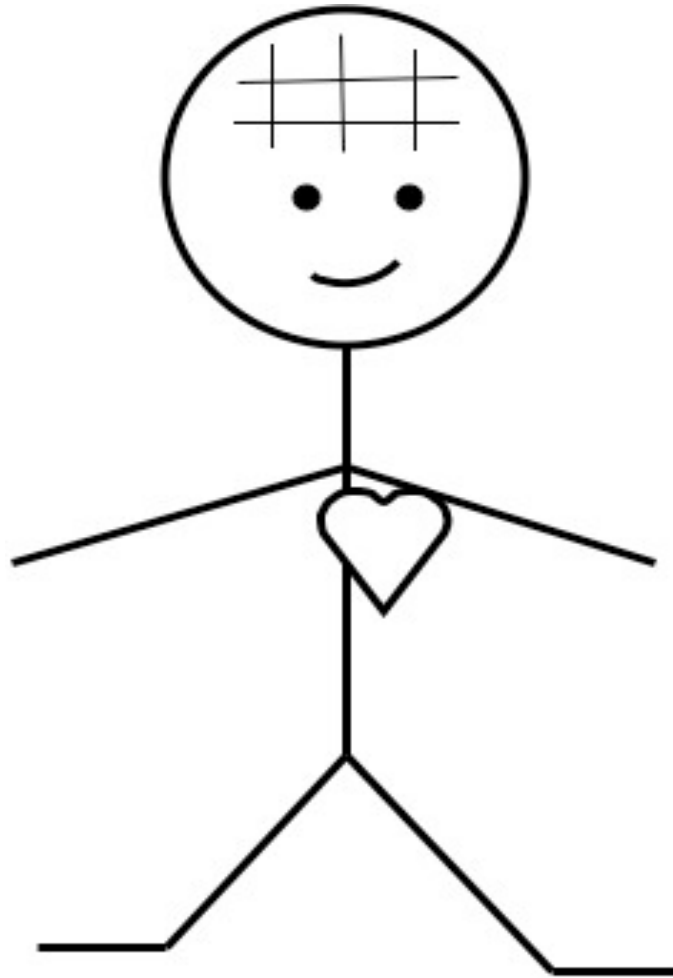


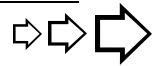
Guide to Grow, Assess to Advance

Inspire Educate Achieve

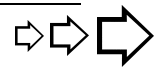


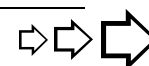
The following materials are designed to help plan challenging instruction, determine student learning progress, and increase that progress through formative assessment and forward feedback.

Polk Bros Foundation Center for Chicago Education
<http://teacher.depaul.edu>



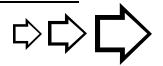
Develop Competent and Confident Learners	p. 4
Levels of Thinking, Responsive Assessment	p. 9
Use Graphic Organizers to Guide/Assess	p. 17
Guide/Assess Math Progress	p. 45
Guide/Assess Reading Progress	p. 68
Literature	p. 75
Nonfiction	p. 102
Guide/Assess Science Literacy Progress	p. 112
Guide/Assess Social Studies Literacy Progress	p. 130
Guide/Assess Writing Progress	p. 149





Support Student Development

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	<ul style="list-style-type: none"> __ 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	<ul style="list-style-type: none"> __ 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	<ul style="list-style-type: none"> __ 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	<ul style="list-style-type: none"> __ 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	<ul style="list-style-type: none"> __ 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



Structure Progressive Lessons

WORK ACROSS THE WEEK

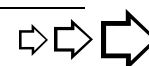
Take the Gradual Release Across the Week

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>
<i>I DO most</i>	<i>Students do more</i>		<i>Students do ALL</i>	



Differentiate to Make the Difference

Powerful Practices

*The following practices were identified as **correlated with increased learning** in a study of the effective instructional programs on the What Works website of I.E.S.*

- ☐ **Graphic Organizers**
- ☐ **Cooperative Learning**
- ☐ Using **short segments** of passages to teach **vocabulary in context**/writing
- ☐ **Specific Informal Assessment**
- ☐ **Curriculum-Based “probes”** to clarify thinking
- ☐ **Peer Tutoring; Reciprocal Peer Tutoring**
- ☐ **Explicit Timing**
- ☐ **Teacher Think-Alouds**
- ☐ Using **Response Cards** during Instruction

Source:

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

Teaching Strategies

Focus Clearly

- ☐ **survey students**—pre-assess for learning interests as well as knowledge, skills
- ☐ **clear directions**, posted and explained with examples
- ☐ set **explicit objectives** and **criteria**

Develop with Depth

- ☐ ask **challenging questions** with “**think time**” (*not wait time*)
- ☐ **guide learning strategies**—listening; collaboration; organizing notes; time management
- ☐ **gradual release of responsibility**
- ☐ **students demonstrate**
- ☐ **student-constructed HOT questions**
- ☐ students **write to clarify and apply what they learn**
- ☐ **emphasize transfer of knowledge and skills**

Assess to Advance

- ☐ **differentiated assessments**
- ☐ students **self-assess**
- ☐ **pair to compare**
- ☐ check for understanding **daily**
- ☐ **specific feedback**—how to improve or advance
- ☐ **weekly synthesis**

Diverse Student Activities/Assessments

verbal

- ☐ write **_letter _poem _article _story**
- ☐ dramatize a story or history
- ☐ outline, write, a topic booklet
- ☐ add to a story, poem, song
- ☐ make glossary
- ☐ write weekly letter home about learning progress and plans
- ☐ make up a CRAFT writing plan—content, role, audience, format, what you will tell about the topic.

auditory

- ☐ draw/write about music
- ☐ clap syllables
- ☐ listening to learn games

kinesthetic

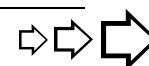
- ☐ pantomime to communicate
- ☐ “fold-a-books”
- ☐ create a collage
- ☐ make/build a model

visual

- ☐ “read” paintings
- ☐ illustrate a reading
- ☐ create symbols to represent ideas
- ☐ construct graphics—with captions

constructive synthesis/creative construction

- ☐ invent a game
- ☐ create museum-like displays
- ☐ design graphic organizers
- ☐ make portfolios
- ☐ present topics
- ☐ debate
- ☐ simulation



Develop Collaborative Decision-Makers

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

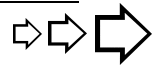
<i>Standards</i>	<i>My Progress</i>
A. Identify and manage one's emotions and behavior.	
B. Recognize personal qualities and external supports	
C. Demonstrate skills related to achieving personal and academic goals.	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<i>Standards</i>	<i>My Progress</i>
A: Recognize the feelings and perspectives of others.	
B. Recognize individual and group differences	
C: Use communication and social skills to interact effectively with others.	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<i>Standards</i>	<i>My Progress</i>
A: Consider ethical, safety, and societal factors in making decisions.	
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
C: Contribute to the well-being of one's school and community.	



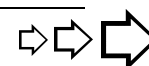
Analyze Feelings in Literature and Life

Feeling sentimiento	Opposite opuesto

Choose one positive feeling.

Feeling: _____

How to help others have that positive feeling:

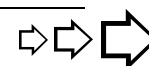


LOCATE, THEN SOLVE PROBLEMS

What are some strategies to locate and solve learning problems for your subject?

Your Subject: _____

LOCATE Problem Locators Ways to Identify Needs	SOLVE 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. _____



ASSESS TO IDENTIFY NEEDS, THEN *RESPOND*

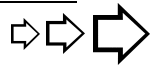
MATH EXAMPLE

KNOW WHAT: Math Facts

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

KNOW HOW: Math Processes











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

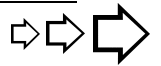


Locate READING Problems 

Identify Causes 

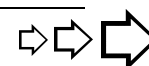
RESPOND STRATEGICALLY 

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



Principles of Assessment for Effective Teaching/Learning

- ☐ Focus: Emphasize important elements (essential and enduring content/core abilities)
- ☐ Application: If the assessment focuses on new knowledge, the application should use already developed skills. If the assessment focused on new abilities, it should require the student to apply them in new but familiar kinds of situations.
- ☐ Explicit: Clearly communicate the intended outcomes, the kind of work to be done, and the criteria or standards to be met
- ☐ Flexibility: Use a variety of formats to assess
- ☐ Developmental for the learner: Provide opportunities for learners to improve based on clear and explicit response to their work products
- ☐ Formative for the educator: provide a basis to analyze and improve instruction.
- ☐ Transfer: Evaluate learner's ability to apply what has been learned to other contexts
- ☐ Independence: Evaluate the degree of independence with which a learner uses the knowledge and skills



How Challenging is the Curriculum?

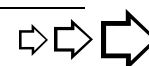
Bloom's Taxonomy Applied: Connected Actions and Products

Math, Reading, Science, Social Studies, Writing: It's all about **Thinking**.

Student products should develop thinking and show their thinking.

They should be "works in progress" that students and teachers assess formatively so that students have opportunities to "go farther".

LEVEL	Actions	Products
Knowledge	define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state	glossary, list
Comprehension	classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate	chart, drawing, sequence chart, timeline
Application	adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use	illustration, model, report
Analysis	categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select	diagram, flowchart, presentation, report
Evaluation	appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value	editorial, rating, report, speech
Synthesis	combine, connect, integrate, relate	artwork, article, booklet, exhibit, poem, report, speech, story
Creativity <i>New category added in the 1990s—seems to be a level of synthesis.</i>	assemble, construct, create, design, develop, dramatize, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story



THINK CLEARLY

Based on Bloom's Taxonomy

Students can take a thinking trip, starting with knowledge, through synthesis.

GET IT Find or remember stated/presented knowledge.

Knowledge may include information, processes, and principles.

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

MAKE IT CLEAR Make sure you really comprehend.

➡ Collect _____.	➡ Sequence the parts.	➡ Summarize it.
➡ Describe _____.	➡ Classify _____.	➡ Draw it.

APPLY IT Use your knowledge.

⇨ Explain how ____ works.	⇨ How do you ____?	⇨ Use what you know to solve this problem or answer this question.
⇨ What rule do you use to ____?	⇨ What do you need to know to do this?	
⇨ Show how to do this.		

ANALYZE IT

⇨ Give examples.	⇨ How are they alike?	⇨ Use what you know to solve this problem or answer this question.
⇨ List opposites.	⇨ What do you need to know to do this?	
⇨ How are they different?		

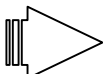
AFTER YOU ANALYZE, INFER BASED ON YOUR ANALYSIS.

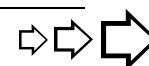
➡ Predict.	➡ What might have caused _____?	➡ What is a good title?
➡ What is the main idea?	➡ Who might have said ____?	➡ What is missing?
➡ What does this word mean in this context?	➡ Why did the writer include _____?	➡ What is the author's point of view?
➡ Why does ____ do ____?		➡ What is your hypothesis?

THINK IT THROUGH: Evaluate

➡ What are the most important facts?	➡ Which is the best answer? Why?	➡ Why do you make this choice?
➡ Select the strongest evidence.	➡ Give and justify your position on ____.	➡ How would you improve this?

GET IT TOGETHER: Synthesize

 <p>Constructed Response: Based on the text, what is the answer to this BIG question?</p> <p>Extended Response: Based on the text and your experience, what is your answer to this challenging question?</p> <p>Construct or Create YOUR OWN: artwork, booklet, exhibit, poem, report, story</p>
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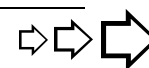
How will you **RESPOND** to Increase Student Learning?

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	<ul style="list-style-type: none"> ___ 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	<ul style="list-style-type: none"> ___ 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	<ul style="list-style-type: none"> ___ 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	<ul style="list-style-type: none"> ___ 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?



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

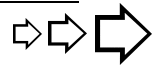
Enables students to:

- ✓ 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.

Set learning targets and identify assessment “scaffolds” that will enable you to identify students’ status so you can respond with forward feedback.



Use Graphic Organizers to Guide and Assess

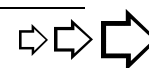
Graphic organizers ask questions that students answer with organized evidence.

Focus 

Think Clearly ✓

Show Thinking ✓

Learn More 



LEARNING AND ASSESSMENT GUIDES

The following resources can be used as activities if students work collaboratively or assessments if they complete them independently.

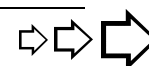
The pages begin with a rubric to evaluate students' work when presented on a graphic organizer.

Most of the following pages include graphic organizers because the graphic organizer is an effective tool to guide student's thinking and to assess their abilities and knowledge.

If students think on paper, then pair to compare, they can improve their own work more independently.

The first section includes guides that can be used across the curriculum.

The next sections include guides for each core subject area.



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:

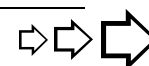
- ✓ **Is it complete?**
- ✓ **Is it correct?**
- ✓ **Is it clear?**

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.

Students can exceed if they revise their responses to meet the level 4 requirements.

SHOW CLEAR THINKING

Rating	Requirements
4	<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 to analyze the organizer—(complexity varies with grade level—from sentence through constructed response) <input type="checkbox"/> Cites the source of the information
3	<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 to explain the organizer (summary statement)
2	<input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct
1	<input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct



Graphic Organizers Enable Students to Write with Evidence and Clarity

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.

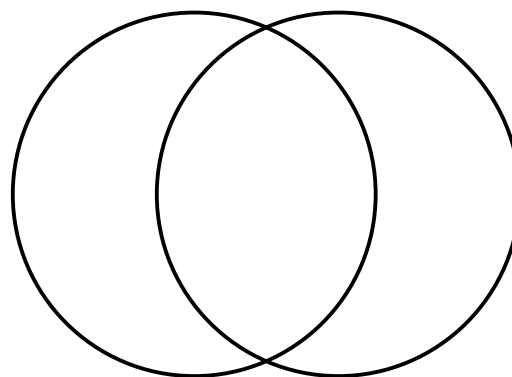
**Organize to analyze; analyze to support your inferences.
Then write to explain your thinking.**

Classify to Clarify

Category	Category

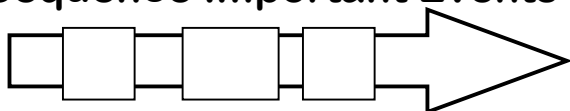
Summarize what your chart shows.

Compare and Contrast

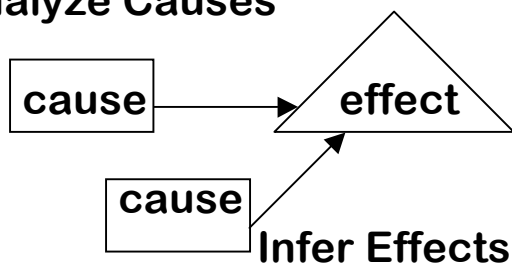


Explain the important differences.

Sequence Important Events



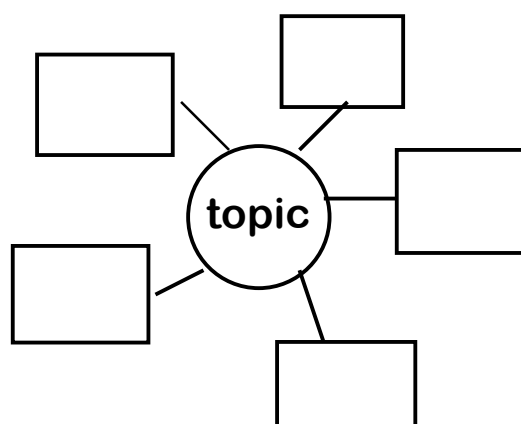
Analyze Causes



Explain the direct causes and indirect causes.

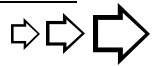
Explain the direct effects and indirect effects.

Organize Information



Summarize the important information about the topic.

Explain how you decided which information is important?

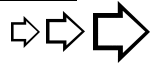


Check for Understanding: Learning Log

Content Goal: I can identify and restate important content.

Each day, note the most important words, idea or strategy you learn.

M	
T	
W	
T	
F	Summarize the week's learning.



My Learning Progress

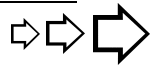
KNOWLEDGE COLLECTOR

Name: _____

Each day write one sentence that tells what you learned that you think is most important. Then on Friday summarize your learning.

This Week's Focus: _____

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	<p><i>Write a paragraph that summarizes what you have learned.</i></p>



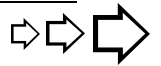
PICTURE WORD BANK

Aligns with CCSSR priority: Increase academic vocabulary

Words about Reading

WORD	Show what it means. Draw a picture.

Write a sentence with one or two 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.

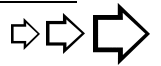
Choose a page to read.

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

Draw a picture that shows that paragraph.

Give your picture and that page number to another student.

See if they can find your paragraph.



SMART CHART: Core Vocabulary

Common Core Reading Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings....

Anchor Standard 4 Competence target: Can define and use academic vocabulary to explain a topic.

TOPIC: _____

List five important terms you need to understand about this topic.

They should be core words—words that are important to explaining the topic.

Write a synonym or example for each word.

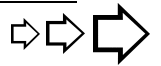
CORE WORD	SYNONYM or EXAMPLE

Make It Clear: Use all five core words to explain the topic.

Write a sentence for each word or a paragraph that includes them.

Added Challenge:

Add five more words that are important to understanding the topic—make your own bigger Core Vocabulary smart chart.



Answer the BIG Question with Examples and Evidence

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.

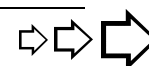
BIG question

List information to answer it. You can collect facts and examples from your class sessions, your notes, the Internet, books and magazines.

Write your answer. You can write:

- ☐ a quiz (you have to give answers as well as questions)
- ☐ a page in a textbook
- ☐ directions
- ☐ a cartoon
- ☐ a report
- ☐ an article

_____ (another format)



Answer the BIG Question with Cited Examples and Evidence

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.

BIG question

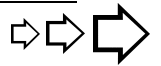
Collect facts and examples to answer it. You can find them in your class notes, from books, articles, and the Internet.

Important Information or Example	Where I Found It

Write your answer. You can write:

- ___ an extended response
- ___ a page in a textbook
- ___ directions
- ___ a report
- ___ an article

_____ (another format)



Support Your Answer

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Name _____ Date: _____

question

Locate relevant information in two different sources.

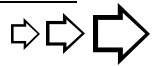
Source 1: _____

Important Information

Source 2: _____

Important Information

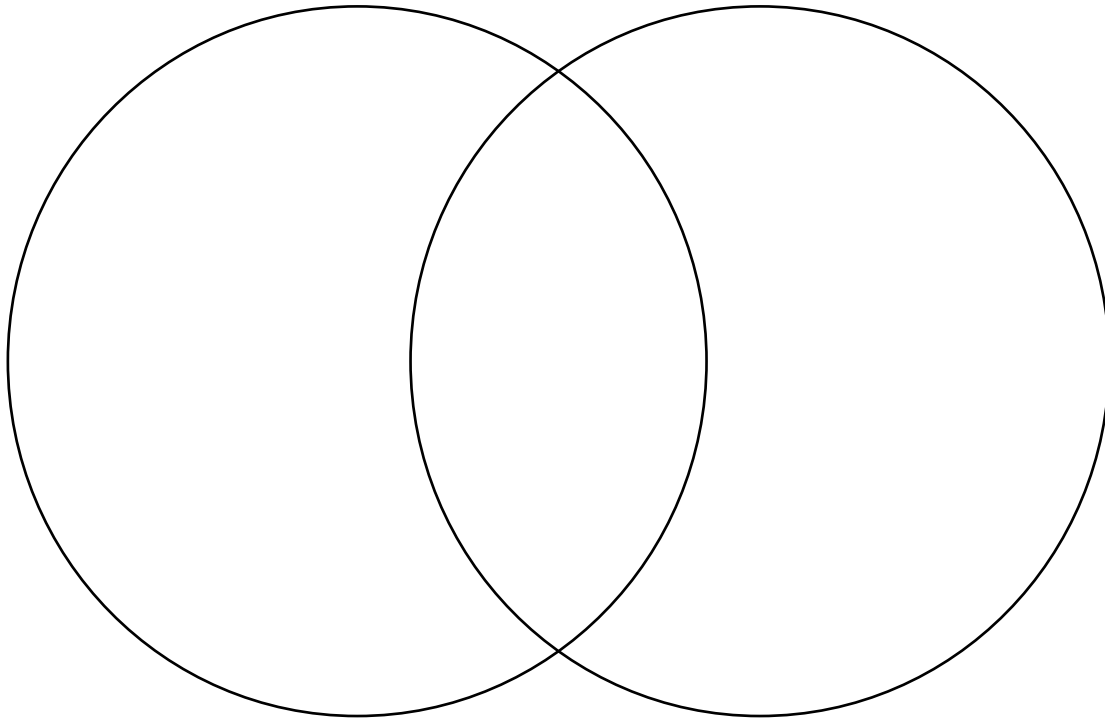
Use this information to write your response.



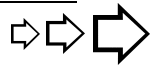
I Can Compare and Contrast

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.

Title: _____



Write to tell what your diagram shows.



Classify

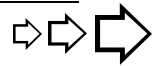
CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Topic: _____

Set up three categories.

Then list information for each category.

Write to explain what your organizer shows:



I can summarize.

CCSSR2—summarize with support

Topic: _____

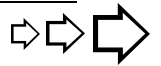
Important Words:

Word	What it Means

Important Facts:

My Summary:

On another page, write and draw to tell what you know.



SUMMARIZE

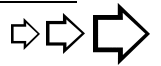
CCSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Topic: _____

List ten words that are important to understanding it.

What are the two or three most important points you find in your reading?

Write a one-paragraph summary. Include the main points.



Main Idea Analyzer

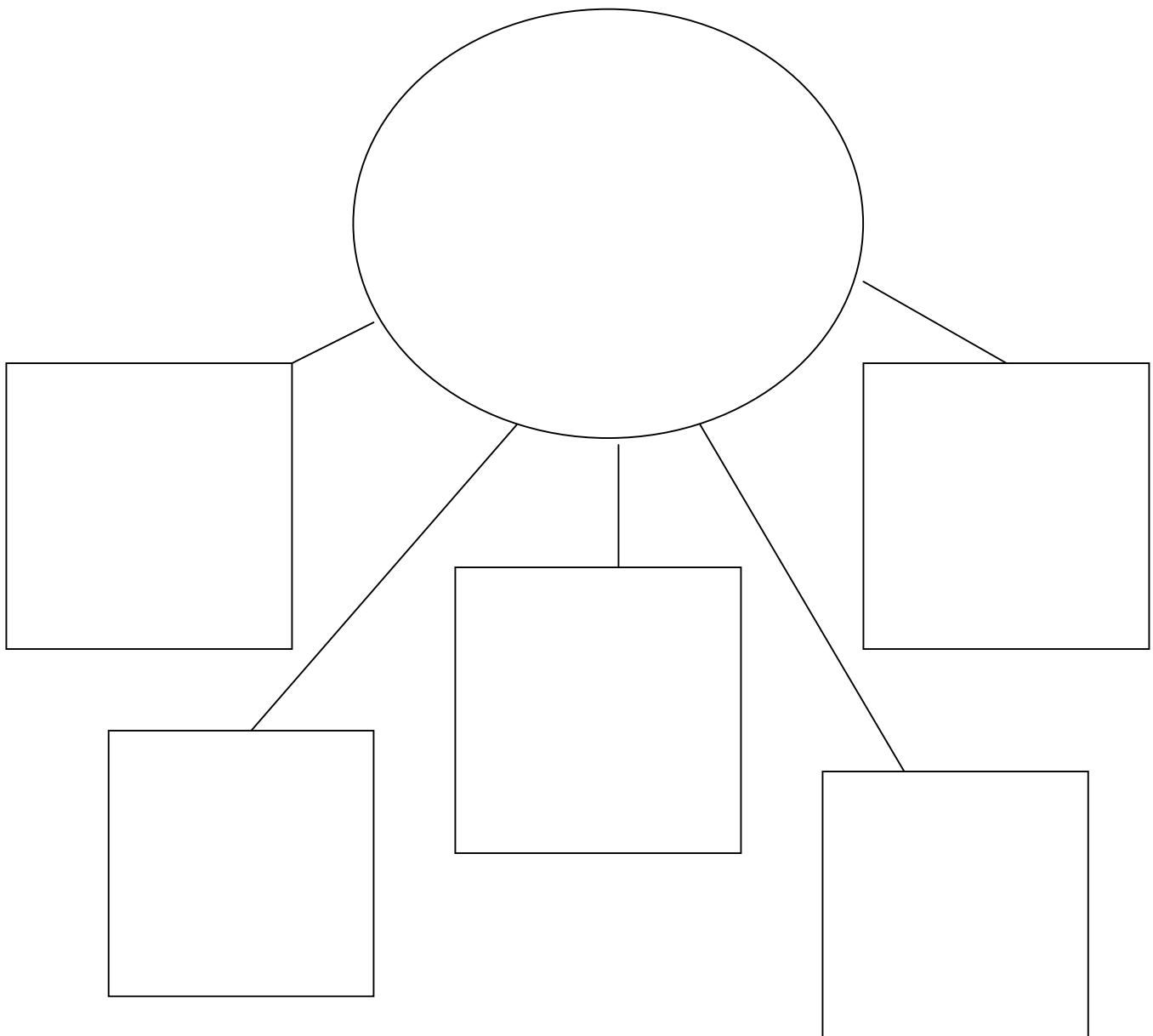
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

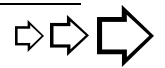
Put the main idea in the circle.

Put supporting information in the boxes. List the source of the information.

You can start with information then decide the main idea.

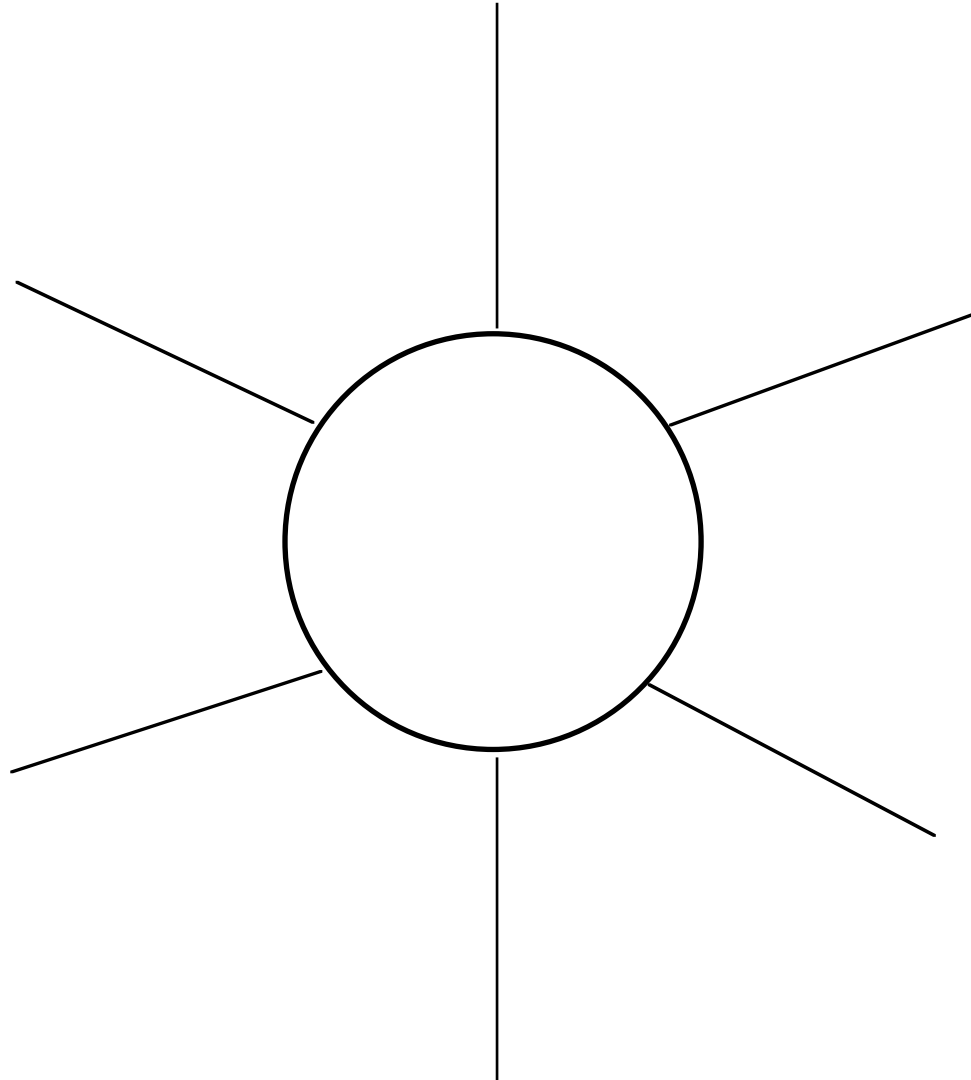
Or you can start with the idea and then find the supporting information.



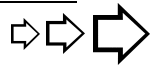


THEME ANALYZER

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



Think it through.



I Can Diagram Causes of a Change

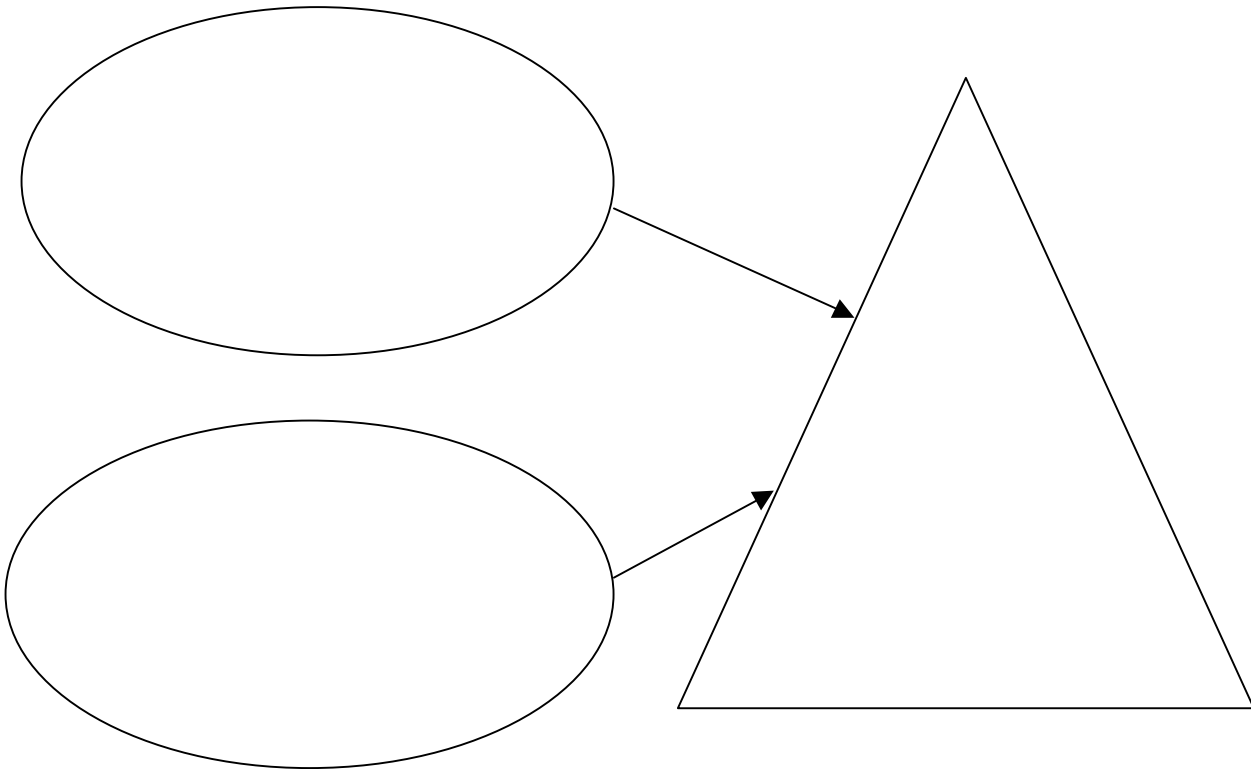
CCSSR1. Read closely, then infer with evidence.

Topic or Story: _____

In the circles write two different causes of an important change. In the triangle, write the important change.

CAUSES

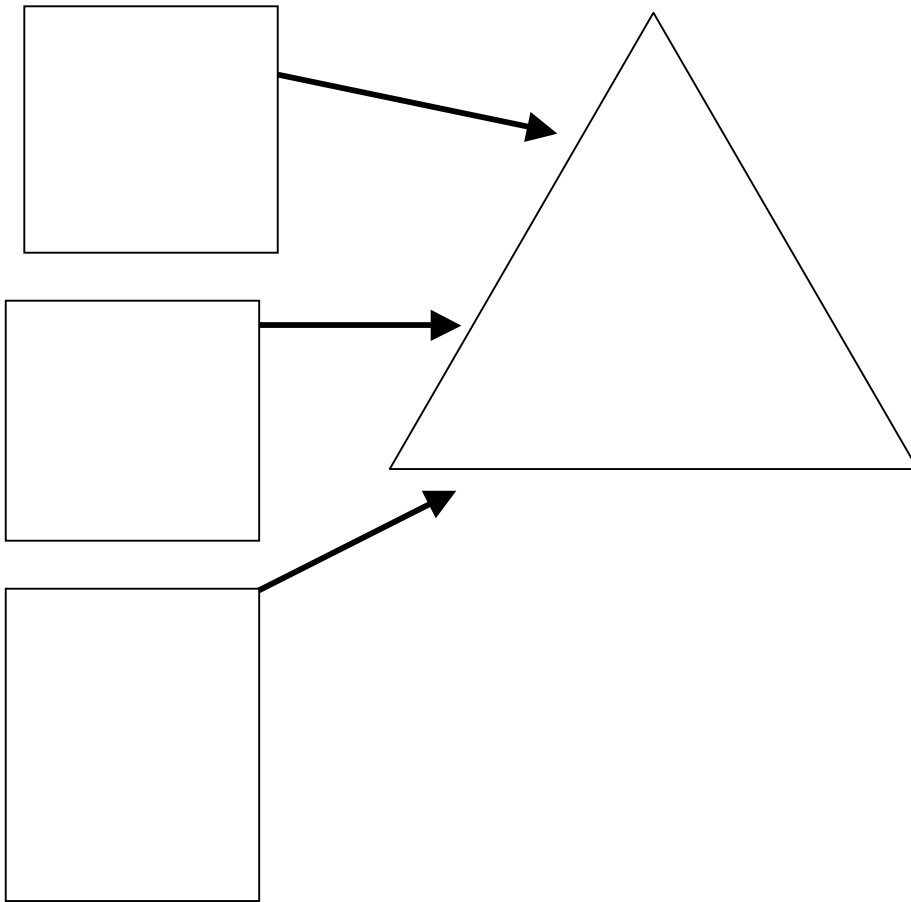
CHANGE



Summarize what your diagram shows.

Analyze and Infer Causes and Effects

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

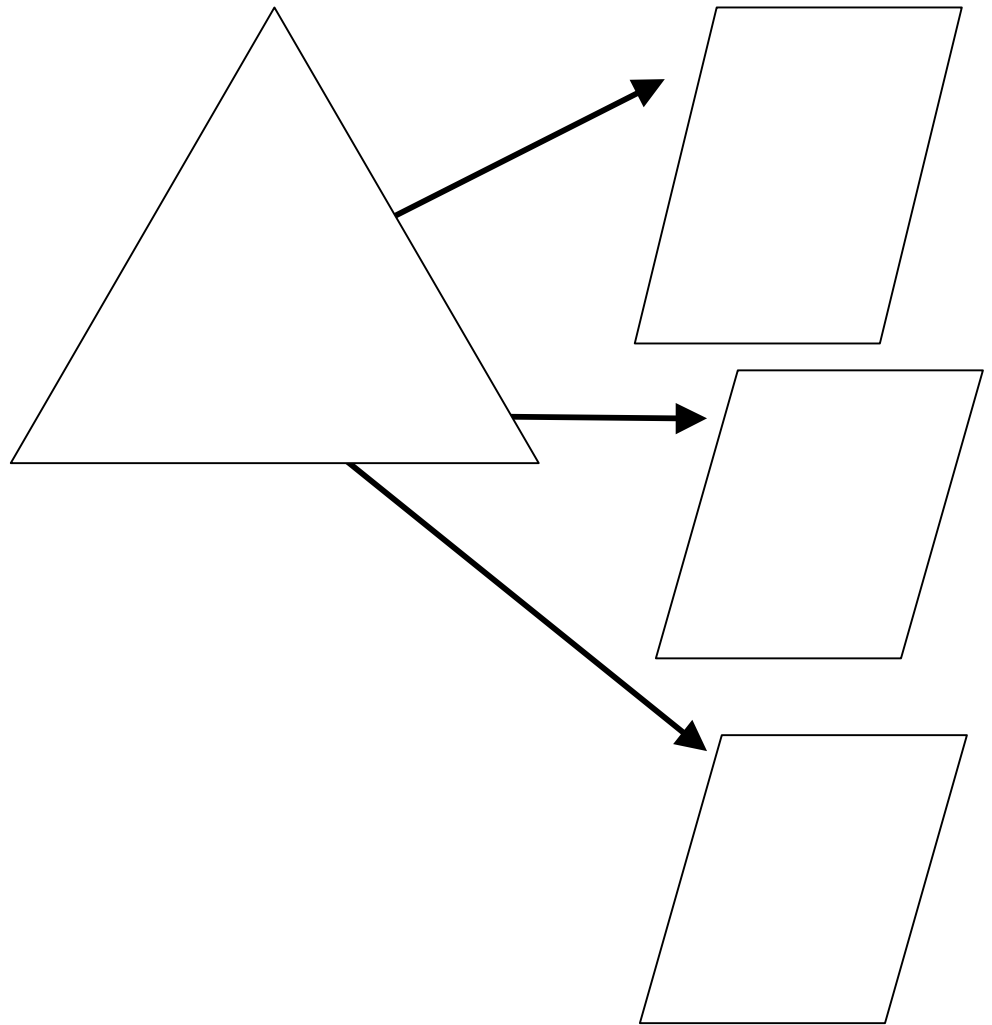


Write What You Think

___ essay ___ story ___ fable ___ cartoon ___ editorial ___ diary of a person involved

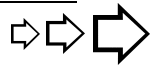
Analyze and Infer Causes and Effects

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

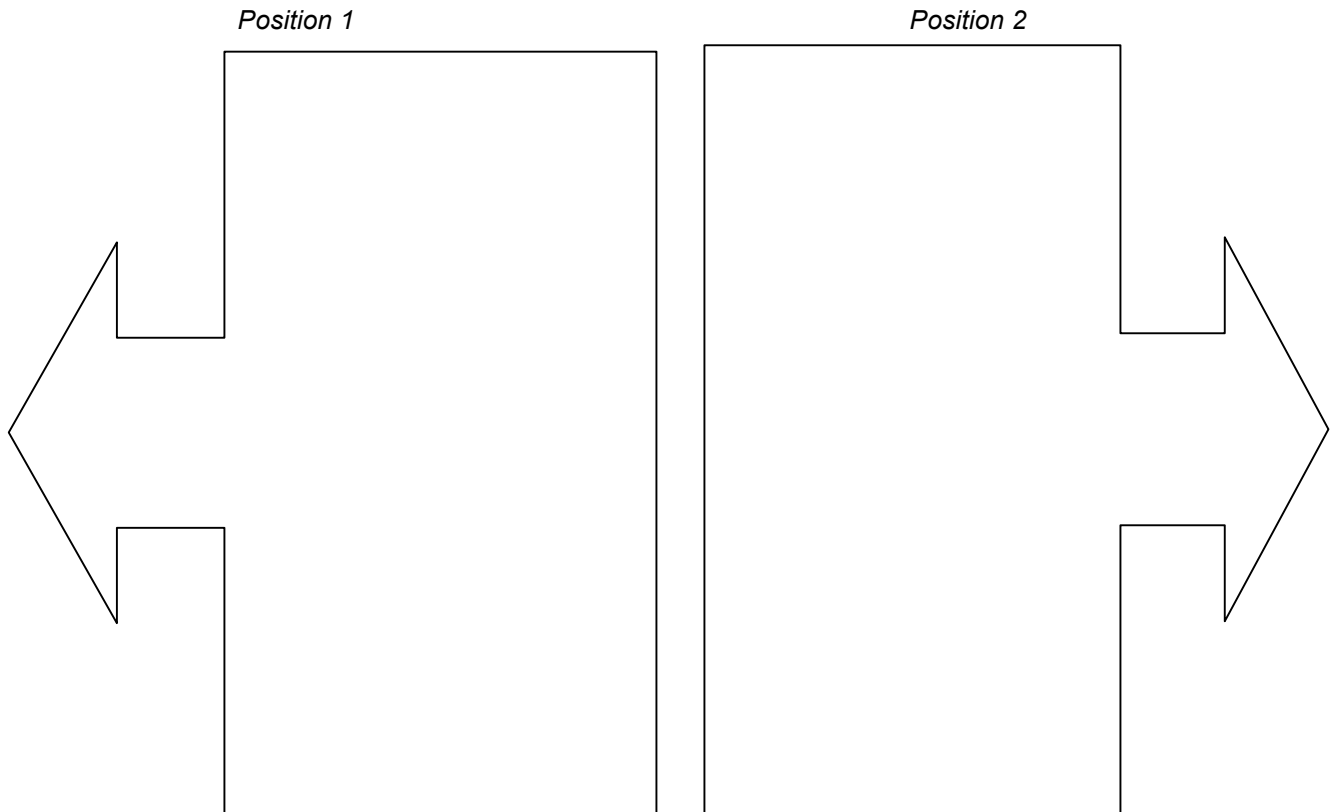


Write What You Think

___essay ___story ___fable ___cartoon ___editorial ___diary of a person involved

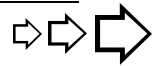
**CONTRAST POINTS OF VIEW**

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 is more logical? _____

Why?



Organize an Argument

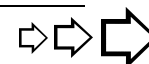
CCSSR 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Position 1	Position 2

My Position: _____

Basis for my position:

--

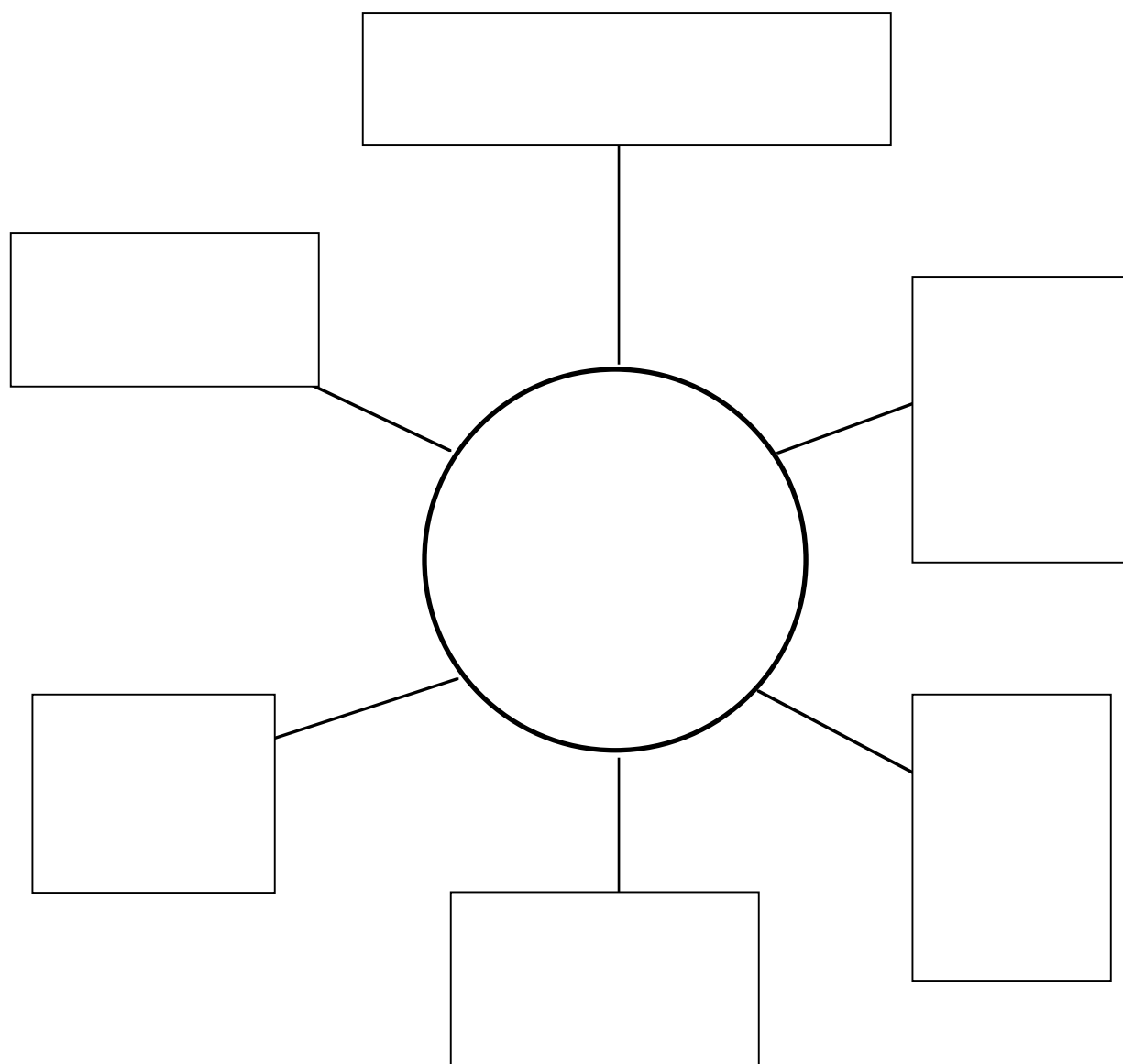


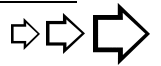
Analyze a Theme—Literature, Music, Art!

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

A story, poem, artwork, poem, story, or musical composition has a theme.
To find the theme, look at the whole artwork or listen to the whole composition.
Think: what is the artist/composer telling me?

1. What do you think the writer/artist/composer wants you to understand? Write it in the circle.
2. Then in the boxes put parts of the poem, story, composition or artwork that show you that is the theme. You can draw them or name them in the boxes.
3. Write about it. Tell how the writer/artist/composer communicates that theme.



**Evaluate Decisions—in a story, in a real situation**

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

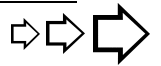
Situation: _____

Person	Decision	Effects on Others	Effects on the Person

Write What You Think

Which person made the best decision?

Why do you think that?



Use Logic to Solve a Problem or Answer a Question

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

Make up a question for another student or respond to a question your teacher asks.

Topic: _____

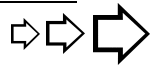
Problem or question:

Information I need to use to solve the problem or answer the question:

- _____
- _____
- _____
- _____
- _____

The Best Solution is: _____

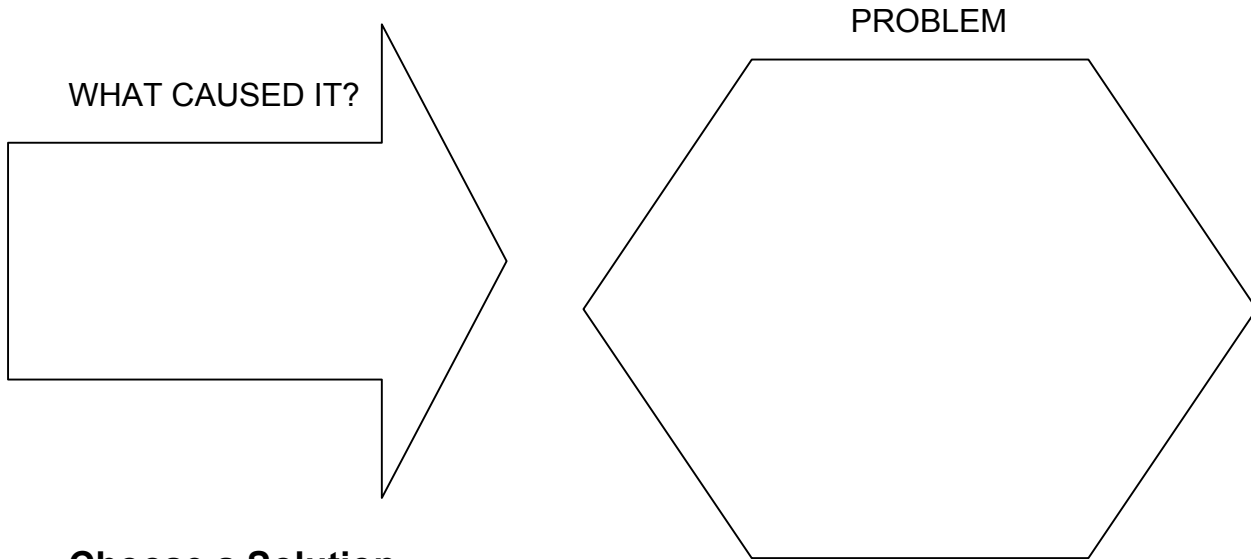
Why I believe this is the best solution: _____

**I can analyze a problem and evaluate a solution.**

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.

Do this independently as an assessment. Do this collaboratively as a learning activity.

Write notes inside the shapes to tell about the problem.

**Choose a Solution.**

What is one way to solve it?

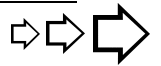
1. _____

What is another way to solve it?

2. _____

Which solution is better? __1__ __2__

Why?



Make Your Own Multiple Choice Question

Question Maker: Write your question here.

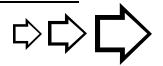
THINK IT THROUGH ?

Write the correct answer and three other possible answers here:

- | | |
|----|----|
| a. | c. |
| b. | d. |

Question Taker:

Circle the best answer. Then, in the oval, explain why you chose that answer.



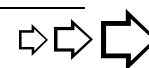
Make Math Connections

Common Core 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.

What do those practice standards mean?

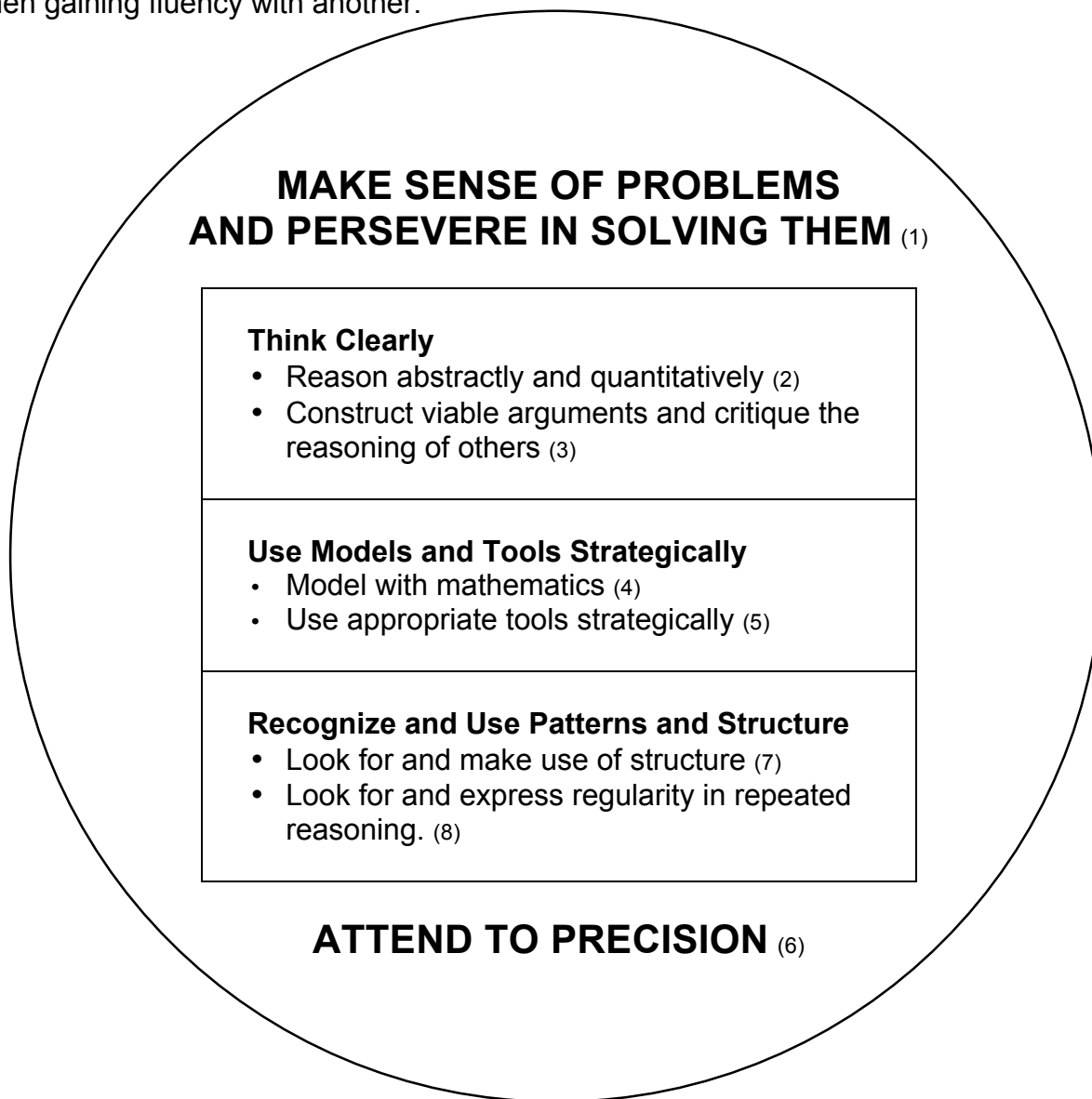
That finding an answer is not the destination—it's how you get there and the patterns you find as you solve a problem.



Common Core Math Practice Standards

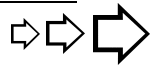
It's about thinking clearly.

Two of the standards are essential every time students solve any problem, so they are outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.



This diagram by the Center for Urban Education is based on "Grouping the SMPs" (McCallum 2011), Supporting Student Success, the Indiana Department of Education.

The Connected Classroom--Learn who your learners are.

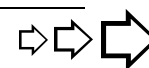


Math Interest Survey

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



MATH PROGRESSION

Supports all Common Core Math Practice Standards.

Steps to Learn a New Math Skill

1. Connect It

Review what you learned about math that you will need to know to use this new skill.

2. Get It

- In your own words, write explanations of any new words that are part of using this skill.
- List the steps to solve a problem with the new skill.
- Practice using those steps with problems.

3. Get it Clear

Write step-by-step directions.

Explain in **your own words** how you solve problems with this skill.

4. Think More

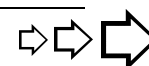
- Make up math word problems that require this skill.
- Give those math problems and your directions to another student.

5. Think It Through

- Solve the problems and tell what you think the best way to solve each one is and why.

6. Keep It

- Write part of your own math book.
- Explain how and when you use this skill.



EXAMPLE MATH LESSON PLAN WITH GRADUAL RELEASE OF RESPONSIBILITY

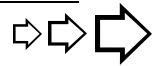
This plan builds formative assessment into each day and across the week.

This week's skill/strategy: _____

Math Practice Standards: 1. Make sense of problems, then solve them persistently.
6. Attend to precision.

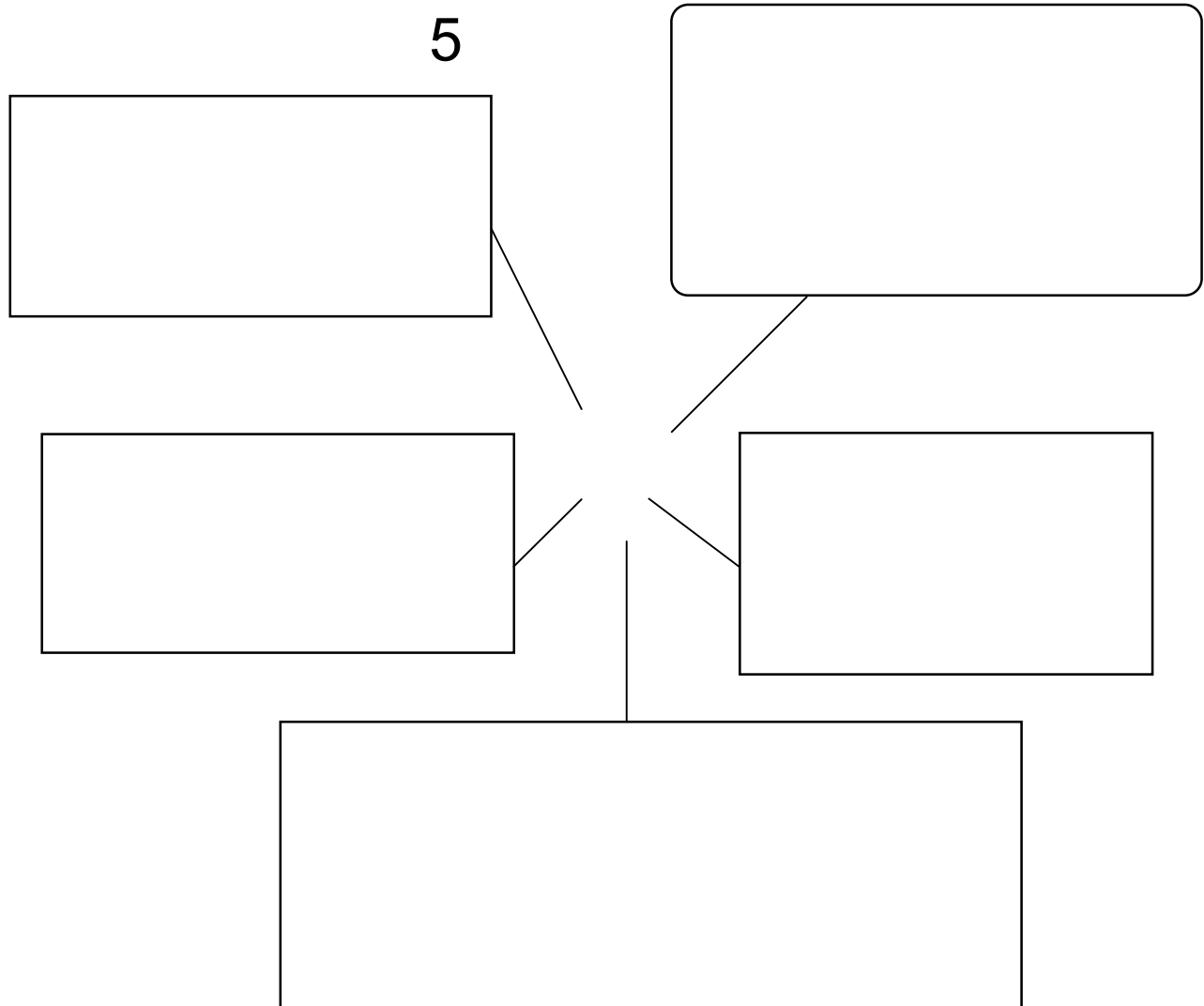
Materials: _____

<i>M Preview, Model, Interest</i>	<i>T Model and Guide</i>	<i>W Go Deeper</i>	<i>TH Assess and Clarify</i>	<i>F Fix and Finish UP</i>
<p>I do: model the strategy</p> <p>We do: Apply the strategy</p> <p>You do: CORE: __solve problem with partner or group, write steps ____</p> <p>ADVANCED: __write a guide to solving problems with this week's focus __make up problems with this week's focus</p> <p>√ Check for understanding __math journal __Pair/Compare</p>	<p>I do: model the strategy</p> <p>We do: Apply the strategy</p> <p>You do: CORE: __solve problem with partner or group, write steps ____</p> <p>ADVANCED: __write a guide to solving problems with this week's focus __make up problems with this week's focus</p> <p>√ Check for understanding __math journal __Pair/Compare</p>	<p>I do: model the strategy</p> <p>We do: __Apply the strategy __students model</p> <p>You do: CORE: __correct problem solution –identify and fix errors ____</p> <p>ADVANCED: __make up/modify a game __write step-by-step guide</p> <p>√ Check for understanding __math journal __Pair/Compare</p>	<p>YOU DO: Formative Assessment—students will...</p> <p>√ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students needing support: __re-model the math __play math game __make step-by-step sequence chart ____</p> <p>ADVANCED: __Write a guide to using this week's math __Extended response—make exemplary extended response that another student can learn from</p>	<p>T: Guides students needing support— __think out loud __make step by step guide __practice with a partner ____</p> <p>ADVANCED Students who “meet” move up--activity: __write a math page/booklet __ask then answer challenging word problems __make math display ____</p> <p>SYNTHESIS: What rules, ideas, or patterns did we learn from this week's math?</p>
Homework	Homework	Homework	Homework	Homework

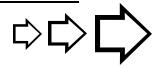
***Apply math facts and operations.***

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.

Task: Use the math you know to show five different ways to make equations that result in 5. It could be fraction equations or multi-step addition or...

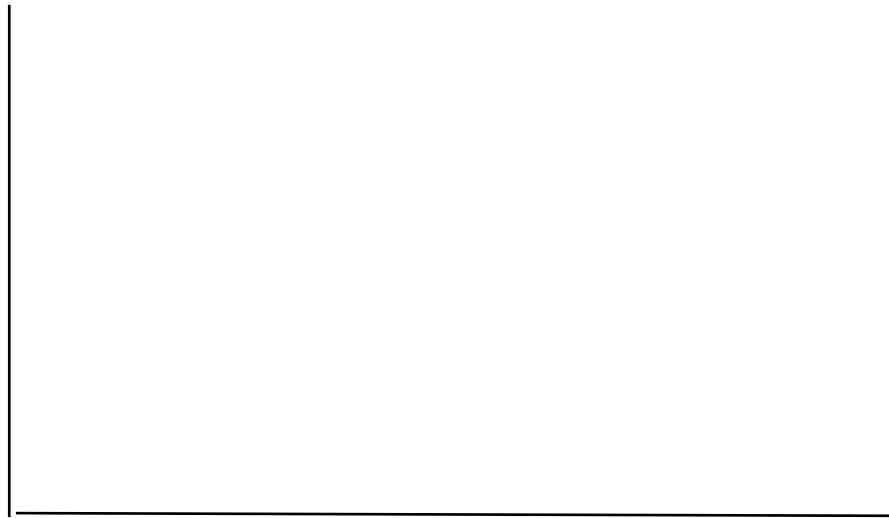


It could get bigger—imagine 50 ways to make a 50...



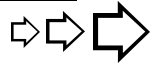
Graph Changes

1. *Locate and collect information about a situation that changes over time.*
2. *Use that information to make a line graph.*



Title of the Graph

Analysis of the Graph



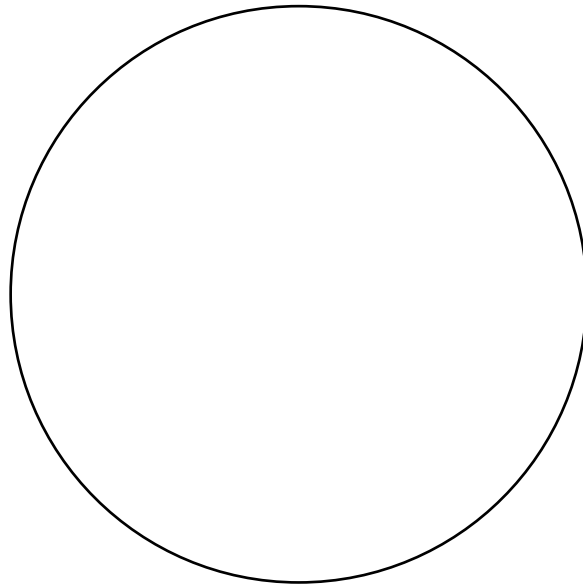
GRAPH PROPORTIONS

Do this independently as an assessment. Do this collaboratively as a learning activity.

1. *Locate and collect information about a topic or situation.*

Topic/Situation: _____

2. *Use that information to make a circle graph.*



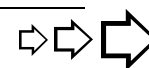
Title of the Graph

Key:

Analysis of the Graph

How to Summarize

ILS1B: I can summarize a passage.



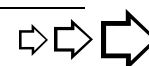
Math Problem Solver

The Problem—What will you figure out?

Your Strategy

The Solution

Answer:



Math Activities and Assessments

Formative Assessment Approaches

1. Complete graphic organizer
2. Complete glossary with examples
3. Make self guide
4. Students construct questions and answers
5. Students correct a math problem solution that has errors
6. Solve problem, justify the solution

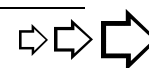
Activities

If the student completes the activity independently, it can be an assessment.

1. Create math problems
2. Demonstrate
3. Exchange questions
4. Write math guides
5. Start to solve problems, then exchange start-up part, complete each other's work
6. Students write "rules of the road" for different kinds of math problems
7. Make diagrams
8. Visually represent the parts of a math problem
9. Write or co-author responses to math question
10. Write math poetry
11. Describe a day in the life of a person in a career who uses math on the job—and with his/her paycheck
12. Change math questions, provide answer guide

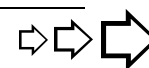
Instruction Strategies

1. Pre-assess to determine initial status
2. Check for misunderstanding and respond immediately
3. Model
4. Post-assess to determine and validate progress
5. Relate to contexts (MPS4—model with mathematics)
6. "Think out loud"
7. Demonstrate strategic use of tools (MPS5)
8. Post "paths"—how to solve a kind of problem
9. Focus on one outcome each week, specify objective for the day, explain how it relates to the BIG outcome
10. Adjust level of challenge to accommodate students needing support and students who can advance
11. Organize practice activities that have game-like features
12. Students demonstrate
13. Students collaborate—pair, compare, repair
14. Math "Bowl"—students solve a variety of problems in teams

**MATH GLOSSARY**

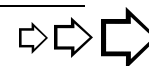
Term or Symbol	What It Means	My Example

Use words from your glossary to explain a math topic.

**MATH ASSESSMENT CONTENT DEFINITIONS**

You can set up this assessment with terms that your students learn or use it as a pre-assessment. This is an example of a comprehensive pre-assessment to start the school year.

Word	What It Means—explain in your own words or put an example.
perimeter	
parallel lines	
congruent shapes	
fraction	
numerator	
denominator	
regroup	
symmetrical	

**This Week's Math**

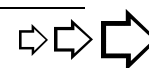
This graphic organizer applies to all math standards and is designed to guide students' clarifying of what they learn in math each week.

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

What are some important words to know when thinking about this math topic?
There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

Word	What It Means	Symbol

What's important to know about this math topic?



I know my numbers from to .

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.

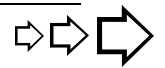


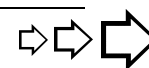
Chart to Make Math Patterns Clear

CCSS Math Practice Standard 8. Look for and express regularity in repeated reasoning.

number	operation	number	=	result
6	x	2	=	12
6	/	2	=	3
6	x	3	=	18
6	/	3	=	2
			=	
			=	

Chart Algebra

number	operation	number	=	result
a		b	=	c
5			=	8
25			=	100

**Math Path**

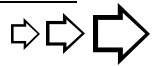
CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Solve your problem on the left side of the arrow.

Then write an explanation of the steps on the right side.



What's important to know about solving this kind of problem?



The Bottom Line: *Write to Explain*

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Make the Writing Connection to make sure that students

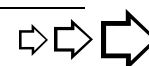
Know **What** + Know **How** + Know **Why** = Know **MORE**

Math Problem-Solution-Explanation Organizer

1. What is the problem?

2. How will you solve it?

3. Why solve it this way?



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.

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

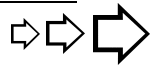
Your teacher will tell you how to take the next step.

You may complete it by yourself or...

pair and share—*work together with another student to solve it*

or

pair to compare—*solve it yourself then compare your work with another student's*

**MATH PROBLEM SOLVING GUIDE**

Guide designed for a project sponsored by the Institute for Education Sciences, US Department of Education.
Systematic use of this assessment resulted in significant gains in math achievement.

Common Core Math Practice Standard 1: Make sense of problems...

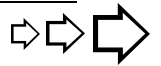
1. What will you figure out?	
2. How will you solve the problem?	
3. What information will you use?	
4. Estimate the answer.	

and persevere in solving them.

5. Solve it here. If you need more space use the back of the page.

6. What is your answer? _____

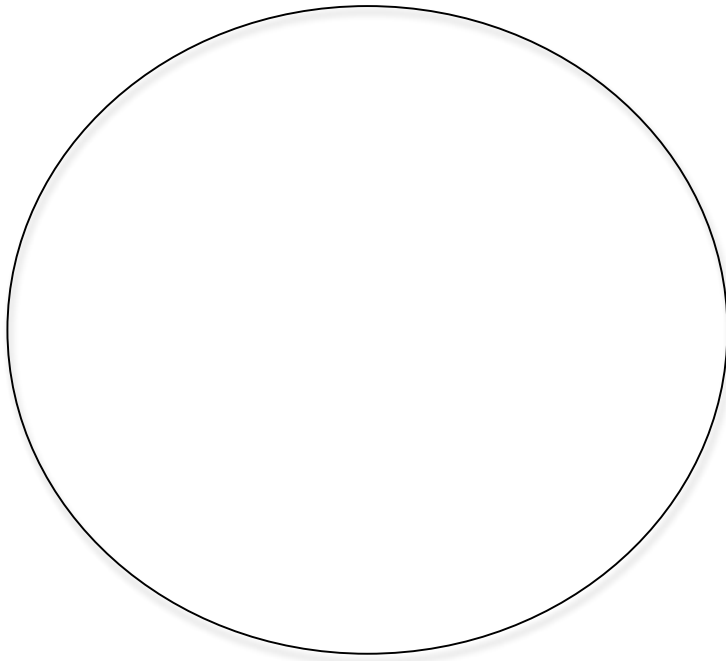
7. Tell what you did.	
8. Tell why you solved it <i>this way.</i>	



I Can Analyze Proportions with a Circle Graph

Locate and collect information about different quantities that are related to the same topic, such as the number of students choosing different colleges. Then figure out the proportions and make a circle graph (or pie graph) to show them.

Title of the Graph: _____

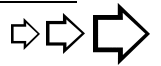


KEY:

Analyze Patterns and Relationships

Explain the patterns or relationships it shows—or give it to another student and ask that student to explain it.

Ask a question based on the graph.



I know how to graph!

Kind of data: _____

Which graph is the best way to analyze the data?

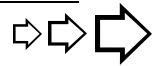
__bar graph __circle graph __line graph

Why do you choose that kind of graph?

Construct the graph.

Analyze Patterns and Relationships

Explain the patterns or relationships it shows—or give it to another student and ask that student to explain it.



Make Your Own Multiple Choice Question

Question Maker: Write your question here.

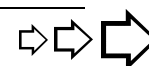
THINK IT THROUGH ?

Write the correct answer and three other possible answers here:

- | | |
|----|----|
| a. | c. |
| b. | d. |

Question Taker:

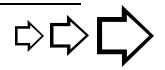
Circle the best answer. Then, in the oval, explain why you chose that answer.



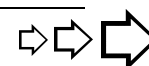
MATH TASKS

These activities can be used to respond to students' needs you identify through formative assessment or to provide assessments if the student does the task independently.

<p>Make a math picture glossary. Write the important words of math. Then for each word, draw a picture showing what it means.</p>	<p>Make a Math Step-By-Step Guide. What's that? You write the steps to solve a kind of problem. For example, how to figure out how much money you have after you spend some.</p>	<p>Make a math multiple choice question. Write the question as a situation. Then give a few possible answers.</p>	<p>Make up a math game. To win the game, you need to know math facts. You can play the game as a card game or as a board game. If it's a board game, then the players would get to move ahead when they know a math fact.</p>
<p>Write a Number Diary. What's That? You're a Number (pick any number). Tell what happens to you during a day.</p>	<p>Make a measurement book. Measure anything and record its dimensions. First, estimate its size. Then check your estimate.</p>	<p>Tell what you would buy if you had \$100. Figure out what everything would cost and how much you would have left after you bought things.</p>	<p>Write a page in a math textbook. Explain the math. Then give an example. Then ask a question.</p>
<p>Invent a number game. Write the rules to the game. Then play it.</p>	<p>Make a fraction book. Write about what a fraction is, how people use them, and how people can add and subtract them.</p>	<p>Write about your day and how numbers help you. For example, numbers tell what time it is.</p>	<p>Make a sports scores graph. Then explain what your graph tells about the way the teams are playing this season.</p>
<p>Make a Math Number Connector. What's that? You take one number and put it in the center of a page. Then write the number combinations that would make that number. For example, what are five ways to make a five?</p>	<p>Write a letter to someone who is having difficulty with math. Explain what that person could do to figure out how to use the math</p>	<p>Make a math diary—what numbers are part of your day?</p>	<p>Make a math test prep guide—what will you include?</p>



STRENGTHEN THOUGHTFUL READING



Common Core State Standards for READING

ANCHOR STANDARDS

These are the CORE of the CORE—each grade level has standards based on this core and appropriate for the grade.

KEY IDEAS AND DETAILS

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**.
2. **Determine central ideas or themes** of a text 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.

CRAFT AND STRUCTURE

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.

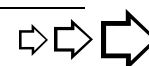
INTEGRATION OF KNOWLEDGE AND IDEAS

7. **Integrate** and **evaluate content** presented in **diverse media and formats**, including **visually** and **quantitatively**, as well as in words.
8. **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**.
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.

RANGE AND LEVEL OF TEXT COMPLEXITY

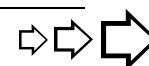
10. Read and **comprehend complex literary and informational texts independently and proficiently**.

Formatted by the Polk Bros. Foundation Center for Urban Education
 Source: Common Core State Standards, <http://www.corestandards.org>
 For grade level and grade-to-grade chart, go to <http://teacher.depaul.edu>.



Example: Common Core Reading Standards for Third Grade

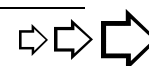
READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea .
3. Describe characters in a story (e.g., their traits , motivations, or feelings) and explain how their actions contribute to the sequence of events .	3. Describe the relationship between a series of historical events , scientific ideas or concepts , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the narrator or those of the characters .	6. Distinguish their own point of view from that of the author of a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. (Not applicable to literature)	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the most important points and key details presented in two texts on the same topic .
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 2–3 text complexity band independently and proficiently .	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 2–3 text complexity band independently and proficiently .



If a student has difficulty at one level, consider the earlier levels to develop the prerequisite competence.

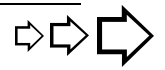
Reading Anchor Standard 1: Read closely to determine what the text says **explicitly and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.**

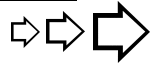
	READING LITERATURE	READING NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



Bloom's Taxonomy Can Clarify Common Core Literacy— and levels of complexity—proximal competence

LEVEL	Actions	Products
Knowledge CCSSR1, 4 GET IT	define, describe, duplicate, label, locate, list, memorize, recall, repeat, reproduce, state	glossary, list
Comprehension CCSSR1 GET IT CLEAR	classify, collect, describe, explain, identify, illustrate, paraphrase, recognize, report, restate, translate	chart, drawing, sequence chart, timeline
Application CCSSR 2, 3 CLARIFY IT	adapt, change, choose, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use	illustration, model, report
Analysis CCSSR 2, 3, 5, 6, 9 ANALYZE IT	categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, predict, organize, question, select	diagram, flowchart, presentation, report
Evaluation CCSSR 8, 9 EVALUATE IT	appraise, argue, criticize, defend, evaluate, judge, rank, select, sort, support, value	editorial, rating, report, speech
Synthesis CCSSR7 CCSSW7 CONNECT IT	combine, connect, integrate, relate	artwork, article, booklet, exhibit, poem, report, speech, story
Creativity <i>New category added in the 1990s.</i> EXPAND IT	assemble, construct, create, design, develop, dramatize, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story





How do you read a story?

THEME

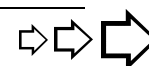
characters

sequence of events

motives

choices

changes

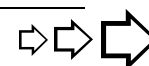


Expand Reading Competence

Reading Literature

Identify Common-Core Aligned Strategies and Skills your Students Need to Strengthen

Priority	Strategies and Skills needed for Fiction or Poetry
	Draw conclusions and support them with evidence
	Re-read to interpret a story or poem
	Analyze problem-solution
	Analyze author's design—tone, mood, structure
	Explain how author's choice of words appeals to the senses, creates imagery, suggests mood, sets tone
	Use context to infer the meaning of a word
	Identify elements of fiction: plot, characters, setting
	Explain how literary devices—imagery, metaphor, dialogue—contribute to the meaning of a selection
	Identify and interpret figurative language
	Analyze characterization/infer character traits
	Recognize kind of text: fable, folk tale, legend, myth, fairy tale
	Infer motive, cause-effect relations
	Infer prediction—identify probable outcomes, actions
	Infer the author's message or theme.
	Organize and write constructed response
	Organize and write extended response



Use the Elements of Fiction to Plan or Interpret a Story

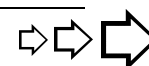
Story Writer's Choices-- Use the elements of Fiction to Plan and Write a Story

CCSS Anchor Writing Standards:

3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce **clear and coherent** writing in which the **development, organization, and style** are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Story Reader's Framework--Use the elements of Fiction to analyze a story

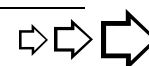
THEME What is the theme—the central idea I want readers to understand? <i>CCSS reading literature 5: structure of the story</i> <i>CCSS reading literature 2: Determine central ideas or themes of a text and analyze their development</i>	
PLOT > What happens? (structure of a story) <ul style="list-style-type: none"> • How does it begin? (exposition) • How does it continue? (rising action) • What is the climax? (turning point) • What happens after that? (falling action) • How does it end? (resolution) 	<i>CCSS reading literature: CCSS 3: character development; 1: read closely, analyze, infer with evidence</i>
CHARACTERS > Who are the main characters ? > What are their traits or characteristics ? <ul style="list-style-type: none"> • <i>How does the writer communicate those traits?</i> <i>? include dialogue to help my readers understand the characters?</i> <i>? use actions they take to help readers understand their traits—and the theme?</i> <i>? tell the character's thoughts and feelings?</i> > How do they feel about each other? (relationships) <ul style="list-style-type: none"> • <i>How do readers learn that?</i> > How does a main character change ? <ul style="list-style-type: none"> • <i>What causes that change?</i> 	<i>CCSS reading literature 1: read closely, analyze, infer with evidence</i>
SETTING > Where and when does it take place? (setting) <ul style="list-style-type: none"> • <i>How do readers "see" that place?</i> • <i>How do readers know what that time is?</i> • How does the setting create a mood or atmosphere? 	<i>CCSS reading literature 3: plot; 5: structure</i>
PROBLEM OR CONFLICT > What problem or conflict do the characters face? How do they solve it or resolve it?	<i>CCSS reading literature 6: point of view</i>
POINT OF VIEW > Who narrates? <ul style="list-style-type: none"> • <i>A character from the story (first person)</i> • <i>A narrator who is just telling the events but not explaining the story (third person)</i> • <i>A narrator who is not part of the story but who tells us what the characters are thinking (third person omniscient)</i> 	



QUESTIONS TO READ THOROUGHLY

FOR EACH QUESTION: Where in the story is the information you used to answer?

<p>CCSSR1. 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.</p>	<p>Where did this story happen? <i>What kind of place was it?</i></p> <p>Who are the characters? <i>What are their traits (or characteristics)?</i></p> <p>What happened? <ul style="list-style-type: none"> • How did the story start? • What did the characters do? <i>Why?</i> • How did the story end? <i>What could be next?</i> </p>
<p>CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>What do you think is the message or moral that the writer wants you to understand after you read the story?</p> <p><i>Why do you think that is the message?</i></p>
<p>CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>What is a problem people faced? <i>How do the characters feel about it?</i></p> <p>What is a choice someone made? <i>Why did that character make that choice?</i></p> <p>How did the characters feel about each other? <i>Why do you think that?</i></p> <p>How did a character change from the beginning to the end of the story? <i>Why do you think that?</i></p>
<p>CCSSR4. 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.</p>	<p>How can you figure out what a word means when you read? <i>Give an example of a word you figured out from this story.</i></p> <p>What are words that tell about the characters? <i>How do they help you understand the characters?</i></p>
<p>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.</p>	<p>How does the first part help you understand the story—who is in it, or where it happens?</p> <p>How does the writer help you understand the story by what the writer tells you about the characters and what happens?</p>

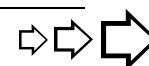


READ A STORY THOROUGHLY AND THOUGHTFULLY

What questions would a Common Core teacher ask?

Standard	Kinds of Questions
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.	<p>Where did this story take place? What kind of place was it? Who was part of it? How did they feel? What do you think the writer wants you to understand because of what the writer put into the story?</p> <p><i>Support your answers with evidence from the text.</i></p>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>What do you think is the central or main idea of this history (or story)? Summarize the important information that supports your conclusion.</p> <p><i>Support your answer with evidence from the text.</i></p>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>What is a problem people faced? Why was it important to people? What choices did people make? How did they affect other people?</p> <p><i>Support your answer with evidence from the text.</i></p>
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.	<p>What are 5 key words in this passage? Why are they important to understanding it?</p> <p><i>Support your answer with an example from the passage.</i></p> <p>How can you figure out what a word means when you read?</p> <p><i>Use the text to show an example.</i></p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	<p>How does the first paragraph prepare you to read the rest of the passage?</p> <p>Choose another important paragraph. Tell why it is important to understanding the passage.</p> <p><i>Support your answer with examples from the passage.</i></p>

Predict: *Write the next part of this story—with pictures and captions.*

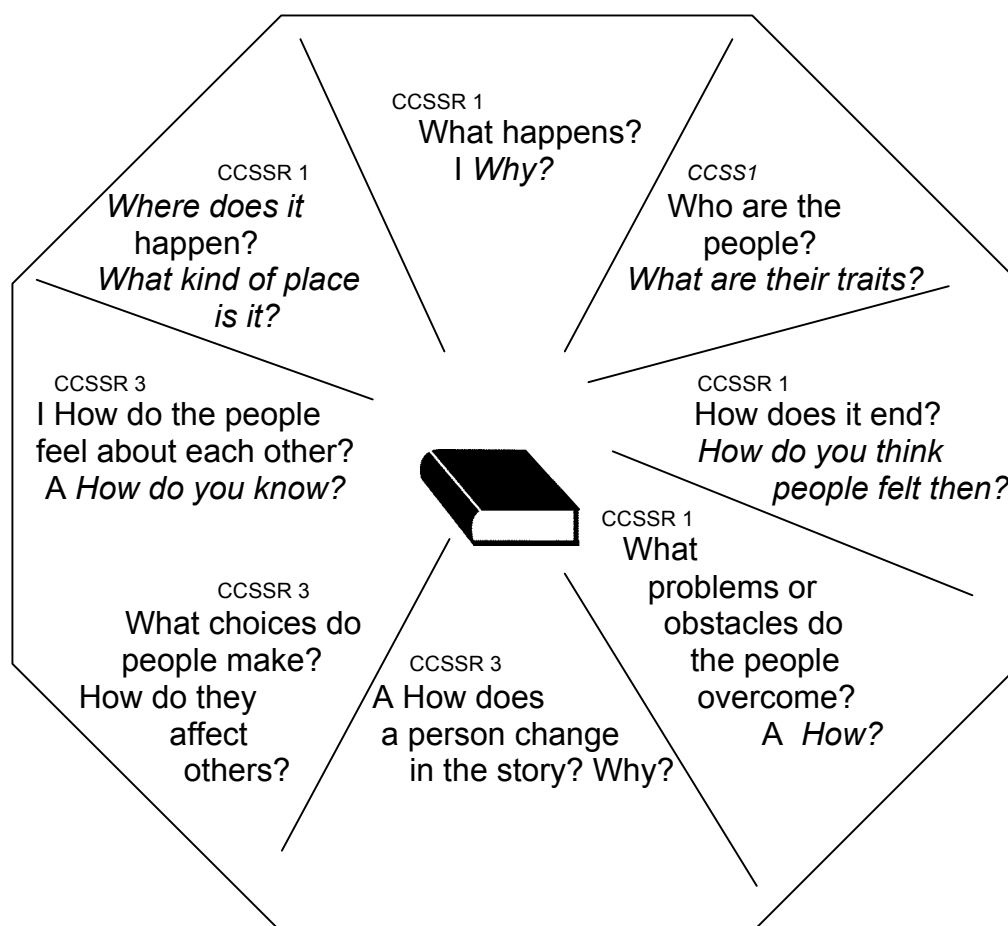


Common Questions for Thoughtful Fiction Interpreters

Common Core Anchor Standards: KEY IDEAS AND DETAILS

- | |
|--|
| 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 . |
| 2. Determine central ideas or themes of a text 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. |

Support your answers with evidence from the story.

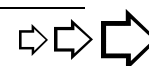


What is the theme or message of this story? (CCSSR2) INFER

How did the writer help you understand that?

(Analyze: Craft and Structure—CCSSR 4, 5, 6)

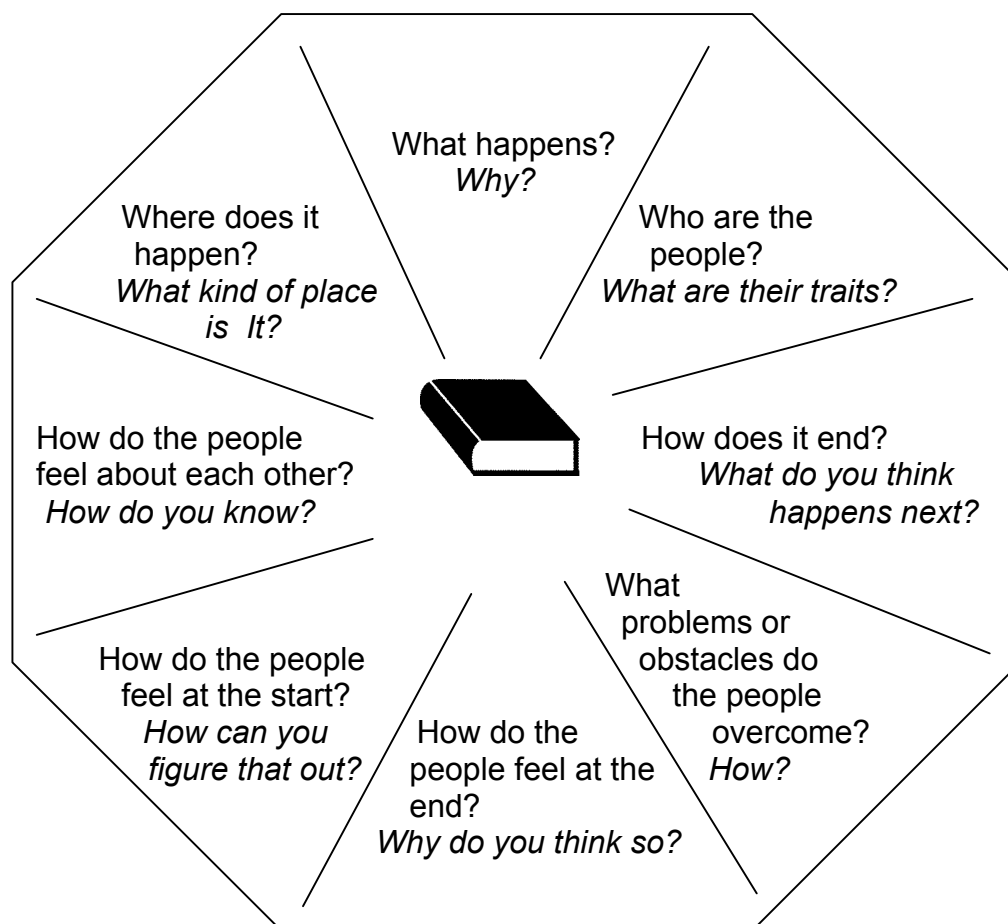
RE-visit the story and look for ways the author made the theme clear.



READ THOUGHTFULLY, then CREATE!

CCSSR 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.

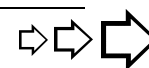
The following standards-based questions ask you to think thoroughly about any story. Choose a story. Choose a question. Answer it with evidence from the story. Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.



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.



Common Questions

These questions can be used to assess students' comprehension of texts. The following pages include guides that also can be used to assess specific kinds of reading processes.

FICTION QUESTIONS:

*You can use these questions to assess students' reading of any **story**.*

Plot Structure

What was the most important event?

Why?

Cause-effect

What was an important choice someone made?

What happened because of that choice?

Author's Techniques

How did the writer help you understand what the characters are like?

Theme or Message

What message or idea did the writer want you to understand by reading the story?

NONFICTION QUESTIONS

You can use these questions to assess students' reading of any nonfiction passage.

Important Information

What is the most important information in the first paragraph?

Why do you think it is important?

Supporting Ideas

List the topics of the paragraphs.

Main Idea

What is the main idea of the selection?

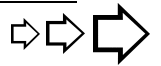
Why do you think that is the main idea?

Structure of the Text

How does the writer begin and end the passage?

How does the beginning help you to figure out what you will learn?

How does the ending help you understand what the writer wanted you to understand?



COMPREHENSIVE ASSESSMENT: How to read fiction

Title of the Story: _____

2. CCSSR1 **Identify Sequence**: What was the first event?

3. CCSSR1 **Infer Character Traits**: Name one character. _____

What does trait mean? _____

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

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

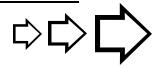
4. CCSSR1 **Identify Action**: What is something that character does?

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

5. CCSSR2 **Summarize** the story. Write your summary on these lines.

6. CCSSR2 **Infer the theme or moral**: What is the theme of the story?

Why do you think that is the theme or moral?



Start Clearly to Read a Story Closely

Common Core Reading Standard 1: Read closely, then make and support logical inferences.

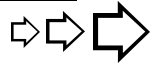
Who and Where

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.

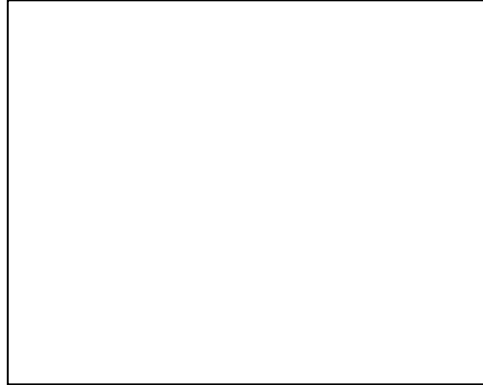
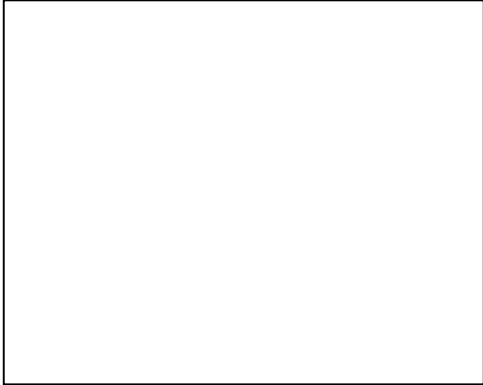
Then read to find out what the people do.



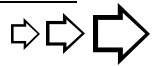
I CAN COMPREHEND A STORY: SEQUENCE

CCSSR 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.

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.



I Can Comprehend A Paragraph or Page

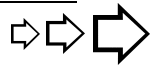
CCSSRI1.2. Identify the main topic and retell key details of a text.

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 _____

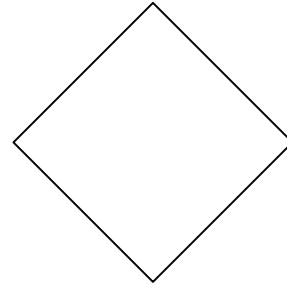
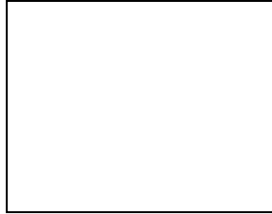
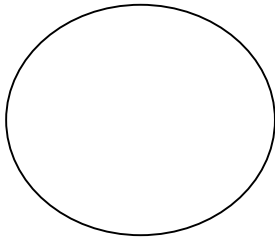


Story Illustrator:

I can comprehend a story and infer the message.

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

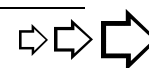
Draw three persons who are in it. Show their traits by the details you put in the pictures.



Sequence the Events. Draw or tell how it started, what happened next, how it ended.

INFER: What is the message or lesson of the story?

Why do you think that is the message the writer wants you to understand?



SMART CHART: CHARACTER TRAITS

Common Core Reading Anchor Standard 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.

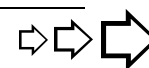
Remember, a character trait is how a person is all the time—traits don't change. List three more character traits. Then write the synonym and the antonym for each one.

TRAIT	SYNONYM	ANTONYM
brave		
wise		

Analyze, then Infer with evidence

CCSSR 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.

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

Common Core Reading Anchor Standard 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.

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.

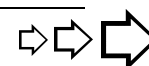
FEELING	SYNONYM	ANTONYM
happy		
angry		

Analyze, then Infer with evidence

CCSSR 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.

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 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: _____

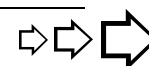
When	Feeling	Why the Character Feels this Way
At the beginning		
When something important happens		
At the end		

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.

Show the place.

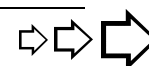
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Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

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?

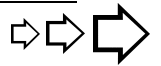


Make Inferences with Evidence

These questions can be asked about **any story, history, or current event**.

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.

INFERENCE	QUESTION	ANSWER	EVIDENCE
<i>Infer from context</i>	What does _____ mean?		
<i>Infer feelings</i>	How do you think _____ felt about _____		
<i>Infer traits</i>	What is a trait of _____?		
<i>Infer motive</i>	Why did _____ do this— _____		
<i>Infer cause-effect relations</i>	What caused _____		
<i>Infer predictions</i>	What do you think happened next?		
<i>Infer the main idea</i>	What is the main idea of the passage?		Underline parts of the passage that give you that idea.

**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.

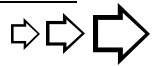
Draw or briefly tell the three most important parts of the fable.

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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.



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 _____.

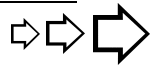
Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

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

EXCEED:

What do you think the author would have said about the lesson you can learn from the story.



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? _____

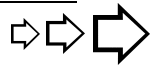
How it ends. _____

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?



Dialogue: Write what characters might say.

_____ :

_____ :

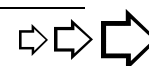
_____ :

_____ :

_____ :

_____ :

Keep writing—use more pages to retell the story as a play.



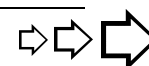
How to Interpret a Poem: Gradually Release Responsibility as Students Develop Core Competence

BIG Idea: Poets use words to communicate. Readers analyze a poem to figure out the message.

Big Questions: How do poets communicate their ideas? How do readers interpret a poem?

Common Core Anchor Standards: 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.

<i>Monday</i> Preview Model Interest	<i>Tuesday</i> Model and GUIDE	<i>Wednesday</i> GUIDE and go farther	<i>Thursday</i> ASSESS and Clarify	<i>Friday</i> Fix Go Deeper Finish well
<p>I DO: Read first stanza of poem aloud. Thinks out loud—how do you infer meaning of a word from context? What is figurative language?</p> <p>WE DO: Guides students to notice other techniques used. Image, symbol, alliteration, rhyme.</p> <p>YOU DO Make symbol-word picture chart—word and symbol used in poem.</p> <p>What is figurative language? Give one example from the poem.</p> <p>Check for Understanding: Start poet's glossary: Image Symbol Infer Context Alliteration Onomatopoeia Narrator Rhyme Stanza</p>	<p>I DO: Think out loud—how do I infer the theme of a poem—how does the writer use words and images to communicate it?</p> <p>WE DO: Read rest of poem and think out loud with the students: What is the theme of the poem? How does the poet express it with techniques (images, tone, mood, repetition, other elements)</p> <p>YOU DO: Re-read poem and list evidence for the theme. <i>Draw a picture</i> of what poet "says" in poem to communicate the theme. Share/compare.</p> <p>Check for understanding: continue poet's glossary: Theme Interpret Repetition Mood Tone Rhythm, Meter Title</p>	<p>I DO: List steps to interpret a poem—read it once to figure out topic; read it again to infer theme; read it 3rd time to identify techniques used to communicate theme.</p> <p>WE DO: Analyze different poem, steps 1, 2, 3.</p> <p>YOU DO: Picture a poem--show the poet's idea. Make a "key" to your picture-- Theme Images</p> <p>Check for Understanding: g: Write your own directions: how to interpret a poem.</p>	<p>ASSESSMENT S: Independently read another poem. Identify theme. List ways the writer has communicated it.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not "get".</p> <p>Students needing support: Pair and compare lists, add more evidence of ways the poet communicates the theme.</p> <p>Advanced Students: Write about poem—letter to the poet or extended response—how did this poet create a mood or tone?</p>	<p>Students needing support: Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.</p> <p>Advanced Students: Write your poetry guide-- to reading a poem—use a different poem—could be a poem you write!</p> <p>Class Synthesis: What have we learned about interpreting poems? (Can be a guide to interpreting a poem.)</p>



Poem Interpreter

This page develops CCSSR Anchor Standard—Key Ideas and Information: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. The next page develops the analysis of author's craft and structure.

A poet is like a painter. The poet uses words to help you understand a theme or message.

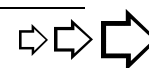
Poem: _____

What do you like most about this poem?

Draw a picture to illustrate the poem. Show what you think the poet's message is.

✓ What is the theme of the poem—what is the poet's message?

Why do you think that is the message the poet wants you to understand? Give examples from the poem that support your interpretation.


POEM ANALYZER CCSSR Anchor Standards—Craft and Structure

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 relate to each other and the whole.

A poet uses techniques. Look for examples of these techniques in the poem.

Technique	Example
alliteration	
metaphor	
simile	
narrator	
rhyme	
symbol	
repetition	
onomatopoeia	

Think about these questions. Give evidence to support your answers.

✓ Choose a line you think is very important. What is the line?

Why is that line important? _____

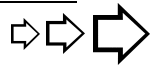
✓ What is the mood of the poem—the feeling it has—happy, sad, calm, another feeling?

How does the poet give the poem that mood?

EXCEED:

> Write about the poem. How it is like a story you have read or an experience you had?

> Write your own poem about the theme of this poem.

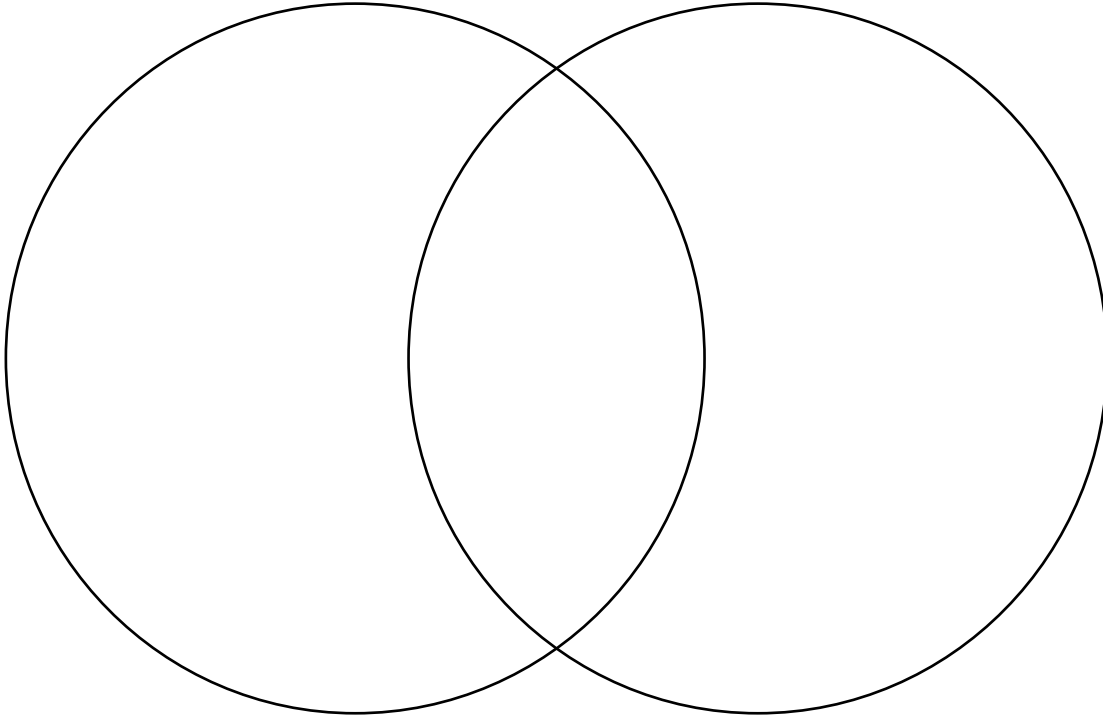


Compare and Contrast 2 Texts

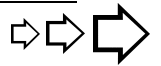
CCSSR9. **Analyze how two or more texts address similar themes or topics** in order to build knowledge or to compare the approaches the authors take.

Theme: _____

Text: _____ Text: _____



Explain the most important difference between the two texts.



Compare a Poem and a Story

CCSSR9. **Analyze how two or more texts address similar themes or topics** in order to build knowledge or to compare the approaches the authors take.

Poem: _____

Story: _____

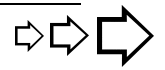
Write or draw a symbol to show what the poet's message is.

Write or draw a symbol to show the story's message.

How did the poet communicate that message?

How did the story writer communicate that message?

How are they alike?



How do you read nonfiction?

Figure out the

Central Idea

Use the structure of the text to identify

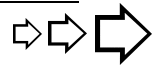
- Supporting Ideas
- Relevant Examples
- Supporting Information
- The writer's purpose—what does the writer want you to understand?

BIG Idea:

Nonfiction writers use facts and examples to explain ideas about a topic in informational text.

BIG question for nonfiction readers:

How do you read nonfiction?



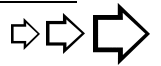
Nonfiction Reading/Content Area Learning

Science

Social Studies

Which of these kinds of thinking do your students need to strengthen?

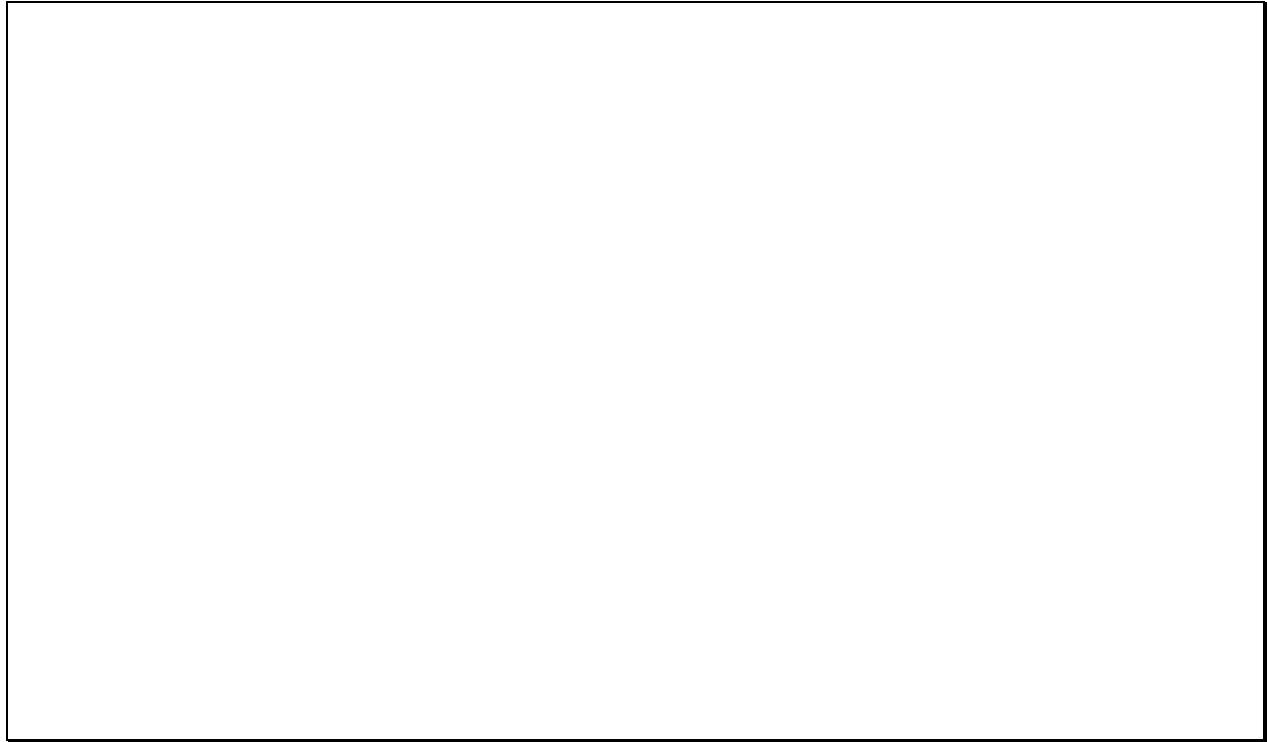
Priority	Strategies and Skills Needed for Non-Fiction
	Skim
	Scan
	Re-read to locate information
	Interpret Instructions
	Compare and contrast
	Sequence
	Contrast fact and opinion
	Summarize
	Use context to infer the meaning of a word
	Infer main idea and identify supporting details
	Determine author's purpose
	Use information in illustrations to understand a passage
	Determine the purpose of features of text
	Draw conclusions and support them with evidence
	Organize and write constructed response
	Organize and write extended response



Visualize Nonfiction: Show to Tell

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.

Draw a picture that shows what you learned.

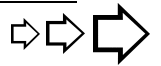


Then show your picture to another student.

Ask them to write what they see and think about what your picture shows.

I see _____

I think _____



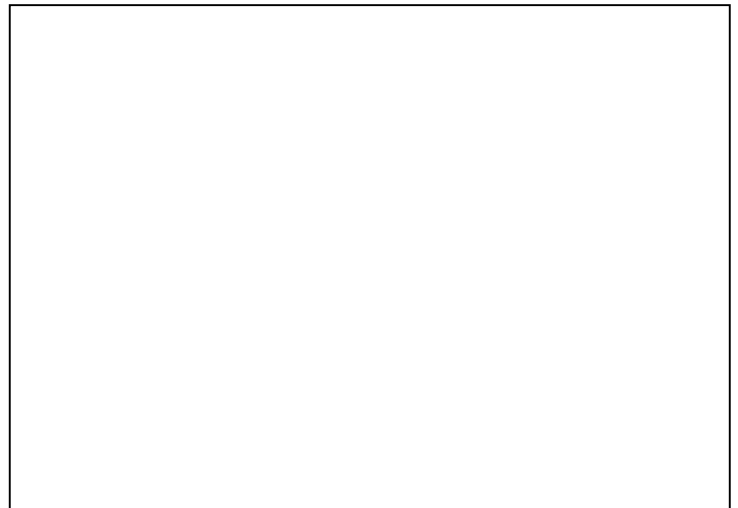
Visualize Nonfiction:

Show, Then Write What You Learn

CCSSR1. **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. CCSS Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic: _____

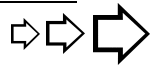
Important Information Picture important facts.



Write what you learned.

Add captions to your pictures.

Then write a booklet. You can cut out the boxes and put them in the order you want to use the facts.

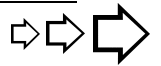


Answer the BIG question in a **Picture Book or Display**

CCSS Anchor Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the BIG QUESTION you will answer?

Sketch or note what you will tell in 6 pages or parts. Then number the parts in the order you will include them. Then write your answer in a picture book or display with captions.

**TOPIC:** _____

Research to Build and Present Knowledge CCSSW 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

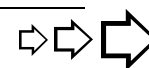
Important Words

Important Information

BIG IDEA _____**Show it here!**

--

Caption:



I can identify relevant information to answer a BIG question.

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.

Topic: _____

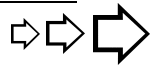
BIG question about it. _____

What I will read: _____

List information from the text to answer the question.

Information	Page #

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.



I Got It—here is my clear summary.

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

Topic: _____

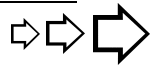
Important Words:

Word	What it Means

Important Facts:

My Summary:

On another page, write and draw to tell and show what's important.



COMPREHENSIVE ASSESSMENT: Non-Fiction

I can identify the topic, main idea, purpose, opinion, and summarize a nonfiction passage

1. **What is the topic?** _____

The topic is not the title. What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

3. **Infer the purpose:** What is the purpose of the passage? Why did the writer write it?

Explain: How do you know that is the purpose?

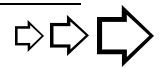
4. **Classify Fact and Opinion:** What is an opinion in the passage?

Explain: How do you know it is an opinion?

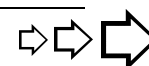
5. **Infer the main idea of a passage.** What is the main idea of the whole passage?

Support your answer. Explain why you think that is the main idea?

Exceed: Make up a multiple-choice quiz about the topic. Ask **challenging** questions.



Strengthen Science and Literacy


SCIENCE/LITERACY BLUEPRINT Topic: _____

Content Standard: (choose the standard you will emphasize)

- ___ 12A. Know and apply concepts that explain how living things function, adapt and change.
 ___ 12B. Know and apply concepts that describe how living things interact with each other and their environment.
 ___ 12C. Know and apply concepts that describe properties of matter and energy and interactions between them.
 ___ 12 D. Know and apply concepts that describe force and motion and the principles that explain them.
 ___ 12E. Know and apply concepts that describe the features and processes of the Earth and its resources.
 ___ 12F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

Concepts:

 based on the Cross-Cutting Concepts of Science, Next Generation Science, nextgenscience.org

___ *cause-effect relations* ___ *adaptation* ___ *interdependence* ___ *patterns*
 ___ *structure and function* ___ *stability and change* ___ _____

BIG Ideas (also called "enduring understandings")	Essential Questions

Read to Learn: Common Core Reading Anchor Standards

- 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.
 2. Determine **central ideas** or themes of a text and analyze their development; **summarize the key supporting details and ideas**.
 7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Write to Learn More: Common Core Writing Anchor Standards

2. Write **informative/explanatory texts** to **examine a topic and convey ideas, concepts, and information** through the **selection, organization, and analysis of relevant content**.
 7. Conduct short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation.

Literacy Outcomes: Students will increase ability to...

- ___ comprehend: summarize
 ___ read analytically: locate classify compare contrast sequence infer with logic/support
 ___ read strategically, focusing on big question(s)
 ___ interpret visuals, relate to text
 ___ cite evidence to support an idea or justify a conclusion
 ___ synthesize from different sources
 ___ write and/or illustrate to explain ideas ___ explanatory ___ narrative ___ persuasive texts
 ___ _____

Content Outcomes: Students will expand knowledge of concepts they can explain and apply to analyze topics of science.

Summative Assessment: ___ Make presentation ___ Make display ___ Debate
 ___ make booklet ___ Write a ___ Illustrate a ___ Create ___
 ___ Outline then write response to BIG question ___ _____


GRADUAL RELEASE SCIENCE LESSON PLANNER WITH EXAMPLES

 Topic: _____ **BIG QUESTION/INQUIRY:** _____

KEY 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 __

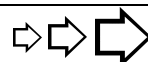
This week's READING: _____

 Read closely, answer questions with **EVIDENCE (CCSSR1)**; __**Summarize, identify central idea, supporting ideas (CCSSR2)**;

 __**Use structure of text to identify ideas, locate information (CCSSR5)**; __**Integrate information, ideas from different sources (CCSSR7)**

This week's DEMONSTRATION OR EXPERIMENT: _____

<i>PREVIEW, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
EXPLORE	EXPERIMENT	EXAMINE	EXPLAIN	EXPAND
<i>T: I DO</i> > INTRODUCE THE INQUIRY — <i>WE DO:</i> __Observe a demonstration, make hypotheses — <i>S: YOU DO</i> __Locate, list important information __Support hypothesis — <i>Check for Understanding:</i> __start glossary __write learning summary __Pair/Compare —	<i>T: I DO</i> Model how to _____ — <i>WE DO:</i> __Collect information __Experiment; observe — <i>S: YOU DO</i> Read to learn more __read independently or with partner to locate information — <i>Check for Understanding:</i> __write learning summary __continue glossary __Pair/Compare —	<i>T: I DO</i> Use graphic organizer to show how to add information from reading and organize ideas and information about a topic. — <i>WE DO:</i> __Collect information from reading/research __Organize information __Analyze information — <i>S: YOU DO</i> __complete graphic organizer __make up questions, exchange — <i>Check for Understanding:</i> __learning summary __complete glossary __Pair/Compare —	<i>S: Formative Assessment</i> YOU DO independently __write their answer to the big question, citing evidence from reading and experiment — <i>T: I DO</i> clarify based on assessment. __Students demonstrate how they completed the assessment __Outline a report on the inquiry — <i>Check for Understanding:</i> __use glossary to write __Pair/Compare —	<i>T: I DO/WE DO</i> Guide students needing support— __make outline with students they then follow to organize information __use graphic organizer to clarify ideas and relevant information — S: ADVANCED Students who “meet” move to “exceed” __write booklet about topic __make display about the topic __make presentation — CLASS SYNTHESIS: What did we learn about how to learn science? What ideas did we learn?



Science/Literacy Learning Week Example

Topic: Ecosystem

Cross-Cutting Concept: Systems

Big Question: What is an ecosystem?

Vocabulary: climate, food web, animals, vegetation, balance, ecology

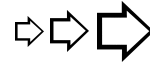
What will students read? Chapter from science book

How will students develop vocabulary? Make their own glossary

What will students write? Daily learning journal; essay about ecosystem

How will I assess? Glossary; explanation of ecosystem in report.

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix Go Deeper Finish well
<p>T: Preview, what is an ecosystem? List current answers. Read aloud and students identify key facts. Ask the BIG question.</p> <p>S: Start glossary—write and draw pictures to show word meaning.</p> <p>Daily learning journal.</p>	<p>T: Read one paragraph, ask students to identify more key facts.</p> <p>S: Read more and add facts to list. Add words to glossary.</p> <p>Daily Learning Journal</p>	<p>T: model how to ORGANIZE-- Chart parts of the ecosystem.</p> <p>S: Make chart ecosystems—in group—each group a different ecosystem. Use book to get facts. Add words to glossary.</p> <p>Daily Learning Journal</p>	<p>S: SUMMARIZE Answer the question—What is an ecosystem? Write a summary about ecosystem—include words from glossary. Include in your writing:</p> <ol style="list-style-type: none"> 1. What is it? 2. What is an example of one? 3. What are important parts of that one? 4. Why is balance important to an ecosystem? <p>T: Clarify.</p>	<p>S: Exceed students make ecosystem book with illustrations and glossary and diagrams—what is an ecosystem (expanded).</p> <p>For students needing added guidance: List facts about ecosystem from the reading; Then sort them: find answers to the four Thursday questions. List the answers.</p>



Daily Learning Report

Today's Important Science Learning

What was today's topic you learned about in science?

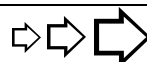
List three important things you learned about this topic today.

1.

2.

3.

Make up a question about today's science learning. Another student will answer it tomorrow.



NEXT GENERATION SCIENCE

CROSS-CUTTING CONCEPTS OF SCIENCE

www.nextgenscience.org/next-generation-science-standards

The Conceptual Part of Science

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

The next page can be used to assess students' knowledge of each of these concepts—for example, they can put a pattern's name in the Word column then draw it and then write another related word.



SMART CHART: CORE VOCABULARY

Common Core Anchor Reading Standard 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 a word that tells about your word. It could be an adjective or a word in another language.

Make the Writing Connection

Use your core vocabulary to write about this topic.



Share Knowledge: FACT BANK

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

TOPIC: _____

Important Facts

Evaluate your facts.

Decide which facts are most important to understanding the topic.

Rank them as most important with 1, important with 2, not important with 3.

Expand Knowledge

Use your facts to write about this topic to explain it to other students.



Learning Reporter

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.

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 what you know 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.

**Science Writer**

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

CCSSW2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic: _____

What are some important words to know to understand this topic?

Word	What It Means

What's important to know about this science topic?

**THIS WEEK'S SCIENCE LEARNING SUMMARY**

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

TOPIC: _____

What are five words that are important to understanding this topic?

Word	What It Means

What are the most important facts and ideas you learned about it? List them here.

Write a Summary

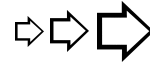
Use your facts and words to write about this topic. Explain it with examples.



SCIENCE GLOSSARY

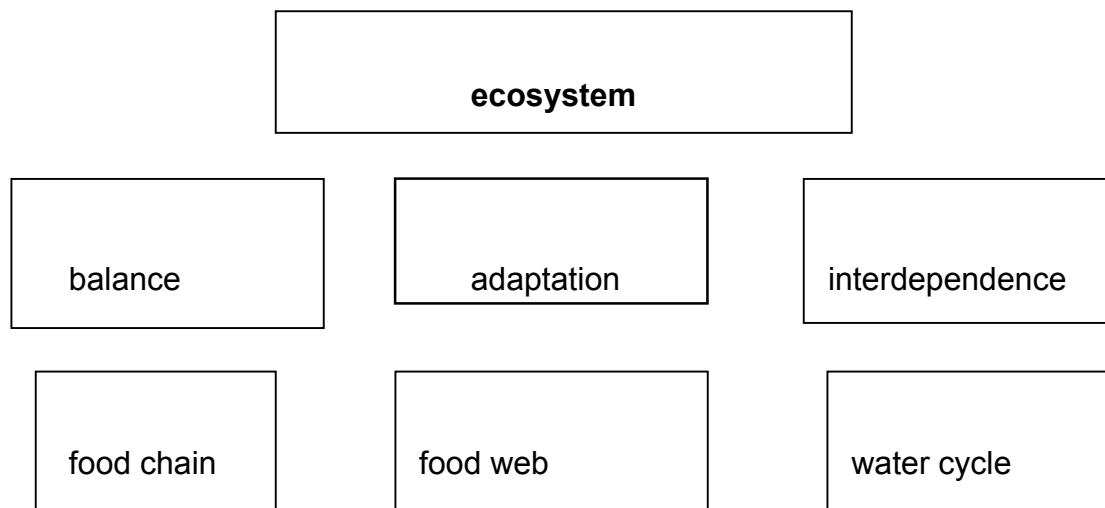
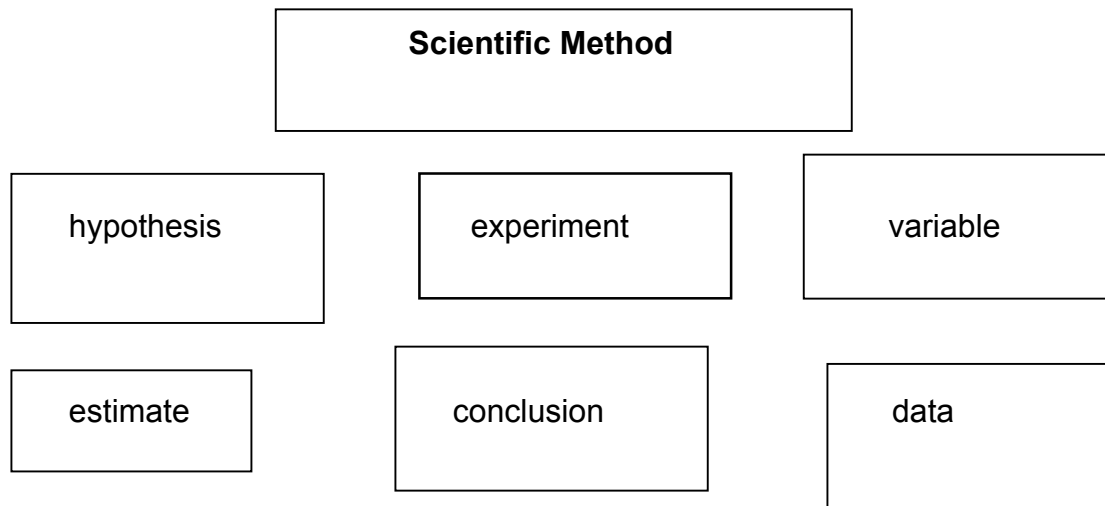
*List words or phrases that are important to science.
Then explain what each one means and give an example.
You can make your glossary for one topic*

Word	What It Means	My Example

**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





Scientists Follow Rules for the Safe Science Lab

Safe Practice	Why?	What could happen if you don't follow this practice?



I can Synthesize Science

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Topic: _____

Important Words

Word	Word	Word	Word
Picture	Picture	Picture	Picture

Important Information

Show or write about the topic here.

--



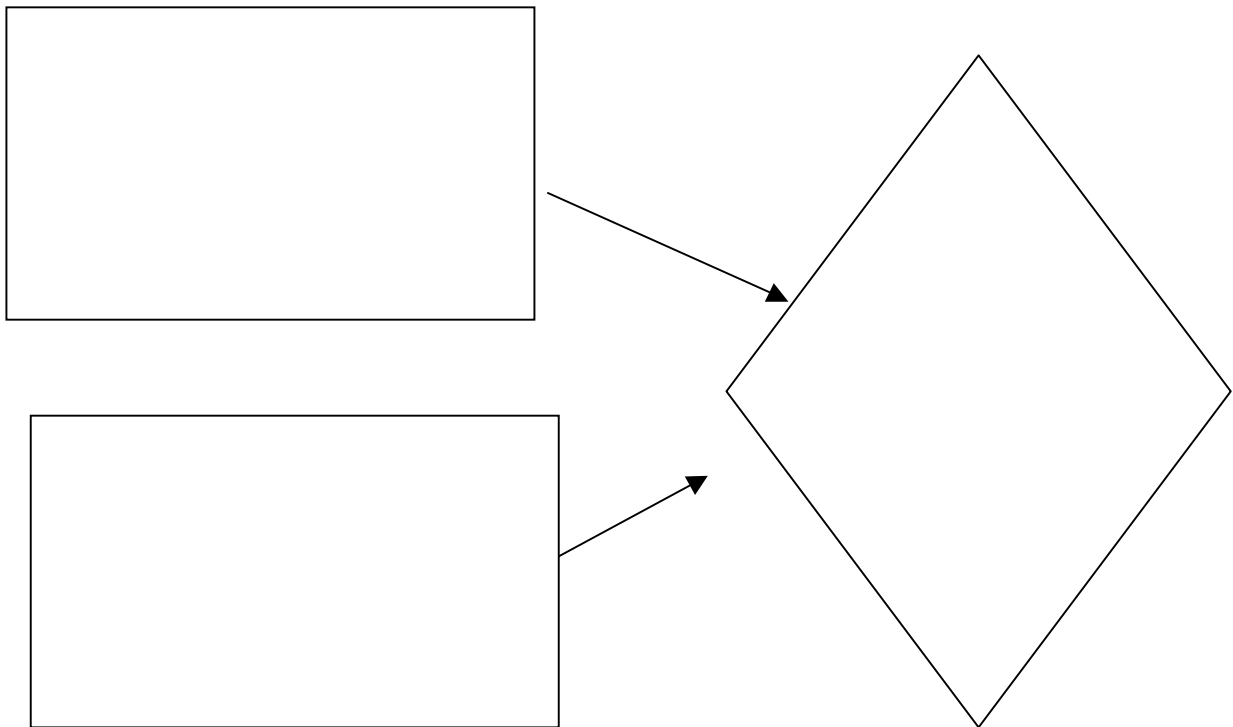
I Can Analyze Causes and Effect

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

Complete this diagram about a story or a real event.

Story or Event: _____

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.

Analyze Science Arguments

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

CCSS Writing Standard 1. Write arguments to support claims in an analysis of substantive topics or



texts using valid reasoning and relevant and sufficient evidence.

Issue: _____

One Position

Supporting Reasons and Facts:

Another Position

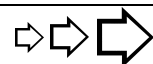
Supporting Reasons and Facts:

MY POSITION:

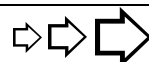
Write to explain your position. First, list examples and evidence to support your position. Then write a persuasive statement.



The graphic organizers in part 2 of this guide can support science learning.



Strengthen Social Studies and Literacy



Connect social studies, literacy and art to develop skills and expand knowledge.

Recommended Topics and Resources Based on the Illinois Learning Standards

We recommend that you ask a **“big question”** as you start each unit.

The following chart provides examples of very big questions that could be used to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

Use BIG questions to help students learn social studies content.

Geography Who lives where, why, how? How and why have people changed the places they live?
Culture How do people live in a culture? What is important to that culture?
Economics How do people use what they have to get what they need and want? How has the economy changed?
Government How does government work? How does government affect people? How has government changed? What should citizens do to bring about more progress?

You may decide to combine the content areas as you study one place.

Here is an example.

Place: _____

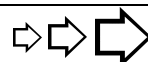
Geography: What is here now? What has changed?

Culture: How do people live? What are their values?

Economy: How do get what they need to live?

Government: How does the government work?

***History** is embedded in each of those content areas—history can help students understand each of those parts of social studies, so it is not a separate subject.*



Kindergarten-Eighth Grade Social Studies Content

Kindergarten	People and Places
<i>First Grade</i>	<i>Neighborhoods Now and Then</i>
Second Grade	Communities
<i>Third Grade</i>	<i>Cities: Choices, Changes, Connections</i>
Fourth Grade	Regions Near and Far
<i>Fifth Grade</i>	<i>American People and Places, Past - Present</i>
Sixth Grade	Understanding the World—Past and Present
<i>Seventh Grade</i>	<i>American History: Choices and Changes</i>
Eighth Grade	US History—Challenges, Choices, Changes

Examples of BIG questions

Place

- Who lives where?
- How and why do people travel?
- What are the resources?
- How have people changed this place?
- What are the parts of a city?

People

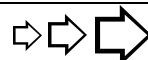
- What are the parts of a community?
- How do people live?
- How do people help each other?
- What is important to people in this place?
- What are the values of the culture?

The Economy

- What work do people do in a school?
- What work do people do in the city?
- What work do people do on a farm?
- How do businesses work?
- How has the economy changed?

Government

- How and why do people make rules and laws?
- How does government help people?
- What are citizens' responsibilities?
- What is a democracy?
- What is a nation?



Example: SOCIAL STUDIES LESSON FOR A WEEK

Focus of the Week: American Government Structure

What students will learn:

Understand and explain basic principles of the United States government. (ILS14A)

Locate, collect, organize, synthesize information. (ILS5A)

Big Question: How do the branches of government work together?

Vocabulary: government, democracy, executive, judicial, legislative, congress, federal, senate, house of representatives

Reading: Textbook chapter

Writing: Explain the journey of a bill from idea to action.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>T: Preview government</p> <p>S: Students list facts they know about government.</p> <p>S: Start picture glossary.</p>	<p>T: Explain legislative branch</p> <p>S: Read to locate and collect Important facts about legislative branch.</p>	<p>T: Explain Executive and Judicial branches</p> <p>S: Make chart showing the three branches' roles. Write about way the three branches fit together.</p>	<p>T: Make a timeline showing how a bill becomes a law.</p> <p>S: Make a timeline showing how a specific bill would become a law and then tell what the other branches of government would do about it. Draw pictures showing the steps.</p> <p>T: Clarify any misunderstandings.</p>	<p>S: Make a book about government. Include drawings and explanations. Include a glossary.</p> <p>Students needing support:</p> <p>Complete social studies glossary.</p>



Read to Learn, Share What You Learn

Choose a topic book.

1. Preview the book—what is it about?
What do you think you will learn?
2. Ask a **big question**.
3. Read to find information to answer the BIG question.
4. List what you find.
Make a picture glossary.
Make a list of important facts.
5. Organize what you find—make a *chart* *diagram* *map* *timeline* *table*
6. Show one important idea you learned—draw a picture, write a caption.
7. Write what you learned.
Organize and write a...

Page *Paragraph* Play *Essay* Book *Letter* Speech *Report*

**Smart Chart: Social Studies Vocabulary**

CCSSR4: Develop academic vocabulary

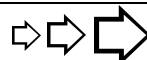
TOPIC: _____

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.



I can classify facts and opinions.

Common Core 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.

*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:



Comprehend a Culture

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.

CULTURE: _____

List or draw information for each category.

Place	
Homes	
Work	

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

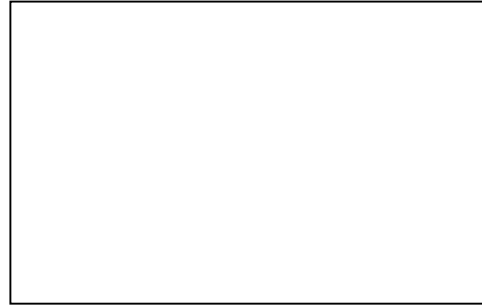
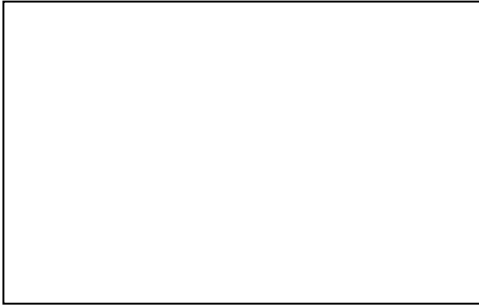
Explain your conclusion. Why do you think that is an important value?



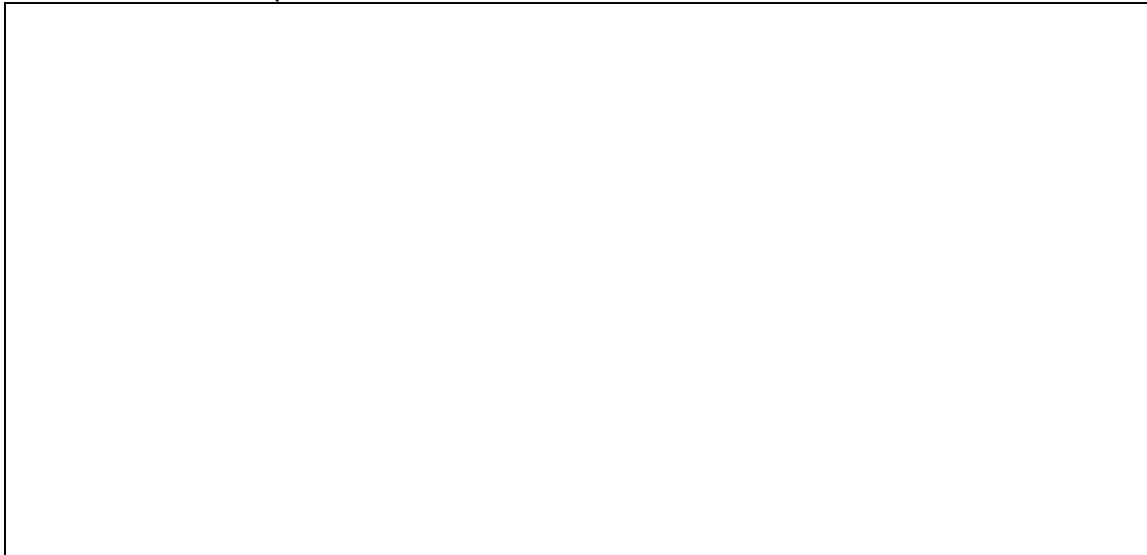
History Reader

Common Core 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.

Draw two persons who are in it. Show their traits in your pictures.



Show the most important event.



Write a caption for your picture.

CCSSR 2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.

What lesson can people learn from the history?

Explain why you think that.

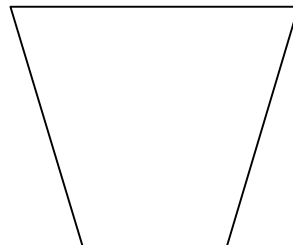
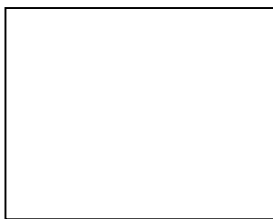
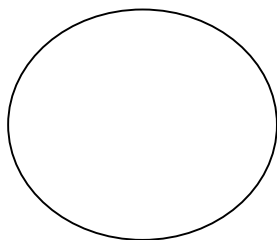
Summarize the parts of the history that support your conclusion.



Who is in a history?

CCSSR1 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.

Draw three persons who are part of it.



Draw the place.



Sequence the Events.





History Analyzer

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.

Name two persons in the event. For each one, tell one trait. Explain why you think the person has that trait—based on the story.

Person	Trait	Evidence

What caused the event?

How do you infer the persons felt about that event.

Why do you think they felt that way?



Analyze History

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

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.



This Week's Core Content

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

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:

On another page, write and draw to tell and show what's important.



Read to Learn

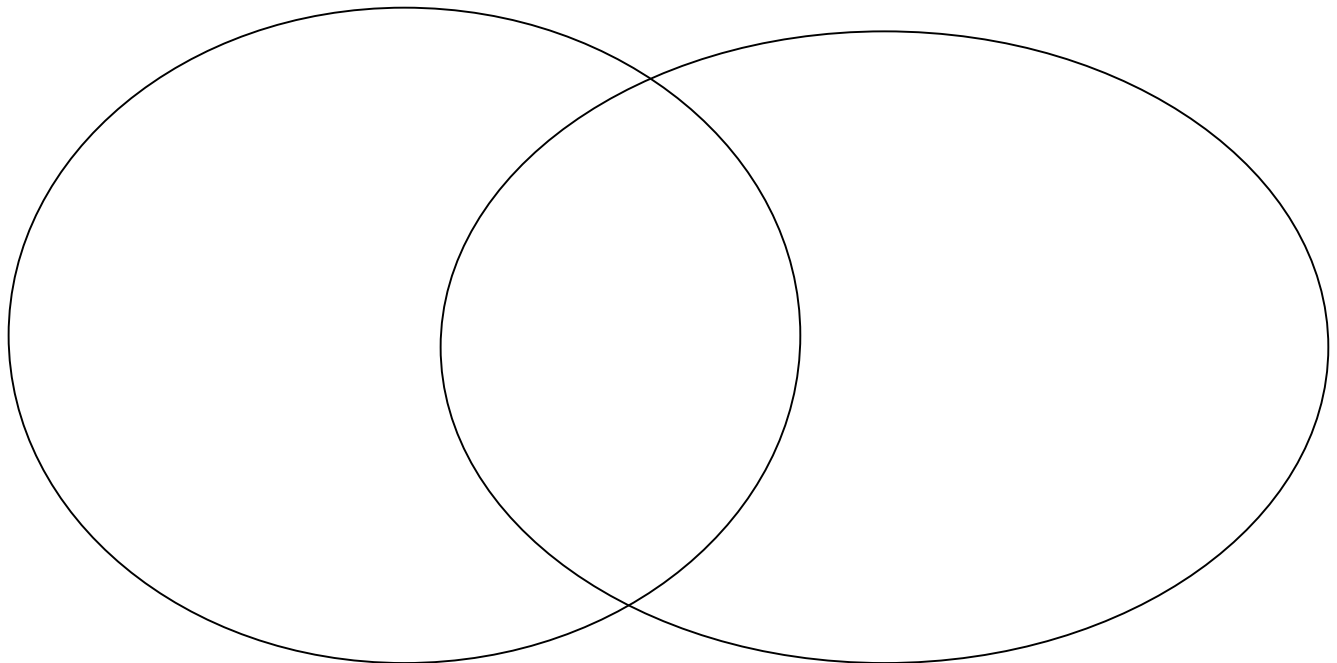
CCSSR2: Learn ideas by reading to develop them.

IDEA: Places change.

Big Question: What are important ways Chicago has changed?

Chicago in _____

Chicago Today





Visualize Nonfiction: **Show and Tell History**

KEY IDEAS AND DETAILS—Common Core Literacy Standards

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

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

the Place

a person

the event

What is an important lesson people can learn from this history?



Charts Guide Learning about People, Places, Events

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.

TOPIC: _____

ORGANIZE TO UNDERSTAND

People	
Places	
Challenges	
Choices	
Changes	

Write to explain what you learned.
Write a summary of your chart.



COMPREHENSIVE HISTORY READING ASSESSMENT

Sequence; Infer with evidence; Summarize; Draw Conclusions (CCSSR 1, 2)

Answer with Evidence

IDENTIFY SEQUENCE (*This is a **Check-In Question**—are you on the page?*)

1. What happened first? _____

In which paragraph did you find that information? _____

INFER Character Traits

Choose one person from the history. _____

What is one of that person's character traits? _____

SUPPORT YOUR INFERENCE Why do you infer that?

INFER Motive

3. What is an action that person took? _____

What was the person's motive? _____

SUPPORT YOUR INFERENCE Why do you infer that?

Infer Cause-Effect Relations

4. What happened because of that action?

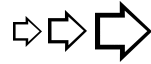
Why do you think that is an effect? _____

SUMMARIZE (This is a **Check-Out question**—did you comprehend the passage?)

Write a three-sentence summary of what happened. Tell the main idea. Use evidence from the history to support your conclusion.

DRAW CONCLUSIONS—may be constructed response or extended response.

What is a lesson people can learn from this history? Explain why you think that is an important lesson.



Picture Planner—Show Social Studies

What is the main idea I want people to understand when they see my Picture?

What details will I show so they see what I mean?

Make a sketch of your picture here.

First, think what you will put in the middle to show that it is important

A large empty rectangular box for sketching a picture.



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

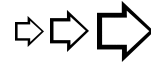
Show your idea here in a drawing or graphic organizer.

--

Write a caption: _____



The graphic organizers in part 2 of this guide can be used to strengthen social studies learning.



Write your ideas.

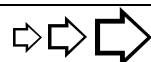
Writing is thinking on paper.

Drawing is a kind of writing!

Writing = Thinking

Drawing = Thinking

Writing and Drawing = Learning More!



CRAFT

This activity example is based on RAFT, developed by the International Reading Association.

Content	Pioneer life in early America	Phases of the moon	Proportion: Fractions
Role	An oxen who just finished the trip west	The moon	The denominator
Audience	The wagon master	Earthlings	A decimal
Format	List of complaints and recommendations	Booklet with diagrams	letter
Tell	Facts about the difficulties pioneers faced getting to their destination	My phases: what causes them, what you see, why you should know them	How we are connected—how the fraction and decimal are alike.

Content	How to read history	The scientific method	How to read fiction
Role	The textbook	Madame Curie	A character from a story
Audience	A textbook reader	A lab assistant	A reader
Format	Step-by-step guide	Report	checklist
Tell	What features to look for; what kinds of ideas to read for; strategies to use to report what you learn	How to make sure you research using standard scientific method; what I learned	What you need to pay attention to so you really learn my story. Elements of fiction; character development; plot; theme



PARAGRAPH WRITER

CCSSW2—explain ideas with support

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.

CCSSW2—Explanatory Writing. I can use prewriting strategies to generate ideas and organize my writing.

What are three sub-topics—parts of this topic—that I will use to help people understand it? List them. Then list information you will use to explain that part of the topic.

<i>Subtopic</i>	<i>Subtopic</i>	<i>Subtopic</i>
<i>Information</i>	<i>Information</i>	<i>Information</i>



Narrative Writer

CCSSW4—Narrative Writing

What event will I explain? _____

What parts of the event will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

<i>Person</i>	<i>How this person felt about the event</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

How will I end my narrative so people know what was important about it?



Argumentative Writer

CCSSW1: Argumentative Writing.

What's the issue? _____

What is my position?

What information is important to make that point clear to my reader?

☐

☐

☐

☐

☐

☐

☐

☐

☐

(You can use the boxes to number the order in which you will include these facts.)

How will I start my writing so my reading knows my position?

How will I conclude so my reader believes in my position?



Poem Writer

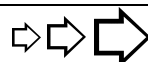
CCSSR4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Topic, feeling or theme: _____

Words that are part of explaining it

Start with your vision: Picture/Diagram/Idea

Poem



Use the Elements of Fiction to Plan or Interpret a Story

Story Writer's Choices-- Use the elements of Fiction to Plan and Write a Story

CCSS Anchor Writing Standards:

3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce **clear and coherent** writing in which the **development, organization, and style** are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Story Reader's Framework--Use the elements of Fiction to analyze a story

THEME What is the **theme—the central idea** I want readers to understand?

CCSS reading literature 5: structure of the story

CCSS reading literature 2: Determine central ideas or themes of a text and analyze their development

PLOT > What happens? (**structure of a story**)

- How does it begin? (**exposition**)
- How does it continue? (**rising action**)
- What is the **climax**? (**turning point**)
- What happens after that? (**falling action**)
- How does it end? (**resolution**)

CCSS reading literature: CCSS 3: character development; 1: read closely, analyze, infer with evidence

CHARACTERS

> Who are the **main characters**?

> What are their **traits or characteristics**?

- *How does the writer communicate those traits?*
- *? include **dialogue** to help my readers understand the characters?*
- *? use **actions** they take to help readers understand their traits—and the theme?*
- *? tell the character's thoughts and feelings?*

> How do they feel about each other? (**relationships**)

- *How do readers learn that?*

> How does a main character **change**?

- *What causes that change?*

CCSS reading literature 1: read closely, analyze, infer with evidence

SETTING

> Where and when does it take place? (**setting**)

- *How do readers "see" that place?*
- *How do readers know what that time is?*
- How does the setting create a **mood** or **atmosphere**?

CCSS reading literature 3: plot; 5: structure

PROBLEM OR CONFLICT

> What **problem** or **conflict** do the characters face? How do they **solve** it or **resolve** it?

CCSS reading literature 6: point of view

POINT OF VIEW

> Who narrates?

- *A character from the story (first person)*
- *A narrator who is just telling the events but not explaining the story (third person)*
- *A narrator who is not part of the story but who tells us what the characters are thinking (third person omniscient)*



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

CCSSR4—organize clear communication--Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What is your main idea?

How will you start your report?

Plan the parts. List or draw what you will tell.

How will you end your report?



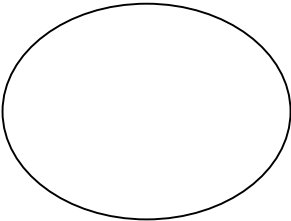
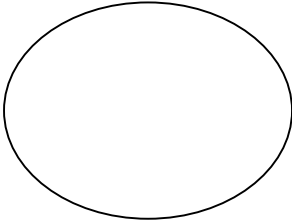
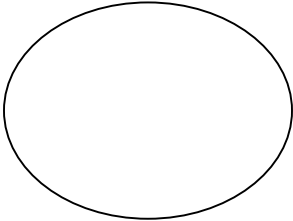
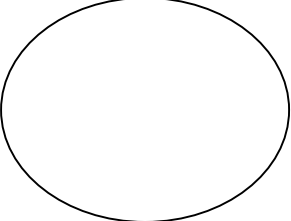
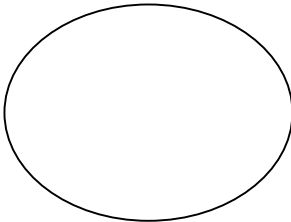
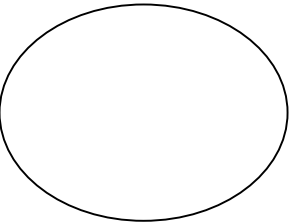
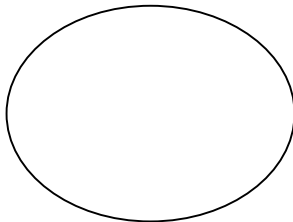
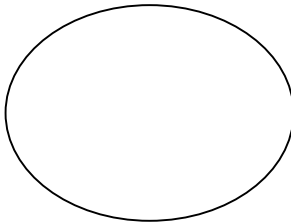
Book-Maker: Write and Illustrate a Book

CCSS Writing Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

What's Important to Know about this Topic

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.



Plan an Exhibit

CCSS Anchor Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC: _____

BIG Question: _____

Sketch or note what you will tell in 6 a six-part display.
Number the parts in the order you will include them.