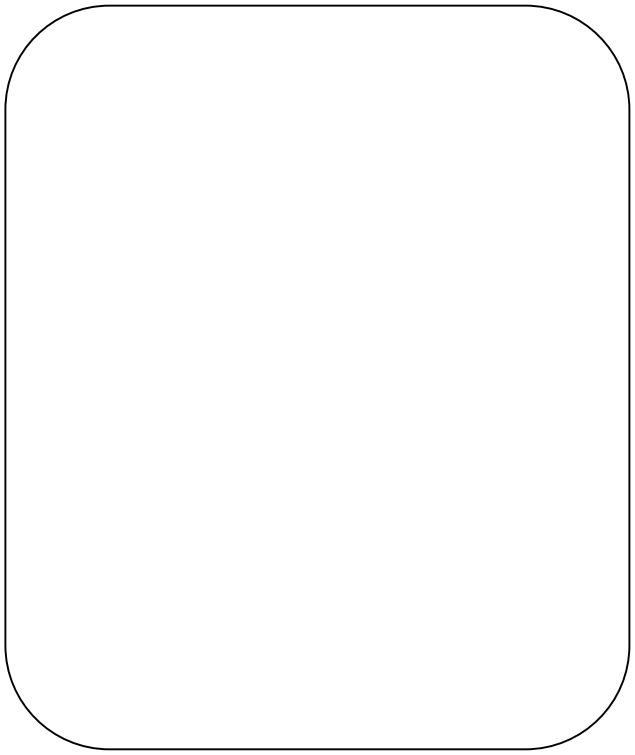
CCSSR1—read carefully, and 2—what's the big idea?

Students listen to teacher read a passage. Then re-read the text. Students choose important information and draw pictures to show those parts of the topic from the reading.

Topic: _____







Write a title that fits all three parts.

_____

Smart Chart: WORD BANK

CCSSR 4. **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)

Use your words to write about the topic. You can add an illustration that shows what's important to learn about the topic.

Content Learning Reporter

CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)

Topic: _____

What are 3 important words you need to know to understand this topic?

Word	**What It Means**

Use a graphic organizer or draw a picture to show an important idea about the topic.

Write a summary paragraph about the topic. Include the words you listed. Include ideas and information you show in your picture or graphic organizer.

ANALYZE HISTORY: Challenge, Choice, Changes

Analyze relationships (CCSSR3), then infer (CCSSR1).

You can use this guide to analyze any history.

Underline the words that state the challenge.
Put a checkmark next to the sentence that tells the choice.
Draw a picture or write to tell about the change—before the change, after it.

Before the Change—What was happening?	*After the Change--Effects*

What value does the choice show was important to the persons who made that choice?

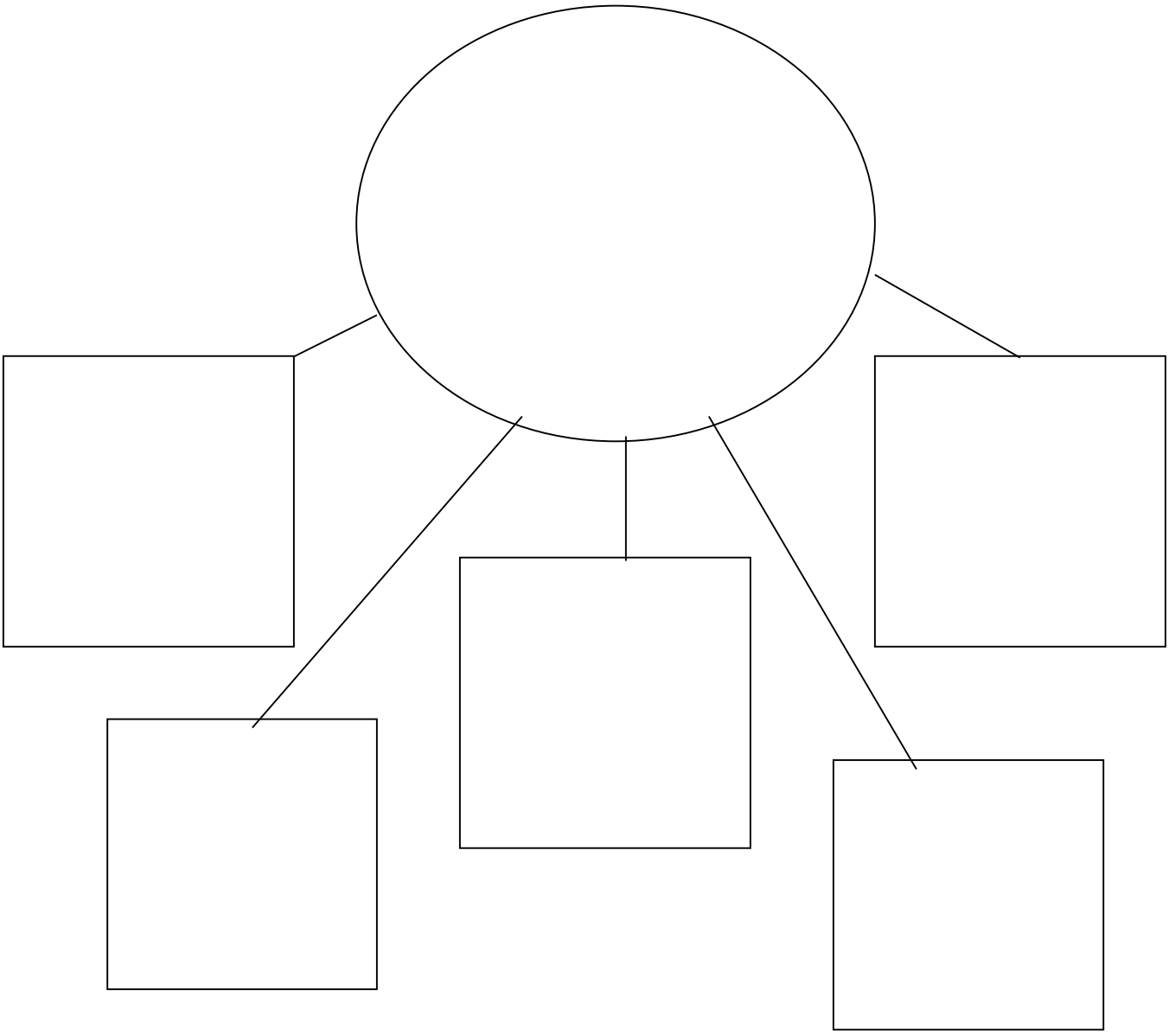
_____

Think More!
Write about this history as if you were there.
- ✓ *Who are you? (Infer a person who would have been affected by this choice.)*
- ✓ *What's important to you? (Infer your values.)*
- ✓ *How do you feel about this choice and the changes it led to? Explain why you feel that way.*

Central Idea Connector

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Put the central idea in the circle.
Put supporting ideas in the boxes.



Focus ➡ **Organize** √ **Expand Progress**

I can classify facts and opinions.

CCSSR1—read carefully to identify important information and terms and then summarize what you have learned (CCSSR2)

Put statements of facts in column 1 and statements of opinion in column 2.
If a text does not include opinions then the opinion column is blank.

These are facts I found in the text.	These are opinions I found in the text.

This is what bias means:

_____

This is an example of bias in this reading:

_____

_____

Use Evidence to Show How a Writer Communicates an Idea

CCSSR8—analyze how a writer supports a claim

You can use this to analyze a text that you read or to plan your own text.

Claim: _____

Examples the author used to support it.

How could the writer support the claim more?

_____

_____

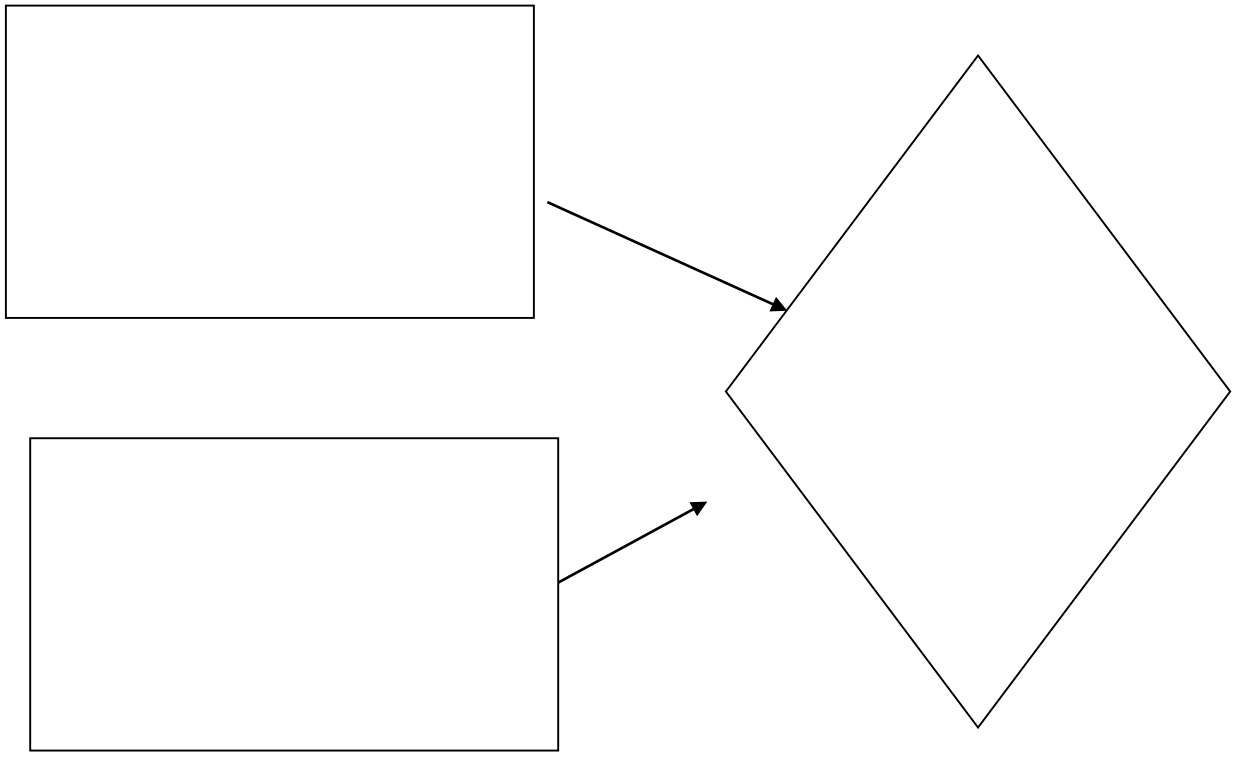
I Can Analyze Causes and Effect

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

Complete this diagram about a science situation.

Situation: _____

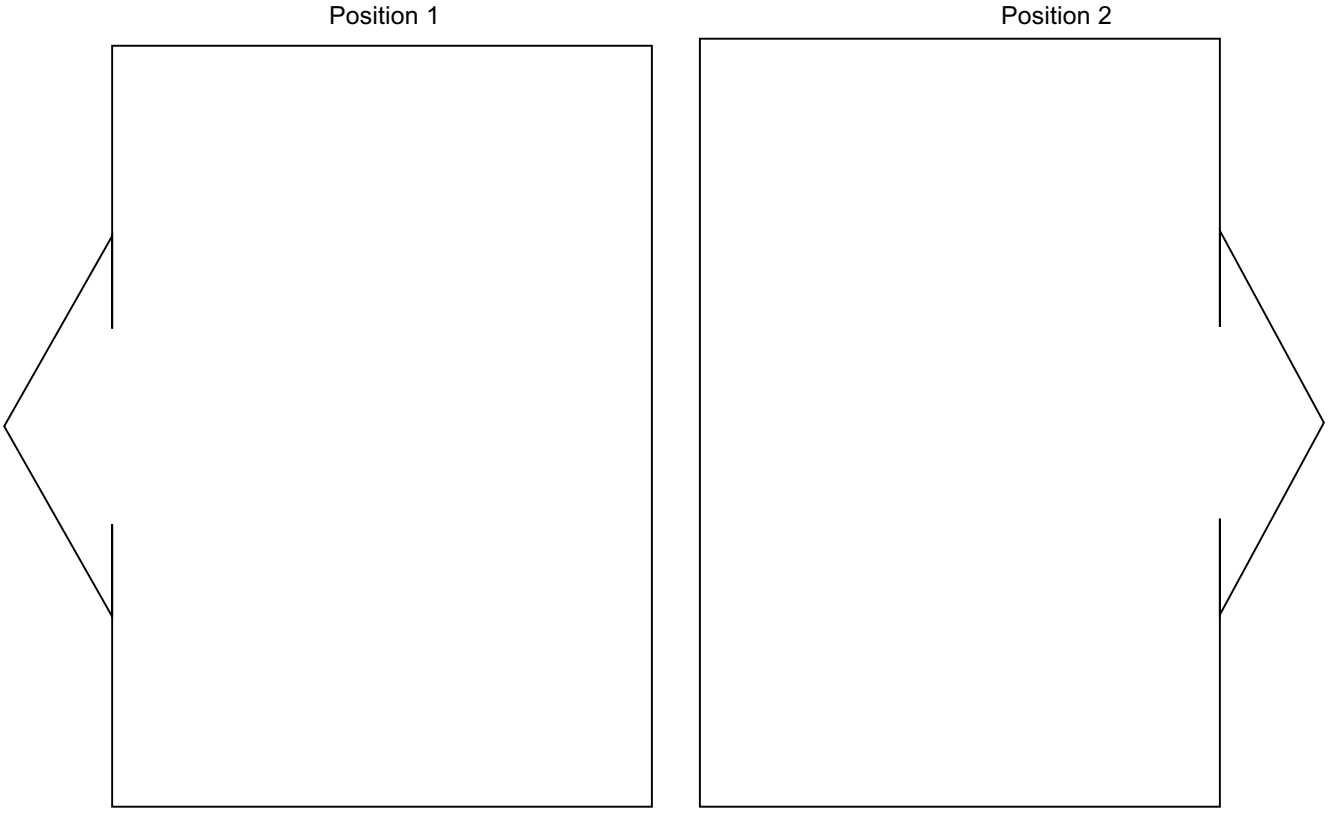
In the boxes write two different causes of an important change or action. In the diamond write the important change or effect of those causes.



Summarize what your diagram shows.

CONTRAST POINTS OF VIEW

CCSSR8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



Which position has stronger evidence?

_____

Why do you think that?

_____

_____

_____

_____

Answer the BIG Question with Cited Examples and Evidence

CCSSR1—read closely to learn ideas (CCSSR2)

BIG question: What is an important idea about _____

Collect ideas, facts, examples. You can find them in your class notes, from books, articles, and the Internet.

What I learned	Where I Found It

Write an idea you learned. Support it with examples you found.

___an extended response
___a page in a textbook
___directions
___a report
___an article
___ _____ (another format)

Comprehend a Culture

CCSSR3—analyze relationships

CULTURE: _____

List or draw information for each category.

Place	
Homes	
Work	

Think More: What is an important value of this culture?

_____

Explain your conclusion. Why do you think that is an important value?

_____

_____

Analyze History

CCSS Anchor Reading Standard 3—analyze relationships.

TOPIC: _____

ORGANIZE TO UNDERSTAND

People	
Place	
Challenges	
Choices	
Changes	

Think More: What is an important idea you learned about this history?

Explain your idea. On another page use information you found to support that idea.

Think BIG

Common Core Anchor Reading Standard 2. **Determine central ideas or themes** of a text and **analyze** their **development**; **summarize** the **key supporting details** and **ideas**.

BIG IDEA: _____

Important Words

Important Information

Show your idea here in a drawing or graphic organizer.

Write a caption: _____

NONFICTION ANALYZER: The Writer's Techniques

CCSSR5: identify writer's techniques.

Read an article and analyze how the writer communicated the ideas.

What structure did the writer use?

__sequence or time order
__compare and contrast
__description
__cause-effect

Here are some techniques that nonfiction writers use.
Put X next to the techniques the writer used. Then put the name of the technique next to the place in the passage where the writer used it.

	allusion		analogy		anecdote
	argument		captions		comparison and
	contrast		data		debate
	description		dialogue		examples
	figurative language		graph		headings
	humor		illustrations		imagery
	narrative		quotations		sarcasm
	satire		sequence of events		table
	timeline		titles and subtitles		tone

Then write about the article you read. Explain how the writer helped you understand the central idea or major claim.

Book-Writer / Exhibit-Maker

FOCUS: Write the focus of each part or page in a book/part of an exhibit.

TELL: Note what you will write about.

SHOW: Figure out what picture, photo, or diagram would make your ideas clear.
Name it or sketch it in the box.

Use this format. Put it on another page and plan your book/exhibit to include at least three parts.

What's Important to Know about this Topic

Focus: _____ What I'll explain: What I'll show	Focus: _____ What I'll explain: What I'll show	Focus: _____ What I'll explain: What I'll show

Write the Book
Make a draft of the book.
A draft is what you write first.
Then you read what you wrote.
Then you write it again making it better.
Add the illustrations then.