

Assess Informatively

Students write/draw in boxes. Box 1: 5 important words from the paragraph; box 2: most important fact in your own words; box 3 draw a picture or diagram that shows what it means; box 4: what do you think scientists will try to figure out next about the solar system?

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions.

1

Scientists have learned about our planet. Earth is a planet. Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Our galaxy holds millions of other stars. The sun is very important to our planet. The sun gives us light during the day. It gives us heat, too. Two other planets are closer to the sun than Earth: Mercury and Venus.

2

Earth orbits the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. All travel in a pattern called an ellipse, which is a kind of oval. So at times earth is farther from the sun. Scientists figured out that made it cooler on Earth then. But they also figured out it is the tilt of the earth's axis, however, that has the greatest effect on temperatures.

3

Scientists figured out how the Earth changes. Scientists are still learning about our galaxy. There is much to discover.

4

What is the main idea of this passage?

Build Academic Vocabulary: WORD BANK

ILS1A I can identify words that are important to a topic

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.)



Make the Writing Connection!
Use your word bank to write about this topic.

Ask COMPREHENSIVE Questions — **FICTION**

I can analyze, infer and summarize when I read a story ILS1BC

Title of the Story: _____

2. **Identify Sequence:** What happened at the end?

3. **Infer Character Traits:** Name one character in the story.

What is one trait you **infer** that character has? _____

Give evidence: Explain why you think that character has that character trait?

4. **Identify Action:** What is something that character does?

Infer Motive: Why do you think that character does that—what is the reason?

5. **Summarize** the story. Write your summary on these lines.

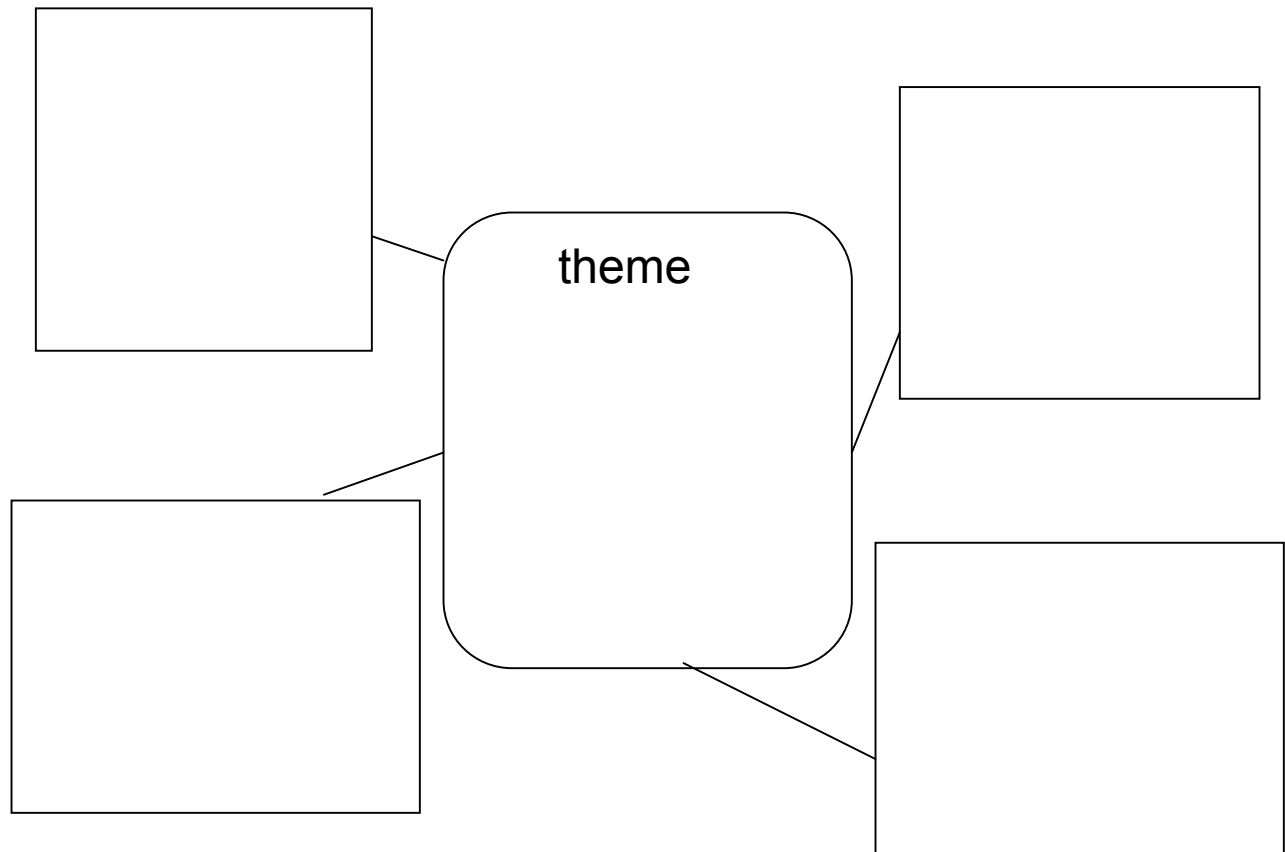
6. **Infer the main idea or lesson:** What is the main idea or lesson of the story?

Why do you think that is the main idea or lesson?

Your View: What did you like about the way the writer told the story?

Think BIG: Identify and Support the Theme of a Story

ILS 1B: I can identify and support a theme.



Think it through.

The theme of a story is a way of thinking about the whole story.

You can start with the theme or start with important parts of the story and then write the theme.

Write words or draw pictures that show parts of the story that the writer uses to communicate the theme.

Think it Through: I can summarize this week's science.

ILS5A: I can summarize information.

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:

On another page, write and draw to tell and show the science.

Make Your Idea Clear: PARAGRAPH WRITER

ILS3B: I can support a topic with information when I write a paragraph.

What is the Main Point or Idea I will communicate?

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

Number the facts in the order you will put them in your paragraph.

Plan Your Essay Good writing is clear thinking!

ILS 3B: I can organize an essay with a main idea and supporting information

What is your main idea?

How will you start your essay? What will you say in the first paragraph?

Plan 2, 3 or 4 paragraphs. List or draw what you will tell.
Each box is for one paragraph.

How will you end your essay? What will you say in your last paragraph?

Level Assessments—in the Layered Curriculum everyone learns

Example: Biology

The Chunk: Structure and function of a cell.

Exemplary

Make a booklet for elementary students explaining the cell. Include a glossary and illustrations.

Capable

Make a diagram of a cell and write a paragraph about each part.

Essential

Label the parts of a cell and note role of each part.

Example: Language Arts/English

The Chunk: Elements of a story: plot, setting, character

Exemplary

Use the elements of a story to make one up.

Capable

Read a story. Complete this chart:

Setting	Characters	Plot/Events

Essential

Listen to story.

Draw pictures that show: who was in the story; what they did; where it took place.

Show Ideas

Comprehensive Assessment—Example of a three level assessment.

Essential: Draw pictures to show what these words mean

Capable: Add more words that you know

Exemplary: Write about government. Make a booklet about government.

GOVERNMENT				
leader	democracy	change	choice	politics
citizen	responsibility	justice	rights	mayor
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>
<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>	<i>your word</i>

What do teachers do when the student doesn't "get it"?

Problem Locators Ways to Identify Needs	Problem Solvers Ways to Support Greater Learning
<ol style="list-style-type: none"> 1. Students respond to open-ended questions. 2. Students answer multiple choice question and explain the reason for the choice. 3. Students complete a graphic organizer. 4. Students write explanations of how to use a skill. 5. Students write daily response about what they learn. 6. Students write weekly summary of what they learn. 7. Students make a booklet/short report on what they learn. 8. _____ 9. _____ 10. _____ 	<ol style="list-style-type: none"> 1. Peer coach. 2. Teacher models, step by step. 3. Students model. 4. Give clear written steps to follow 5. Give examples—more than 1. 6. Students work in pairs. 7. “break down” the content or skill—break it into smaller parts using task analysis 8. Partially complete a graphic organizer. 9. _____ 10. _____ 11. _____

Analyze Learning Problems

What kind of problem does the learner have?

What are some ways to solve the problem?

What steps will I take?

How will I figure out if this is an effective solution?

Locate the Problem 

Identify Causes 

RESPOND STRATEGICALLY

Problem	Causes	Strategic Responses
...misreads question—answer has no relationship to question.		<input type="checkbox"/> <input type="checkbox"/>
... reads quickly without comprehension—cannot retell story.		<input type="checkbox"/> <input type="checkbox"/>
...does not “get” the theme or lesson of a story—gives the title instead.		<input type="checkbox"/> <input type="checkbox"/>
...lists facts not ideas when summarizing nonfiction.		<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>

Solve Learning Problems

You just solved reading problems.

Usually, the obstacle is not one isolated skill—the student has a learning limit.

Figure out ways to respond to student learning needs that affect more than one subject.

Problem	Solutions
Student has difficulty staying on task.	<ol style="list-style-type: none">1. Ask student to restate directions2. Write directions on board.3. Students work in pairs.
Student cannot work independently.	
Student is not interested.	

Which of these Powerful Practices PREVENT learning problems?

Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.

The editors explain that the following strategies were determined to be effective in these core disciplines. They note that...the following common principles are also associated with the practices:

- The practices promote efficient use of time with routines and expectations identified.
- The practices utilize teacher modeling.
- The practices encourage student engagement in the learning process.
- There is documentation of effectiveness.

Effective Strategies: What Works?

The top five highly rated strategies in these content disciplines are as follows:

Reading:

1. Pre-assessment organization strategies
2. Graphic Organizers
3. Cooperative Learning
4. Direct Teaching of Vocabulary
5. Specific Informal Assessments

Math:

1. Curriculum-Based Probes
2. Reciprocal Peer Tutoring
3. Graphic Organizers
4. Explicit Timing
5. Teacher Think-Alouds

Science:

1. Curriculum-Based Probes
2. Graphic Organizers
3. Peer Tutoring
4. Using Short Segments to Teach Vocabulary
5. Using Response Cards During Instruction

The Responsive Teacher

What will you increase to make assessments work—to inform teachers and students of ways to make progress.

<i>Kinds of assessments</i>	
<i>Kinds of feedback</i>	
<i>Opportunities for teachers to collaborate</i>	