

Scaffold the Learning

Sequence and Structure Learning Progress

P Q R O S T to make sure students learn more.

P Teacher **previews** the learning—sets a **purpose** for reading/listening, **piques** interest,

Q Teacher asks a **Focus question** of the week that the students will answer by reading, researching, thinking.

R and **O** Students **read/research** to find information relating to the FOCUS question.

Students **Organize information and ideas** with a graphic organizer.

S Students **summarize** and **synthesize** their learning.

T Students **tell/teach** what they have learned.

Make Common Core Sense: Organize, then Write

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.

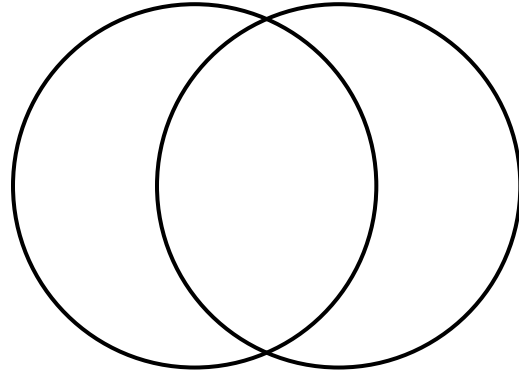
**Organize to analyze; analyze to support your inferences.
Then write to explain your thinking.**

Classify to Clarify

Category	Category

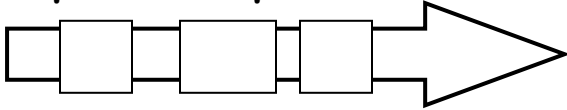
Summarize what your chart shows.

Compare and Contrast

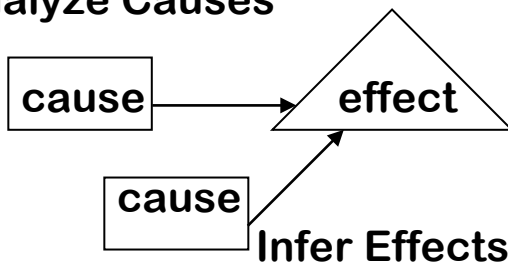


Explain the important differences.

Sequence Important Events



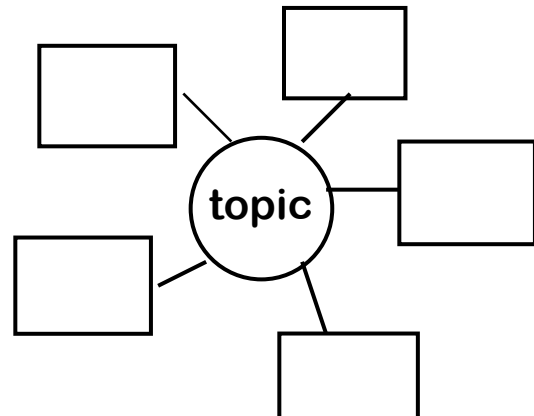
Analyze Causes



Explain the direct causes and indirect causes.

Explain the direct effects and indirect effects.

Organize Information



Summarize the important information about the topic.

Explain how you decided which information is important?

Graphic Organizer Assessment Rubric

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	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Writes substantially based on the organizer—an explanation, summary, evaluation, or synthesis of what the organizer presents (complexity varies with grade level—from sentence through extended response) <input type="checkbox"/> Cites the source of the information (grades 5-8)
3	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title <input type="checkbox"/> Writes concisely about the organizer
2	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct
1	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct