

Common Core Toolkit

The 2012-2014 Agenda:

- > Differentiated Instruction
- > Common Core State Standards
- > Inspiring and Guiding Greater Learning

Part 1: Plan Strategically and Coherently p. 2

Part 2: Differentiate to Make the Difference p. 8

Part 3: Plan a Deeper Curriculum p. 18

Deeper Math p. 19

More Rigorous Reading p. 27

Part 4: Assess to Advance p. 40

Part 1: Plan Strategically and Coherently

Priority: Connect the Common Core Standards and Differentiated Instruction and Assessment with Classroom and Extended Learning.

Action	When	Who
Clarify curriculum priorities based on Common Core reading and math standards and ISAT/ILS		
Plan staff development on the Common Core and Differentiated Instruction and Assessment		
Increase effective instruction and responsive assessment integrating Rtl		
Organize parent workshops on ways to support learning at home in the core curriculum areas		
Align the co-curriculum with core priorities		

CHOOSE Curriculum Priorities

The Common Core emphasizes important learning
 > Thinking > Core Content and Skills

<i>First Quarter Core</i>	<i>Second Quarter Core</i>	<i>Third Quarter Core</i>	<i>Fourth Quarter Core</i>
☐ Content ☐ Skills ☐ Strategies	☐ Content ☐ Skills ☐ Strategies	☐ Content ☐ Skills ☐ Strategies	☐ Content ☐ Skills ☐ Strategies

CHUNK: Focus on Core Priorities each week.

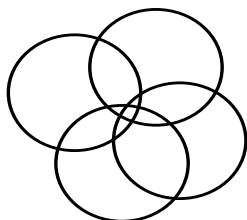
week 1	week 2	week 3	week 4	week 5
CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies

ORGANIZE: Structure Teaching/Guide Learning

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Preview Orient Inspire	Guide Develop	Guide Expand	Assess Clarify	Fix Finish Inspire



CONNECT: Teachers, Parents, Extended Day, Community Resources



Plan Coherently

Organize a Four-Quarter Calendar of Connected Priorities *Example*

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
Focused Instruction and Assessment Math Reading Science Writing Social Sciences	✓ Weekly assessments ✓ Mid and end-of-quarter assessments ✓ School-wide use of graphic organizers ✓ Students write what they learn/think	✓ Weekly assessments ✓ Mid and end-of-quarter assessments ✓ Students write what they learn/think	✓ mid and end-of-quarter assessments ✓ Project-Based Assessments.	✓ mid and end-of-quarter assessments ✓ Next Grade Prep
Professional Development	Differentiated Assessment and Instruction with graphic organizers, art, and writing. Nonfiction Reading. Collaborative Learning.	Use of writing to Assess and Improve learning. Levels of Questions. Math learning habits (Common Core).	Using art and music to enrich the curriculum. Using debate and presentations to increase learning.	Next grade prep.
Positive School Climate and Social Emotional Development	○ Art ○ Learning Partners ○ Opportunities to self-select books and activities. ○ Students set learning goals	○ Poems and Music ○ Learning Groups ○ Upper grade students teach younger students on “friendly Fridays”	○ Debate ○ Learning Teams ○ Opportunities to self-select books and activities.	○ Project-based learning ○ Learning Leaders ○ Service Learning projects
Parent/Community Involvement	> Open House > Workshops > Family Literacy, Math and Science Night > Newsletters	> Family Book Fair > Workshops > Newsletters > ISAT Prep home activities	> Workshops > Newsletters > Family Literacy, Math Nights > High School Prep	> Workshops > Newsletters > Volunteer Recognition
School-Wide Projects to Enrich and Motivate	▪ Art Fair ▪ Book Fair	▪ Create a school science museum (for science fair)	▪ Black History ▪ Women’s History	▪ Community Service ▪ Cinco de Mayo

BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

An Example of how to integrate each quarter

<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
Interest Inventory			
Poems and Songs: Read and write positive poems and songs	Poems and Songs: Read and write positive poems and songs	Poems and Songs: Read and write positive poems and songs	Poems and Songs: Read and write positive poems and songs
<u>Learning Partners</u>	<u>Learning Groups</u>	<u>Learning Teams</u>	<u>Learning Leaders</u>

How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand it to ask students what they like to learn about—and how—in science, social studies, and math.

Poetry and Music: Why, How, What

Why: *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

How: *Students read/listen to inspiring poems and songs.
Students write their own poems and songs.*

See the Teacher Toolkit for guides to interpreting and writing poems and songs.

What: *The website teacher.depaul.edu will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

Learning Partners, Groups, Teams, Leaders

These are recommended ways to build collaboration and increase learning.

The sequence starts with pairs, then expands to groups.

The Teams in third quarter can be organized to support projects and ISAT preparation.

The 4th quarter emphasis on leaders is to support greater independence as students move to the next grade.

PLAN INCLUSIVELY: *Expand Parent Involvement*

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*
 - Monday: Draw pictures to show what you read today.
 - Tuesday: Use this week’s math skill to solve problems you make up.
 - Wednesday: Make up questions about this week’s content.
 - Thursday: Write about this week’s content topic.
 - Friday: Make a quiz about what you learned this week.
- ✓ Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example. (<http://teacher.depaul.edu>)

Note your own parent involvement plans here:

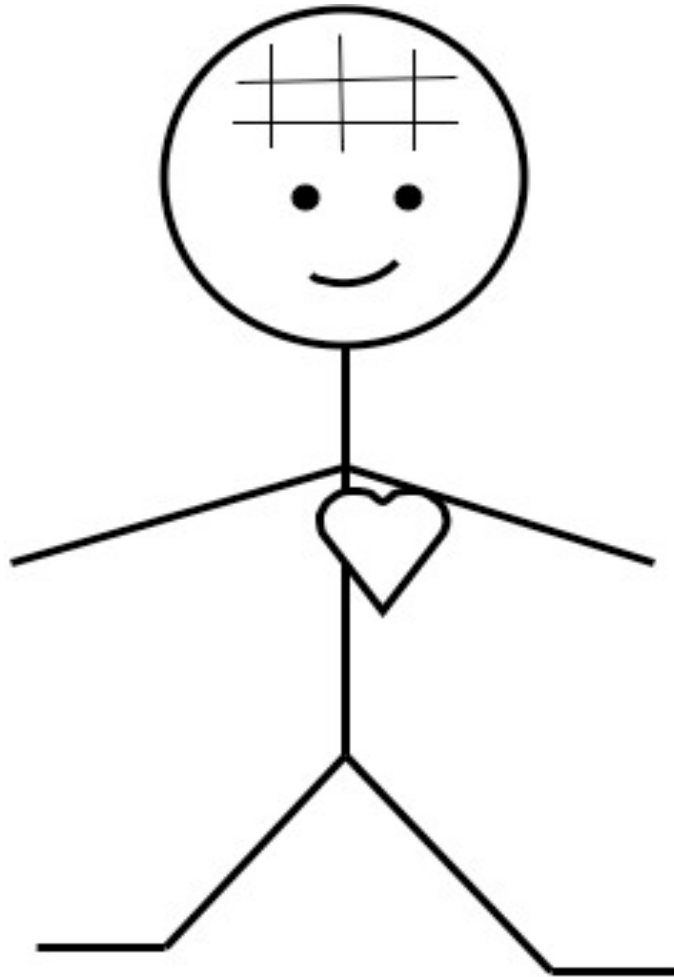
OUR GRADE'S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Teachers can collaborate by grade level to organize a "bank" of resources.

Examples	What We'll Organize for Home Learning Connections
<i>Expand Vocabulary</i> • Make vocabulary "flashcards". • Make your own pictionary. • Play word games.	<i>Example: word lists</i>
<i>Read and Discuss Stories</i> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next.	<i>Example: Questions to ask about any story</i>
<i>Learn More Social Studies and Science</i> • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more.	<i>Example: List of TV shows to watch this month.</i>
<i>Make More Math Progress</i> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be.	<i>Example: List of math skills to practice.</i>

Part 2

Inspire Educate Achieve



Differentiate to Make the Difference

Keep it simple, Smarty.



- ✓ Chunk the Common Core standards.
- ✓ Teach with clear focus on one skill, strategy, or topic at a time.
- ✓ Model the strategy—think out loud.
- ✓ Scaffold Learning with:
 - Clear directions that you explain and post
 - Step-by-step activities
 - Student learning “organizers”—activity guides for students to complete
 - Student learning “partners”
- ✓ Differentiate instruction to respond to a variety of ways to learn.
- ✓ **Diversify assessment** with a variety of ways for students to demonstrate learning as well as levels for students to complete successfully.
- ✓ Frequently check and respond to student learning

Teach Clearly, Inspire and Challenge Learning Progress

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	__ teacher posts goals/objectives __ teacher previews lesson __ teacher “thinks out loud” about how to—read a story, solve a problem, read content __ teacher asks students to clarify instructions __ teacher posts directions and gives them orally __ teacher models/demonstrates
Teacher Guides Actively	__ teacher maintains eye contact __ teacher organizes activities so students work in pairs/groups as well as individually __ teacher circulates to guide/coach/assess
Students Think Thoroughly	__ teacher uses a variety of questions __ students ask questions __ students paraphrase and illustrate learning __ students make/complete graphic organizers to analyze and synthesize __ students use skills/knowledge independently __ students note what they learn—learning log or think-pair-share __ at end of lesson teacher asks students to explain what they learned __ Students model/demonstrate
Vocabulary Is Connected	__ word wall posted (and illustrated) __ word wall vocabulary used in activities __ phrases/sentences posted __ students write explanations __ students illustrate vocabulary __ students use current vocabulary in writing
Writing Makes Sense	__ teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students __ Students write what they learn across the curriculum __ students write in a variety of formats __ students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time

Differentiate to Make the Difference

Based on the work of Carol Tomlinson.

See the CPS Teaching and Learning Rtl Toolkit for resources and examples.

Lesson Components	
Content What knowledge or skills do students need to learn?	
Process In what activities will the student engage in order to access, make sense of, and master the content?	
Product What culminating projects do students need to complete in order to show what they have learned?	

Teach Clearly

Learn Actively

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

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done independently</i>
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 <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.	☐ 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

Specific Strategies to differentiate instruction.

What works?

Differentiation Strategies--The following list was compiled based on IES What Works studies and is included in *Powerful Practices for High Performing Special Educators* (Roberta C. Kaufman and Robert W. Wandberg, editors, Corwin Press, 2010).

- ☐ Cooperative Learning Students work as a team to accomplish a task
- ☐ Curriculum-Based Probes Student performance of skills that are timed and then charted to reflect growth
- ☐ Direct Teaching of Vocabulary--Specific vocabulary instruction using a variety of activities that hold attention
- ☐ Explicit Timing--Timing of seatwork to increase proficiency
- ☐ Graphic Organizers -- Visual display of information to structure concepts and ideas
- ☐ Peer Tutoring--Pairing students, with one trained to tutor the other
- ☐ Preassessment Organization Strategies --Use of specific practices designed to reinforce student's recall of content
- ☐ Reciprocal Peer Tutoring --Pairing students who then select a team goal and tutor each other
- ☐ Specific Informal Assessments --Use of a variety of methods including questioning for retention
- ☐ Teacher Think-Alouds--Explicit steps are modeled out loud in order to develop steps in problem solving processes
- ☐ Using Short Segments to Teach Vocabulary--Short time segments are used to teach vocabulary through listening, speaking, reading, and writing
- ☐ Using Response Cards During Instruction--Students write brief answers to teacher questions and hold them up so teacher can review answers

Powerful Practices

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

Guide or Assess with Graphic Organizers

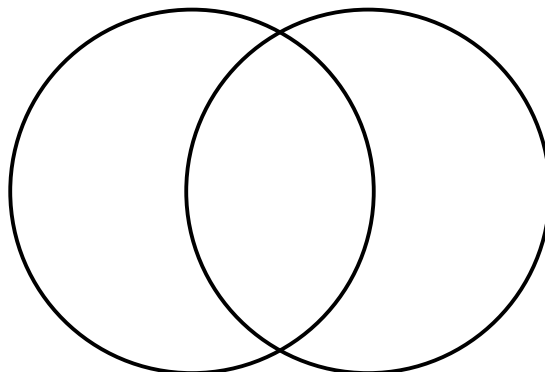
A graphic organizer is an open question.

It helps clarify students' thinking—and identify thinking gaps.

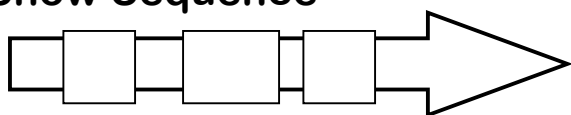
Classify and Clarify

Category	Category

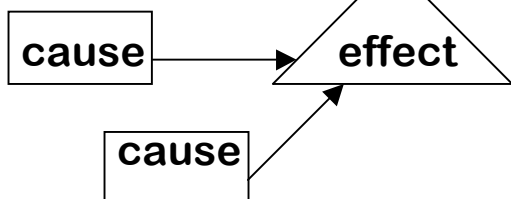
Compare and Contrast



Show Sequence

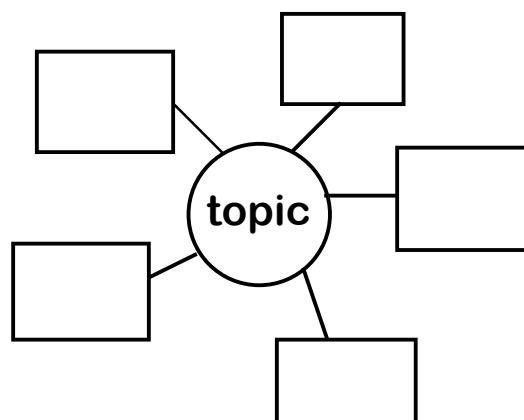


Identify Causes



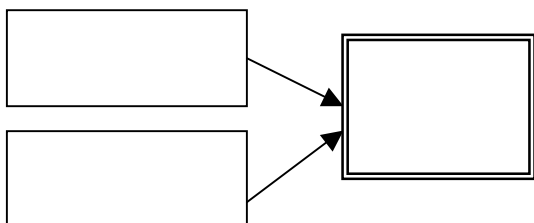
and Effects

Organize Information

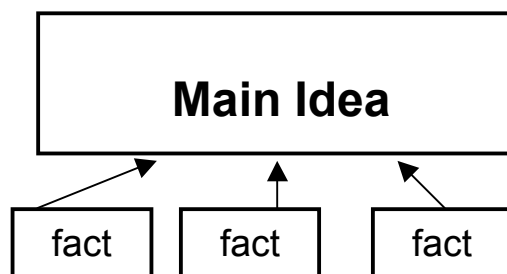


Show Inferences

information ➡ *inference*



Infer and Support Ideas

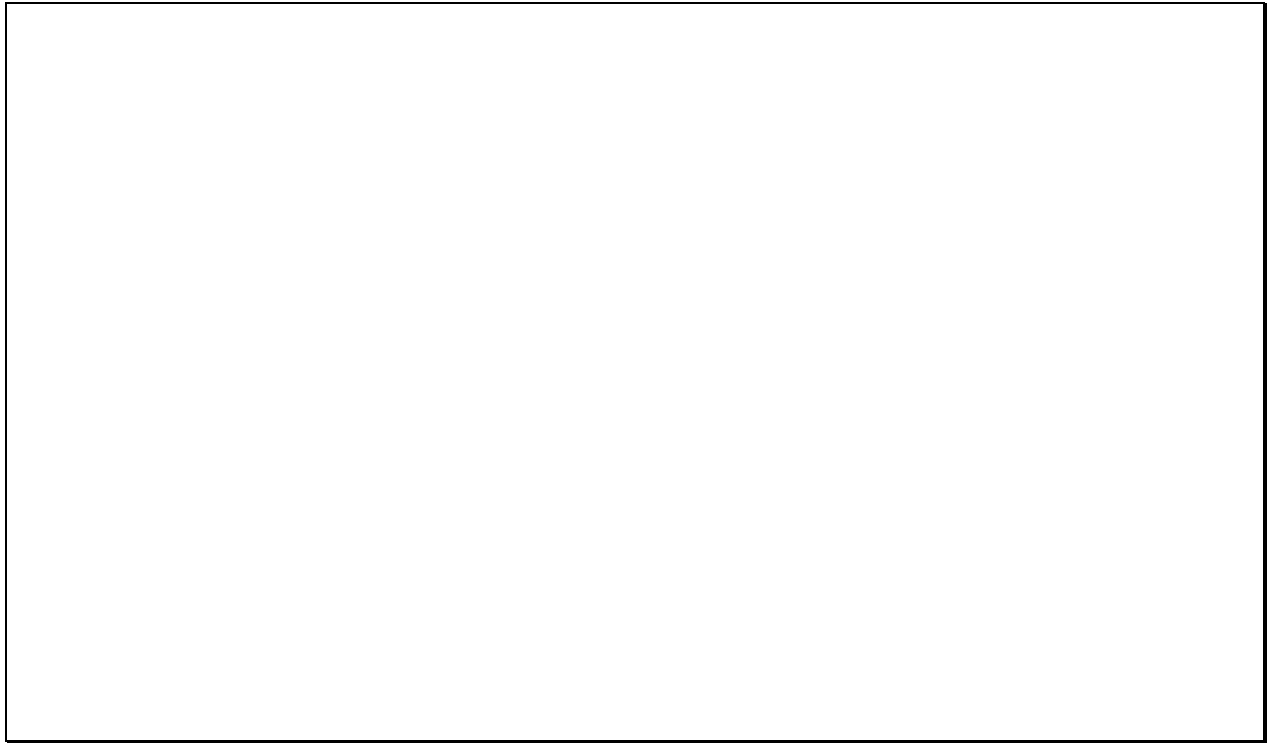


I Can Comprehend A Paragraph or Page

ILS 1B I can represent the meaning of text.

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.

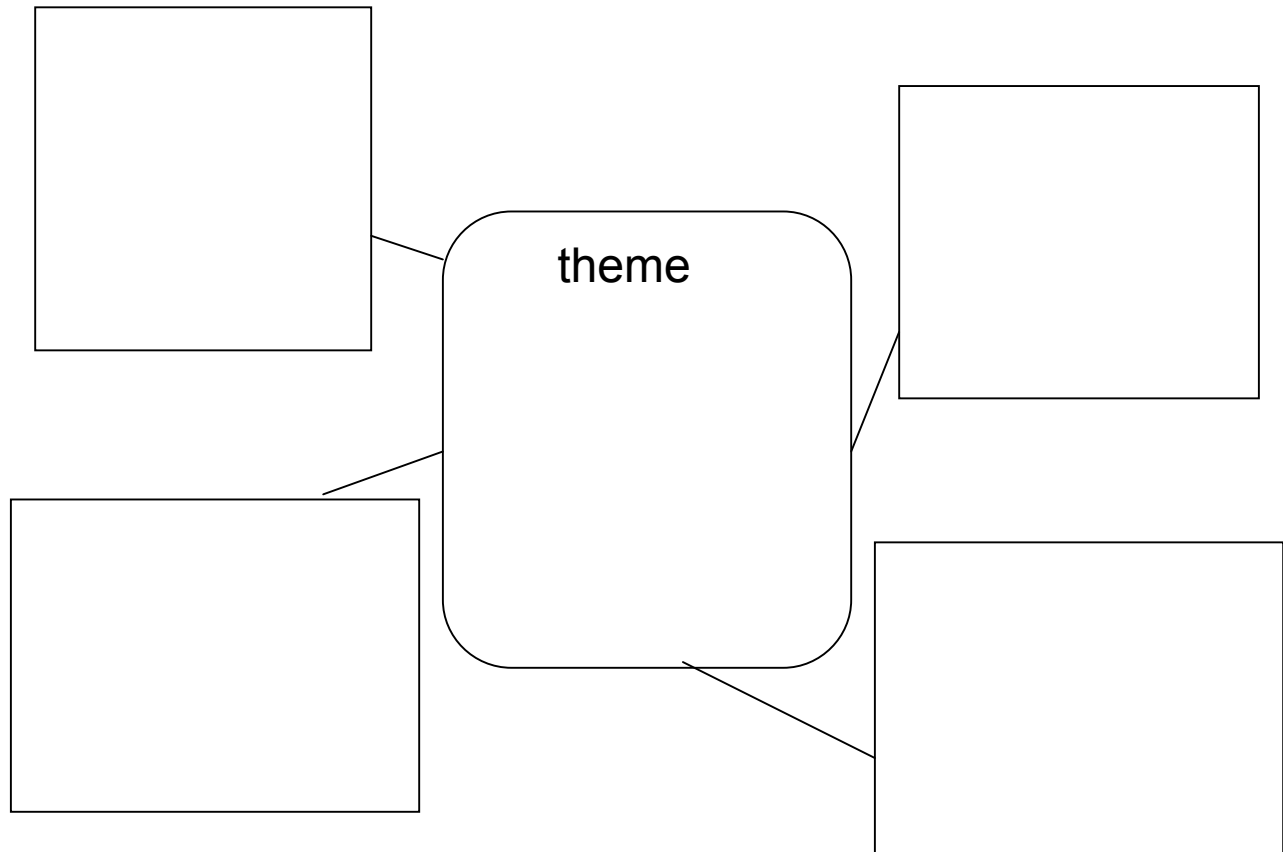


Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

I see _____

Identify and Support the Theme of a Story

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



Think it through.

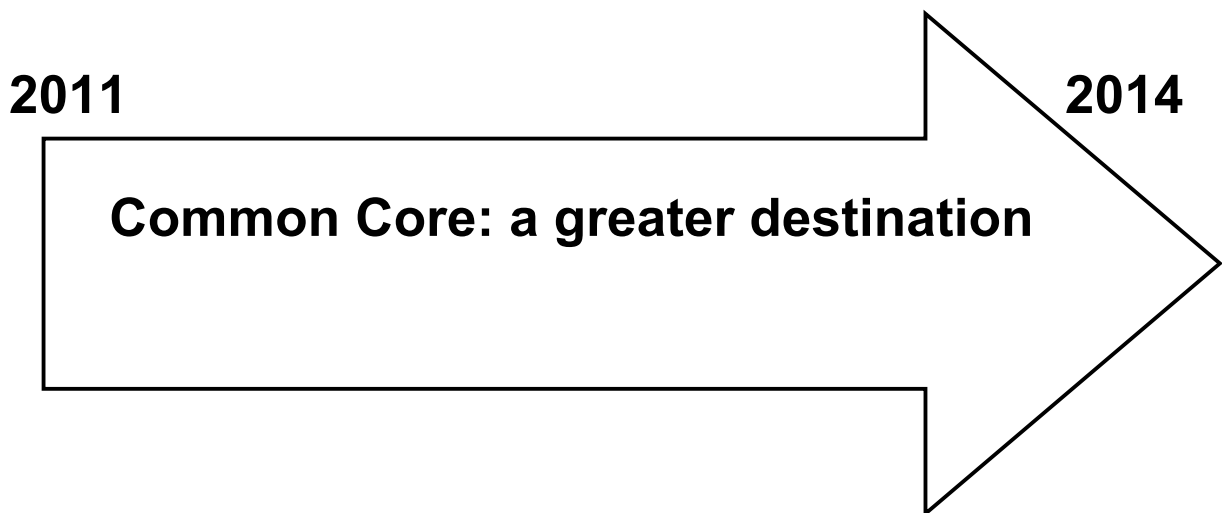
The theme of a story is a way of thinking about the whole story.

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.

Part 4

Plan a Deeper Curriculum



Move to Deeper Math

Common Core Focuses on Habits of Thinking

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Use the Common Core Math Progression to Organize your Math Priorities

The Common Core Standards Shift as Students Develop

K	1 - 2
☐ Counting and Cardinality ☐ Operations and Algebraic Thinking ☐ Measurement and Data ☐ Geometry	☐ Operations and Algebraic Thinking ☐ Number and Operations in Base 10 ☐ Measurement and Data ☐ Geometry

3 - 4 - 5
☐ Operations and Algebraic Thinking ☐ Number and Operations in Base Ten ☐ Number and Operations—Fractions ☐ Measurement and Data ☐ Geometry

6 - 7 - 8
☐ Ratios and Proportional Relationships ☐ The Number System ☐ Expressions and Equations ☐ Geometry ☐ Statistics and Probability

Third Grade fraction note: Limited to fractions with denominators 2, 3, 4, 6, 8.

Fourth Grade notes:

Number in Base Ten: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Fractions: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Share the Standards with Students through Examples

Third Grade Operations and Algebraic Thinking—Common Core

Represent and solve problems involving multiplication and division.

3.OA.1. Interpret products of whole numbers,

e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.2. Interpret whole-number quotients of whole numbers,

e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,

e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5. Apply properties of operations as strategies to multiply and divide.

Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.6. Understand division as an unknown-factor problem.

For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division

(e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.8. Solve two-step word problems using the four operations.

Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Differentiate to Make the Difference

Based on the work of Carol Tomlinson.

See the CPS Teaching and Learning Rtl Toolkit for resources and examples.

Lesson Components	
Content What knowledge or skills do students need to learn?	3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Process In what activities will the student engage in order to access, make sense of, and master the content?	I do: T models how to solve word problem. A. What's the question? T demonstrates using drawing and equation with symbol for unknown number to represent the problem. B. What information do I need? C. How will I solve it—what strategy will I use? We do: Solve the problem in groups. You do: Students change the problem, solve with a partner.
Product What culminating projects do students need to complete in order to show what they have learned?	Students write a page in their own math guide—how to solve this kind of problem.

Structure Progressive Lessons

WORK ACROSS THE WEEK

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

The Teaching/Learning Path



This sequence can structure a learning week.

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
<i>Teacher Models</i> <i>Students begin.</i>	<i>Teacher Leads</i> <i>Students go farther.</i>	<i>Teacher guides</i> <i>Students get clearer</i>	<i>Students demonstrate/apply</i> <i>Teacher clarifies and extends</i>	<i>Students complete with independence.</i> <i>Teacher guides students needing additional development.</i>

Structure the Gradual Release of Responsibility

MATH Example

This week's outcome: **Know how to independently** 3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,

e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

✓ **How I will assess:**

- ☐ Students make their own math guide
- ☐ Students solve problem and explain why they chose the steps they took
- ☐ Students make up problems and include solution guides.
- ☐ Daily math journal.
- ☐ _____

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday FIX and Go Farther

How I'll support students needing guidance:

- ☐ Teacher "Thinks out loud"
- ☐ Model different ways to solve same problem
- ☐ Peer coach
- ☐ Student models problem solving
- ☐ Learning "partner"
- ☐ Work in groups
- ☐ Post example
- ☐ Post a path—steps to follow
- ☐ "Math Smart Pack"—practice with cards that hold numbers and symbols.
- ☐ Draw the problem
- ☐ Start with simpler problem, build in more challenges.

How I'll challenge students to exceed:

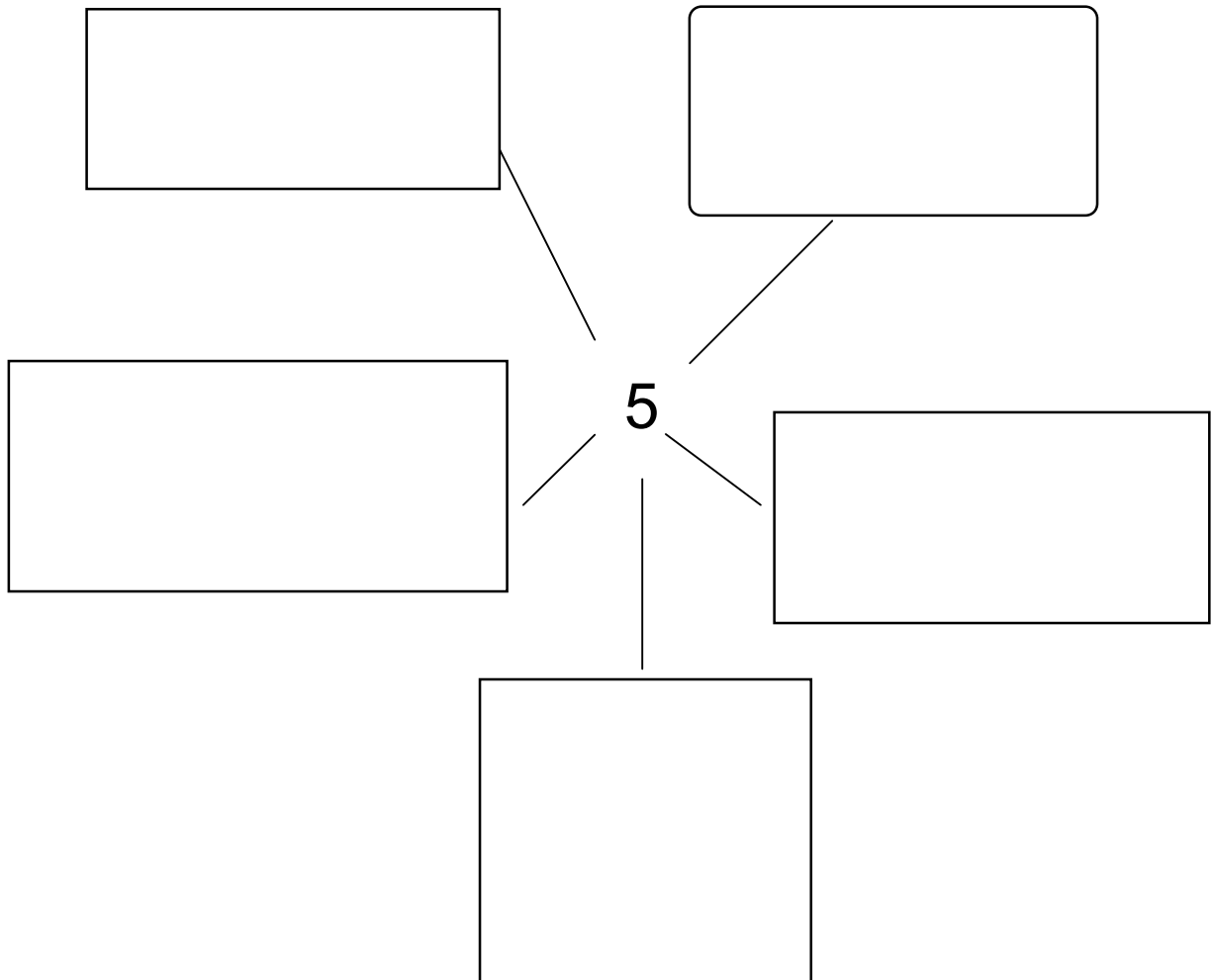
- ☐ Students make math guides.
- ☐ Students present math "models"
- ☐ Students make up problems and give to each other to solve.
- ☐ Students make pages for individual or class math "books"

Make Math Patterns Clear

Diagram Numerical Relationships

Five Ways to Make a Five with Multiplication and Division.

ILS 6A: I know number facts.



Math Path

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

PROBLEM:

Solve the problem on the left side of the arrow.

Explain your steps on the right side of the arrow.



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

This Week's Math

Topic: _____
(Write what the focus of the work this week was.)

What are some important words you need to know to use this math?

Word	What It Means

What's important to know about this week's math? Show and tell what you know.

--

Move to More Rigorous Reading

The Common Core Categories—
Ideas are central to reading.

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>

Reading Example

Outcome: What will students know better/do better? Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3)

✓ **How I will assess:**

- ☐ Students complete chart—character, trait, action, motive
- ☐ Students write the story as a synopsis for a play—main event, characters, include notes about motives and traits to communicate through dialogue in the play.
- ☐

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well																						
T: Read part of passage aloud. S: Draw 1 character, give picture to another student. S: Infer who is pictured and tell a trait the picture shows.	T: Tells how traits relate to actions—with examples. S: Read passage, choose person, chart trait and evidence—what action shows trait. Person: <table><tr><th>Trait</th><th>Action</th></tr><tr><td></td><td></td></tr></table>	Trait	Action			T: Explain that motive is a reason—relates to traits—with example from real life. S: Read more, make chart for a person— Person: <table><tr><th>Trait</th><th>Action</th><th>motive</th></tr><tr><td></td><td></td><td></td></tr></table>	Trait	Action	motive				S: Read new part of passage or another passage. S: Make chart: Person Traits Actions Motives. T: Check and clarify, extend	S: Chart then write a story with 3 characters. <table><tr><th>Person and trait</th><th>Act</th><th>motive</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <i>T: Students needing assistance: revisit the passage, draw what happens, add captions. Work paragraph by paragraph, page by page.</i>	Person and trait	Act	motive									
Trait	Action																									
Trait	Action	motive																								
Person and trait	Act	motive																								

How I'll support students needing guidance:

- ☐ Teacher “Thinks out loud”
- ☐ Peer coach or Learning “partner”
- ☐ Use graphic organizer to develop/scaffold the learning
- ☐ Illustrate the passage, emphasizing the skill/strategy you are trying to strengthen
- ☐ Work paragraph by paragraph, page by page

How I'll challenge students needing to exceed:

- ☐ Use graphic organizer
- ☐ Students write a play based on the story.
- ☐ Students write the sequel.
- ☐ Students make a guide to reading “this way”

EXPAND THINKING WITH DRAMA

ILS 1B: I can dramatize a situation. ILS 3C: I can write in a dramatic format.

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

Story or History: _____

Who's in it?

Who	Characteristics

What happens?

What is the theme or main idea of the story or history?
It could be a lesson people can learn from it.

Write the play.
Write what each person might say.

Assess Reading Comprehensively

COMPREHENSIVE QUESTIONS — FICTION

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

Title of the Story: _____

1. **Identify genre.** What is the genre of the passage? _____

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:** What is the main idea of the passage?

Why do you think that is the main idea?

Exceed: Write about what you read. Explain what you think is a lesson people can learn from reading this story. Use examples from the story and your own experience.

NONFICTION REQUIRES STUDENTS TO THINK BIG

Challenge students to use information they read to develop understanding with ideas.

**Choices
Changes
Consequences**

Graphic Organizers are Open Questions

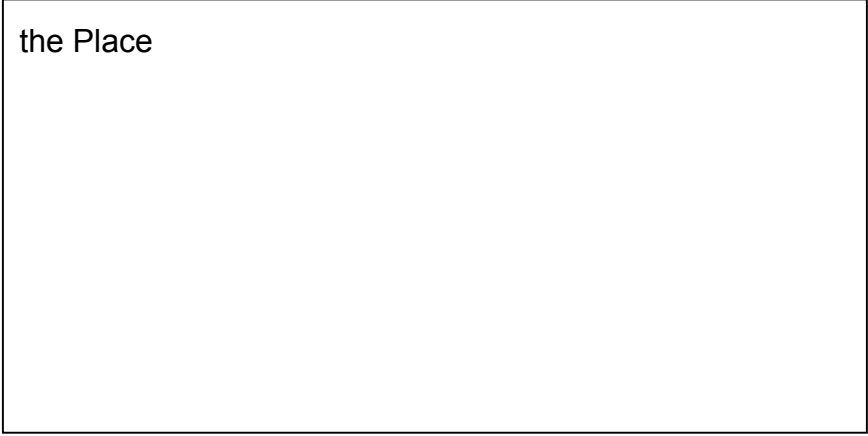
Show and Tell History

ILS 5A: I can organize information to explain an event in history.

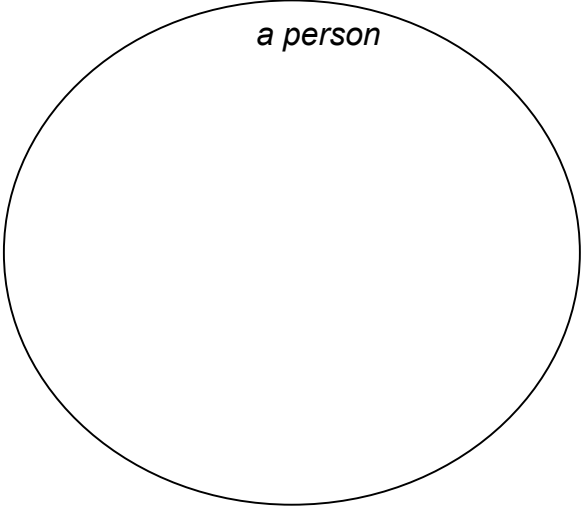
This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Show three important parts of the history you are learning. *Write a label for each part.*

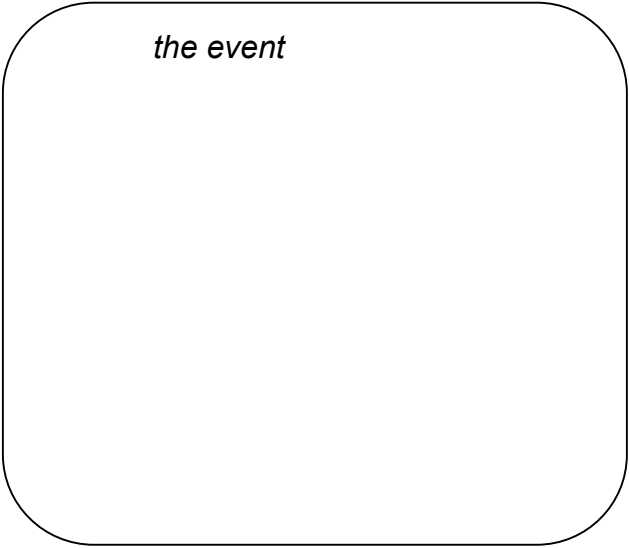
the Place



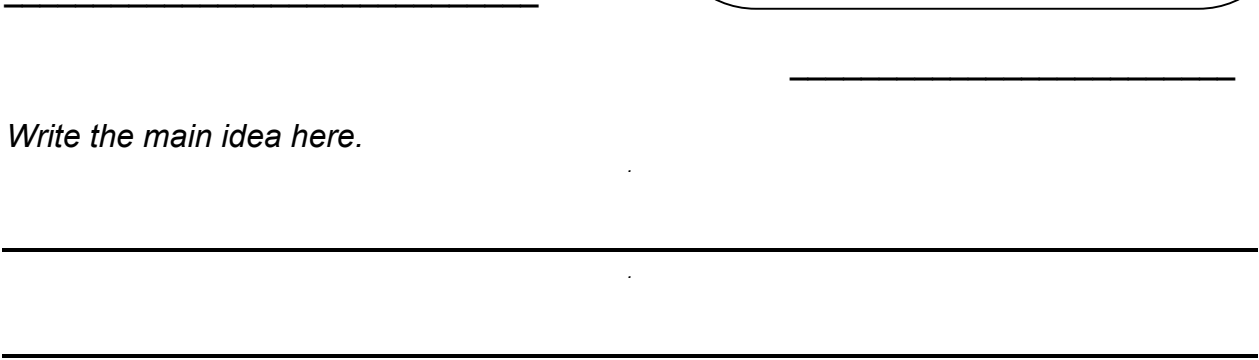
a person



the event



Write the main idea here.

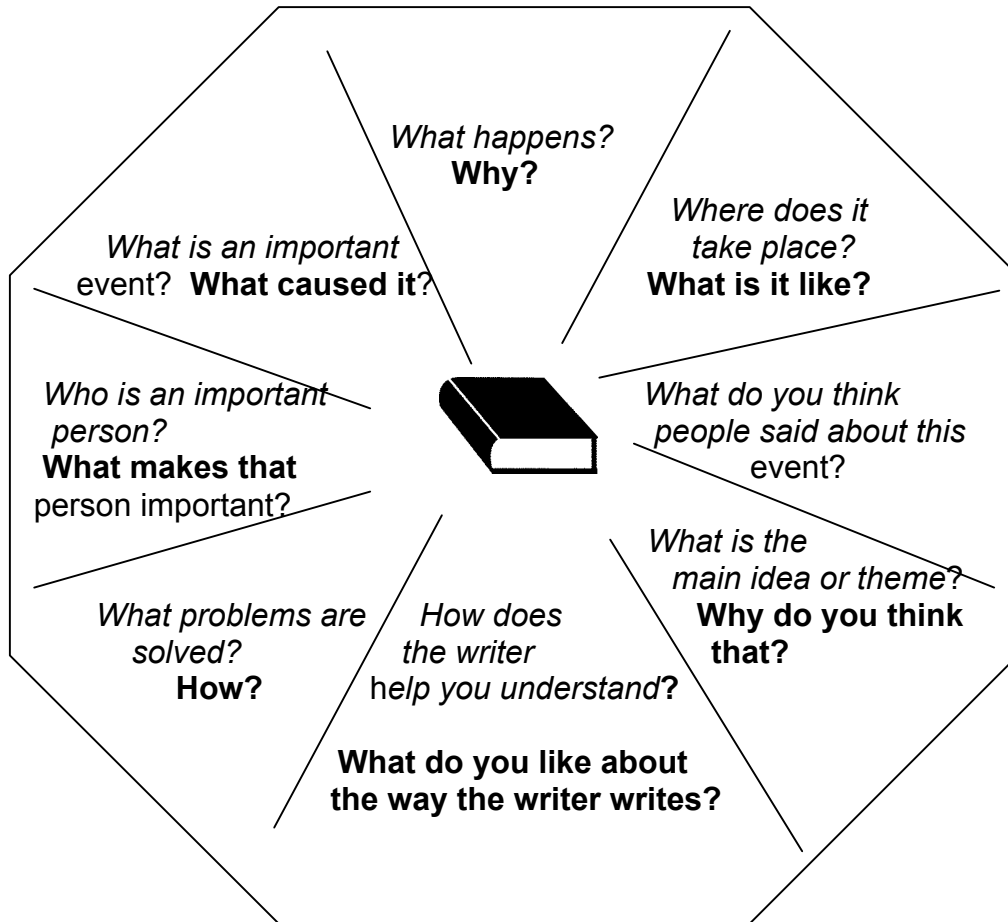


Then write more on another page.
Tell what happened and why you think it is important.

Guide Thinking with Questions

EXPLORE HISTORY

ILS1B I can read strategically.



- What did you like about what you learned?
- What would you tell someone else about what happens?
- Based on what you read and what you knew, what do you think—
What is a lesson people can learn from this history?

Use information from the passage and your own experience to explain your answer.

Guide Readers to Use Information to Understand Ideas

Show Ideas

Draw or paste a picture about government that shows what each of these words means. Add more words and show why they are important to government,

GOVERNMENT				
leader	democracy	change	choice	politics
citizen	responsibility	justice	rights	law
<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>

When students write what they learn they learn more.

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.

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.

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.

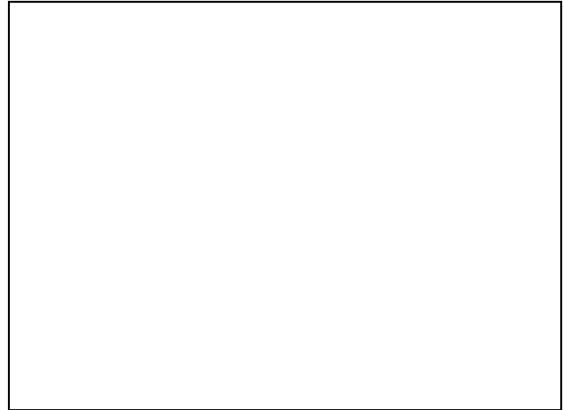
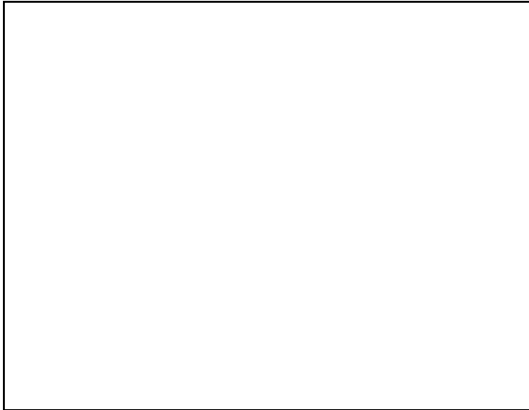
Plan Your Essay **Good writing is clear thinking!**

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?

Part 5:

Assess to Advance

Locate the Problem	Identify Causes	Strategic Responses
<u>Example</u> ...does not "get" the theme or lesson/message of a story—gives the title instead.	☐ Follows the plot, does not think about the story's meaning/message ☐ Does not know what theme means ☐ Does not know how to figure out the message/lesson/theme of a story	➡ model--think out loud—what is a theme, how do you figure it out—with a one-page story ➡ list important parts of the story, analyze what the writer is trying to have you think/learn by telling you those events
		➡ ➡
		➡ ➡
		➡ ➡

Assess Daily—Check for Understanding

FAST DATA

Teachers need immediate information to guide their decisions. Here are some ways teachers can get their own direct data about student progress. But teachers need to be sure to focus on the outcomes with their assessments.

Quick Check

Teacher asks a question—writes it on the board.

Teacher lists three possible answers—with letters—a, b, c.

Students raise answer cards—A, B, C.

Teacher sees right away if the students are generally clear.

If not, teacher asks a student who got the correct answer to explain.

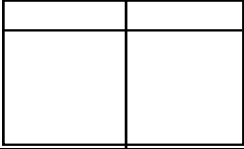
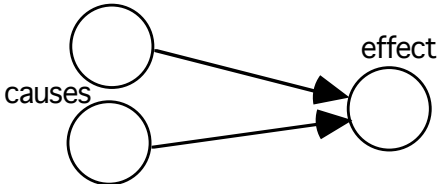
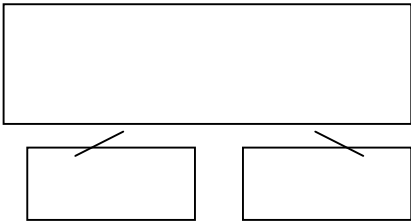
(Adapted from Checking for Understanding)

Listen to Thinking

Students explain the reasoning for their responses to a question—they “think out loud”.

Use Graphic Organizers to Assess and Scaffold Learners

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

LIST • • •	✓ List five facts from the passage. ✓ List two opinions from the passage.				
CLASSIFY 	✓ List information about the setting in column 1. ✓ List information about the characters in column 2.				
SEQUENCE 	✓ Put the events in order on the timeline. ✓ Then predict what will happen next.				
COMPARE/CONTRAST <table border="1" data-bbox="191 867 787 982"> <thead> <tr> <th>Similarities</th><th>Differences</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> </tbody> </table>	Similarities	Differences			✓ Compare and contrast the passage you read this week with the passage you read last week.
Similarities	Differences				
 ANALYZE/INFER RELATIONSHIPS	✓ What was the climax of the story? ✓ Write it in <u>effect</u> . ✓ What caused it? Note two causes in those circles.				
INFER THE MAIN IDEA 	✓ Write the Main Idea in the big rectangle. ✓ Note two facts that support it in the boxes.				
DRAW CONCLUSIONS <table border="1" data-bbox="191 1713 787 1829"> <thead> <tr> <th>What I Think</th><th>WHY</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> </tbody> </table>	What I Think	WHY			✓ What was the most important change? ✓ Give two reasons for your conclusion.
What I Think	WHY				

ASSESS RIGOROUSLY: Challenge students to think more.

Answer these questions to solve a word problem.

1. What are you going to figure out?	
2. How will you solve the problem?	
3. What information will you use?	
4. Estimate the answer.	

5. Solve it here.

6. What is your answer?	
7. Write to explain what you did.	
8. Tell why you solved it this way.	

This guide was developed through funding from the Institute for Education Sciences, US Department of Education.

ASSESS TO ADVANCE: MATH PROGRESS PLANNER

KNOW WHAT: Math Facts

Teach Clearly—and Respond to Learning Difficulties	How to assess	Ways to help students learn more
☐ Post math words and symbols with pictures/examples ☐ “Practice Pack”—students make their own facts on small pieces of paper, match them with words and examples—take it home to practice. ☐ “Math Fact of the Day” ☐ Fact “Bingo” ☐ Act out the facts	Complete a fact chart. Answer question with correct fact. Match fact with question (as in Jeopardy) Make a glossary chart.	Students write math fact booklets. Students use math facts to create an exhibit. Students write math fact songs and poems.

KNOW HOW: Math Processes

Teach Clearly—and Respond to Learning Difficulties	How to assess	Ways to help students learn more
Build these practices into your lessons so you can move to column 3—exceed. ☐ Teacher “Thinks out loud” ☐ Model different ways to solve same problem ☐ Peer coach ☐ Student models problem solving ☐ Learning “partner” ☐ Work in groups ☐ Post example ☐ Post a path—steps to follow ☐ “Math Smart Pack”—practice with cards that hold numbers and symbols. ☐ Draw the problem ☐ Start with simpler problem, build in more challenges.	Solve problem correctly, circle answer. Answer multiple choice question, explain why you chose answer. Write steps to solve the problem. Daily Math Journal	Students make math guides. Students present math “models” Students make their own math problems and give to each other to solve.

Ask students to think more.

GET IT

Answers start with information, but deep questions go farther.

Literal questions ask you to find or remember an answer in the information provided.

➡ When?	➡ What?	➡ Define _____.
➡ Where?	➡ Who?	➡ List the _____.

GET IT CLEAR

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

⇨ Classify _____. ⇨ Give an example of _____. ⇨ Give the opposite of _____.	⇨ Compare: how is _ like _? Contrast: How is _ different from _? ⇨ In what sequence did _ happen?	⇨ Explain how _ works ⇨ Use a time-line, chart, diagram, graph, or map to explain _____.
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THINK MORE

Inferential questions ask you to make an educated guess—to think about and beyond the information given.

➡ Predict what will happen when _____. ➡ What is the main idea of _____. ➡ What does this word mean in this context?	➡ What might have caused this change? ➡ If _ changed, what would happen? ➡ Which person might have said this?	➡ What is a good title for this? ➡ What is the missing part? ➡ What was the author's point of view?
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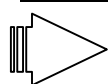
THINK IT THROUGH

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

➡ What are the important facts? ➡ What makes person important? ➡ Is this fact or opinion?	➡ Which is the best answer? Why? ➡ Give and justify your opinion on _____.	➡ Why do you make this choice? ➡ What is your evidence? ➡ Which is the most important event? Why?
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GET IT TOGETHER AND GET IT ACROSS

Synthesis questions ask you to think about what you knew and what you read.



The Extended Response asks: What do you think?

Include information from the passage and your own ideas.