Use Graphic Organizers to Clarify Thinking

They can scaffold learners.

They can provide instant assessments.

They can be opportunities to
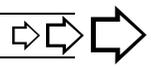- ✓ Think on paper
- ✓ Pair
- ✓ Compare
- ✓ Repair

Resources

Graphic Organizers as Assessments

PARCC uses graphic organizers to assess students' ability to analyze what they read. They are online, so they are called Technology Enhanced Constructed Responses (TECRs).

The PARCC TECR is a question that students respond to by moving text or highlighting text.

Kinds of TECRs include
- completing a graphic organizer to sequence events
- identifying the most important elements of a story or article for a summary and moving them into a graphic organizer in the order in which they should be included in the summary
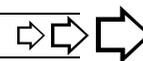- providing evidence in a chart to compare and contrast two characters or a story and a poem

Here are 3 examples from PARCC:
- Select one sentence from this drop-down menu that describes what is happening in this picture. Then select one sentence from the next drop-down menu that describes what the picture adds to the story.

- Using the list of events in the article …, complete the diagram to show a cause, its effects, and then the response.

- Drag and drop the events into the correct sequence to create a summary. Use the events that are **most** important in the passage. Not all the statements will be used.
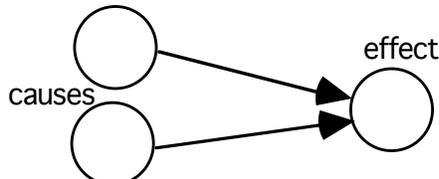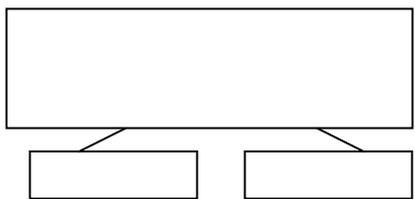

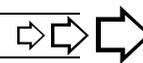**What are the implications for instruction and assessment?**

> Systematically use graphic organizers to guide students to analyze what they read.

> Strategically use graphic organizers to instantly assess students' competencies.

This guide includes examples of literacy analysis graphic organizers based on PARCC samples.

Graphic Organizer Models

Organizer	Examples of Kinds of Questions
LIST • • •	✓ *List five facts from the passage.* ✓ *List two opinions from the passage.*
CLASSIFY	✓ *List information about the setting in column 1.* ✓ *List information about the characters in column 2.*
SEQUENCE	✓ *Put the events in order on the timeline.* ✓ *Then predict what will happen next.*
COMPARE/CONTRAST | Similarities	Differences		✓ *Compare and contrast the passage you read this week with the passage you read last week.*
causes effect **ANALYZE/INFER RELATIONSHIPS**	✓ *Note two causes of the problem.* ✓ *Then list the problem in the effect circle.* ✓ *Then tell how people responded to the problem.*
INFER THE MAIN IDEA	✓ *Write the Main Idea of one paragraph in the big rectangle.* ✓ *Note two facts that support it in the boxes.*
Support a Conclusion | Conclusion	Evidence		✓ *Give two examples from the text that support your conclusion.*

PARCC-Based Constructed Responses Using Graphic Organizers

FICTION

Complete the chart to show how the writer describes _____.
Put three details from the text into the chart.

Topic: _____

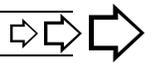**Details**

Complete the chart to tell what the picture adds to the story.

Describe what is happening in the picture.	Tell what the picture adds to the story.

Complete the chart to tell how _____ (a character) responds to each important event in the story.

Event	How the character responds

List three phrases that tell about the setting.

Compare the feelings of the narrator and one character in the story.

Narrator	Character: _____
How the narrator feels:	How this character feels:
Quotation that provides evidence:	Quotation that provides evidence:

Compare two characters.

Character 1:	Character 2:
Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:
Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:

Both characters share this: _____.
Select two statements, one for each character, that supports this idea.

Character 1	Character 2
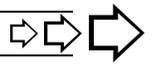
Complete the Story Map

Tell about two important characters.

Character	Trait	Evidence

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

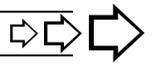**INFER:** What is the message or lesson of the story?

_____

Why do you think that is the message the writer wants you to understand? What parts of the story support your answer?

NONFICTION

Compare and contrast the kinds of information each writer includes.
- List important information from passage 1 in column 1.
- List important information from passage 2 in column 2.

Important Information from passage 1	Important Information from passage 2

Put X next to the kinds of information **both writers** include.

Complete the diagram to show the cause, its effects, and the response.

Cause   effects   response
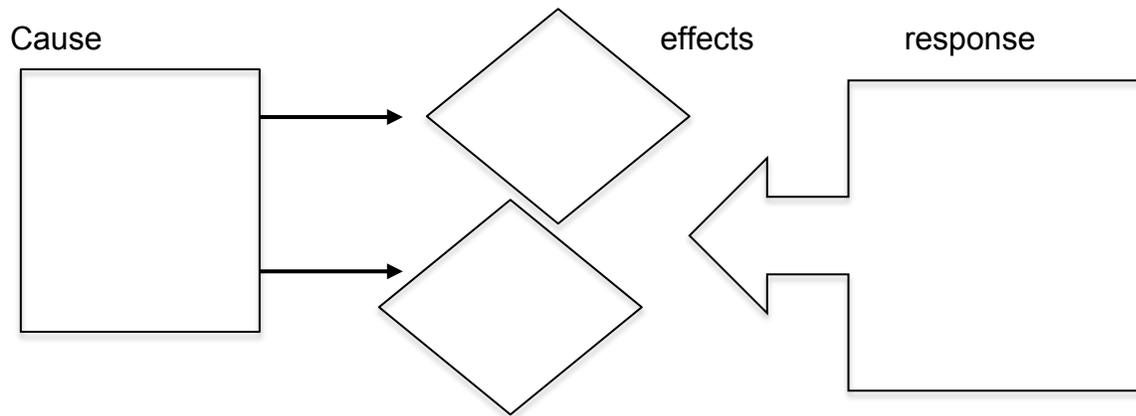
Create a summary by putting the most important events in correct sequence.

First	
Then	
Then	
Last	

Read the two passages.
Then put the central idea from each in the two columns.
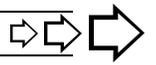Then cite one example from each that strongly supports that central idea.

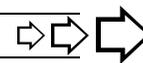| *Passage 1*	*Passage 2*
Central Idea	Central Idea
Important Example that supports it.	Important example that supports it.

The writer makes a claim in the passage.
In the chart list one main strategy the writer uses to support it.
Then list three examples that show that the writer uses that strategy.

Strategy: _____

EXAMPLES

Select one central idea that is developed in all three texts.

Central Idea that is developed in all three texts:

Then select one sentence from each text that supports the central idea.
Supporting sentences.

Text 1	Text 2	Text 3

Choose three details from the article that should be included in a summary of the passage.

List them in the order in which they should be included in the summary.

First	
Next	
Last	

Read the text. Then list two statements that represent facts and two that represent reasoned judgments.

Facts	Reasoned Judgments
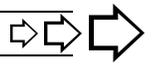
Construct Your Own Paper TECR-like constructed response task.

Graphic Organizer

Directions:

_____

_____

_____

_____

Part 2: NONFICTION Analyzers

PARCC-Based Graphic Organizers
The following graphic organizers include the construction of an analysis of a text. They also include **an added task** so that students build on the analysis.

Nonfiction Graphic Organizers to use in Activities or Assessments

A structure showing the kind of progression PARCC
requires with integrated specific NWEA skills.

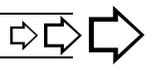## List Important Details from a Nonfiction Text
CCSSR2—summarize

Choose three details from the article that should be included in a summary of the passage.

List them in the order in which they should be included in the summary.

| |
| |
| |
| |

Added Challenge:
Write the summary.
Start with an important idea.
Then use your own sentences to tell what the text explains about that idea.
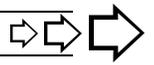
Evaluate Support for a Claim

Read a nonfiction text.

Text: _____

What is a claim the writer makes?

_____

_____

List evidence the writer uses to support the claim.

Then decide which evidence is strongest.

	Evidence
1	
2	
3	

Which evidence is strongest?   __1 __2 __3

Why do you think it is the strongest?

_____

_____

_____
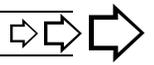
Compare Articles
CCSSR2—analyze ideas

Read two passages about the same topic.

Topic: _____
Then put the central idea from each into the correct column.

Passage 1	*Passage 2*
Central Idea	**Central Idea**

How are the two passages alike?

_____

_____

_____

_____

How are they different?

_____

_____

_____

_____
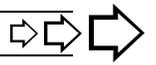
Compare a Central Idea or Claim Across Multiple Texts
CCSSR2—figure out the central idea and support.

Select one central idea that is developed in two different texts.
Then choose what you think is the sentence in each one that best supports the idea.

Central Idea:

Text	Supporting Sentence
1	
2	

Added Challenge:
Which text provides the stronger support for the idea?

_____

Why do you think that it has better evidence?

_____

_____
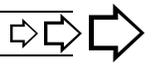
Use Evidence to Show How a Writer Communicates an Idea
CCSSR8—analyze how a writer supports a claim

The writer makes a claim in the passage.
In the chart list one main strategy the writer uses to support it.
Then list examples that shows that the writer uses that strategy.

Claim: _____

Strategy: _____

Examples

Added Challenge:
What is another strategy the writer uses?

_____

What is an example that shows the writer uses that strategy?

_____

_____
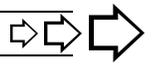
I Got It—here is my clear summary.

CCSSR1—read carefully to Figure out what is important and summarize the reading (CCSSR2)

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:
On another page, write and draw to tell and show what's important.
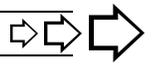
Central Idea Analyzer

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

Put the central idea in the circle.
Put supporting ideas in the boxes.
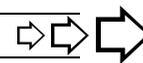
COMPREHENSIVE ASSESSMENT: **Non-Fiction**

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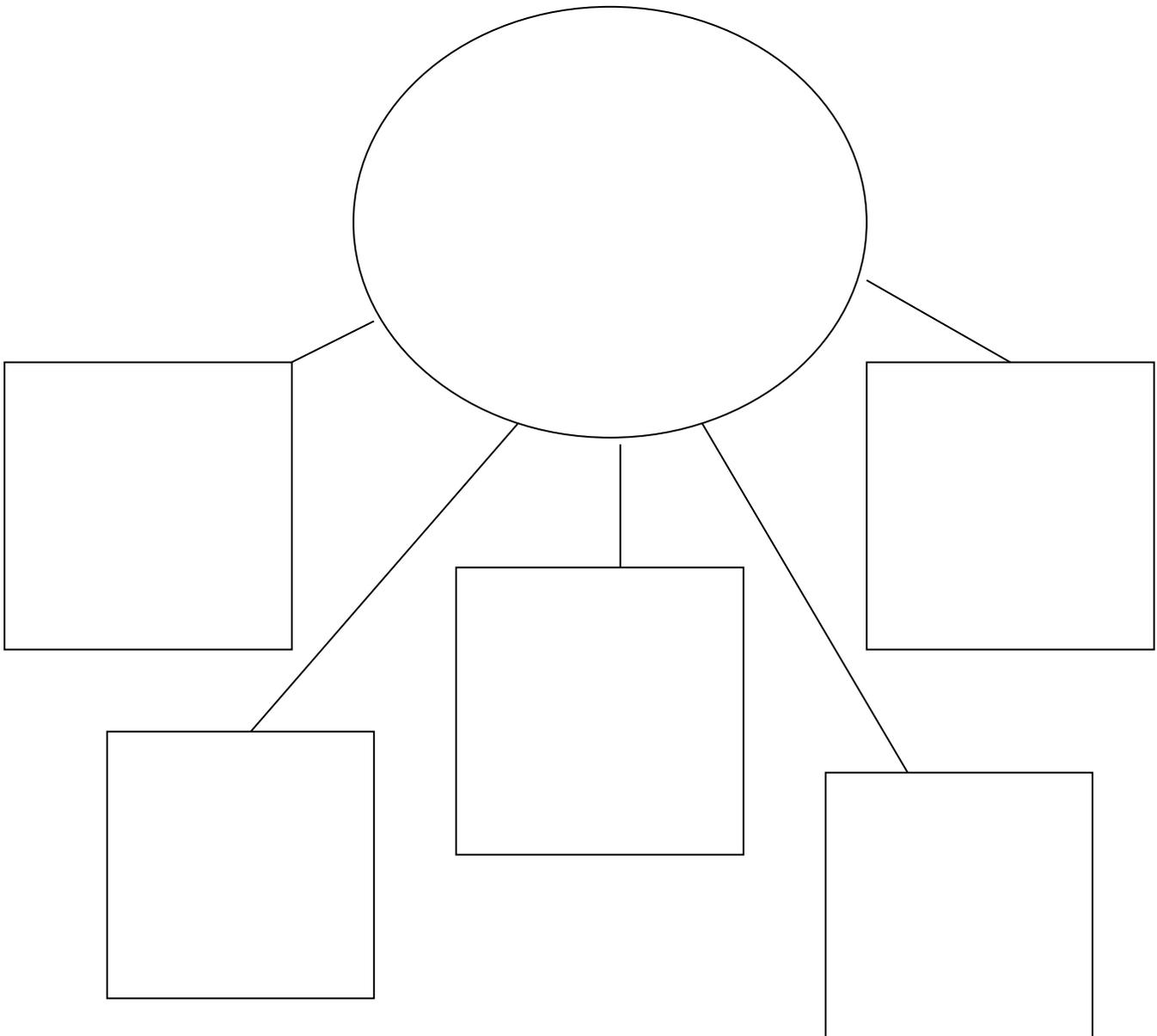
2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

_____

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. **Figure out the central idea of a passage.** What is the central idea?

_____

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

_____

_____

_____

_____

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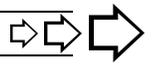
Content Learning Reporter

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

Topic: _____

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

Word	What It Means

Use a graphic organizer or draw a picture to show 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.
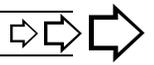
I can classify facts and opinions.

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

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

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

This is what bias means:

_____

This is an example of bias in this reading:

_____

_____
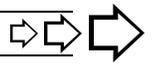
Nonfiction Reader

1. What is the main idea of the first paragraph?

_____

List two facts that support it most strongly. Paraphrase them in your own words.

_____

_____

2. Outline the passage—list the parts that the writer included. You may find them identified with boldface sub-headings. You may have to figure out what those are without that help.

3. What is a claim that the writer makes about the topic?

_____

_____

4. What is the strongest evidence the writer gives to support that claim?   List two examples or facts that the writer includes that support the claim most strongly. Paraphrase them—write them in your own words.

_____

_____

Nonfiction Readers Look for Ideas

An idea is a way of thinking about something. For example, <u>Chicago</u> is the name of a city. **But that is just a topic. It's not an idea.** Here is an idea about Chicago: **Chicago is a big busy city**.
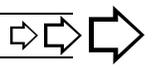
You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

Read a nonfiction passage and tell what an important idea is that you learn.
CCSSR2—Figure out ideas, support with examples (CCSSR1-evidence)

TOPIC: _____

An IDEA: _____
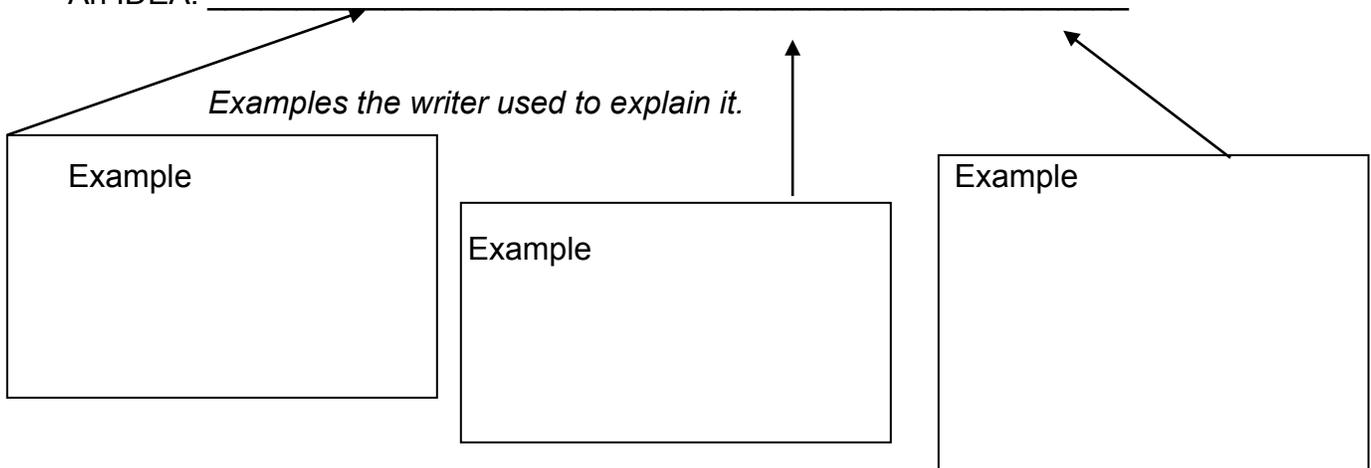
Examples the writer used to explain it.

Example	Example	Example

Structure of the text
How did the writer organize the text?
__sequence or time order   __compare and contrast   __description   __cause-effect
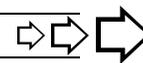
Author's Viewpoint/Tone
How does the writer feel about the topic? _____

Why do you think that?
What are some examples or words that show how the writer feels about the topic?

_____

_____

NONFICTION PASSAGE Questions with PARCC progression and NWEA skills integrated.

During Reading	After Reading
Text Features What text features do you notice? How will they help you learn from this reading? **Locate information** What is a fact about __in paragraph _. Find ___ in the table. **Locate, then Analyze Information** What did you learn about the topic in the first paragraph?? *What information tells you that?* **Infer from Context** What does this word mean? *Why do you think that?* **Paraphrase statements** What is another way to say _____? (sentence or phrase from text) **Use Visuals** How does the ___ (chart, diagram, graph) help you understand the text? **Main Idea of a Paragraph** What is the main idea of this paragraph? What information supports it?	**Using Glossary and Index** How does a glossary help you understand the reading? How does an index help readers? **Compare and Contrast** How is ___ like ___? How is ___ different from ___? **Identify Opinion** Look for a sentence that is an opinion. Why do you think it is an opinion? **Analyze Examples** *Why did the writer include this information in paragraph ___? What was the writer trying to help you understand?* **Summarize** the text: First, list important ideas you learned. Then write a short summary that tells the ideas and the most important examples. **Identify/Infer the Main Idea** What is the main idea of the whole passage? State it in a sentence. *What parts of the passage support it?* *What is the best conclusion you can make based on what you read?*
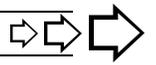
THINK MORE—Analyze Craft and Structure

Structure of the text
How did the writer organize the text?
__sequence or time order
__compare and contrast
__description
__cause-effect

Author's Purpose
What does the writer want you to understand because you read this?

Author's Viewpoint/Tone
How does the writer feel about the topic? *Why do you think that?*
What are some words that show how the writer feels about the topic?
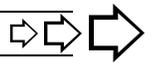
Author's Techniques
What text features did the writer use to help you learn about the topic?
How does this technique help you understand the ideas?
Why did the writer include a bibliography?
What other techniques did the writer use?

Advanced: Compare two texts on the same topic—how are they alike, how are they different?

Part 2: FICTION Analyzers Plus Poetry

PARCC-Based Graphic Organizers
The following graphic organizers include the construction of an analysis of a text.
They also include **an added task** so that students build on the analysis.

*Also may be used with nonfiction.

Fiction Graphic Organizers to use in Activities or Assessments

A structure showing the kind of progression PARCC
requires with integrated specific NWEA skills.
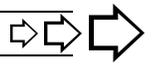
Analyze What an Illustration Adds to a Story
CCSSR5—analyze how an illustrator complements a writer's words.

Find a part of a story that includes a picture.
Describe what it shows.
Then explain what the picture adds to the story.

Describe what the picture shows about the situation.

Tell what the picture adds to the story.

Extra challenges:
What do you think the writer said to the illustrator about what to put in the picture to help readers understand it?

_____

_____

Add a picture to the story. Draw what you think is a picture that would help the reader understand a character or event.
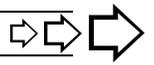
List Phrases that Tell about the Setting of a Story
CCSSR3—figure out one of the elements of a story—setting--based on how the writer includes details (CCSSR5)

List three phrases that tell about the setting.

Added Challenge:
Draw or describe the setting in your own words.
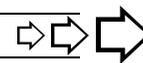
Chart to Show How Characters Respond to Events

CCSSR3—analyze a character's response to events—how the writer helps readers understand the character and the theme through the character's actions.

Complete the chart to tell how _____ (an important character) responds to important events in the story.

Story: _____

Important Event	How the character responds

Added Challenge:
How does the writer help you understand the characters' traits and feelings?

_____

_____

How does what the character does help you understand the message the theme?

_____

_____
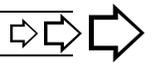
Compare Characters
CCSSR3—analyze the development of characters in a story

Compare two characters.

Character 1 _____

Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:

Character 2 _____

Trait:	Trait:
Evidence that Supports It:	Evidence that Supports It:

Added Challenge:
Summarize how they are alike.
Explain an important way they are different.
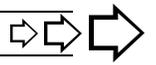
Compare the Feelings of the Narrator and a Character

CCSSR3. Analyze characters' development—and CCSSR5—analyze writer's techniques.

Compare the feelings of the narrator and one character in the story.

1. Choose one important event that takes place in the story.

Event: _____

1. Then write to tell how the narrator and one character feel about the event.

Narrator	**Character: _____**
How the narrator feels about the event:	How this character feels about the event:
Quotation that provides evidence:	Quotation that provides evidence:

Added Challenge
What would that **character** write about the event in a letter or journal?

_____

_____

_____
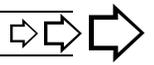
Chart to List Details from the Text
CCSSR1—read "closely"/carefully to locate important information.
This assessment/exercise also prepares for CCSSR2—figure out important ideas and supporting information.

Complete the chart to show how the writer describes _____.

Put three details from the text into the chart.

Topic: _____

Details

Added Challenge:
Use those details to draw a picture of _____.
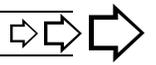
Sequence Events to Summarize a Text
CCSSR3 and 2---identify important events, then summarize.

Create a summary by putting the most important events in correct sequence.

First	
Then	
Then	
Then	
Last	

Added Challenge:
Which event do you think is most important?

_____

Why do you think that?

_____

_____
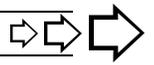
Show Cause, Effects, and Response
CCSSR3 Analyze relationships .

Write on the lines to explain diagram to show the cause of a choice, event or change, its effects, and the response.

Cause   effects   response
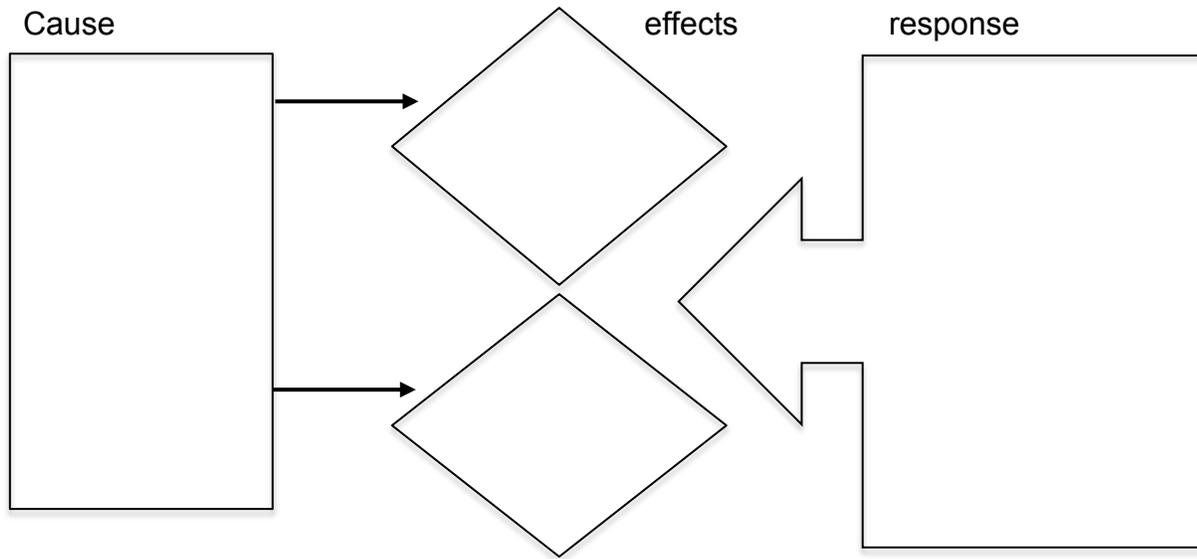
Cause:_____

Effects:

_____

_____

Response: _____

_____

_____

Added Challenge:
Write to explain how you figured out the character's response.
Use information from the text to support your explanation.
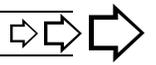
SMART CHART: CHARACTER TRAITS

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

TRAIT	SYNONYM	ANTONYM
brave		
wise		

Analyze, then Infer with evidence

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

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

_____

_____

_____

_____

_____

_____

_____
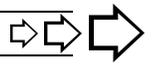
Story Interpreter: Feelings

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:

_____

_____
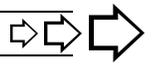
Story Reader

CCSSR1. **Read carefully fully to** figure out the plot and characters of a story (CCSSR3)

Show the place.

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

Character	Trait	Evidence

What was an important event?

_____

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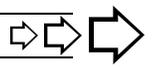
Analyze and Infer Causes

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

CAUSES   **The Change**
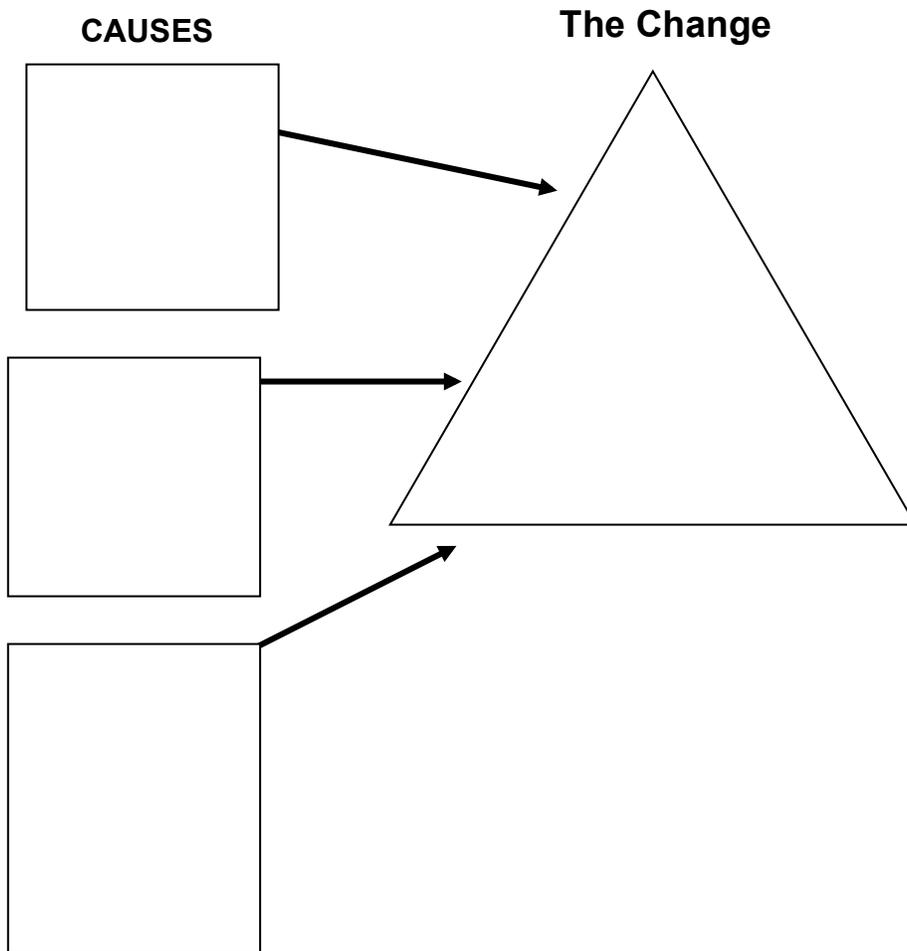
Write What You Think

__essay   ___story   ___fable   ___cartoon   ___editorial   ___diary of a person involved

__ _____
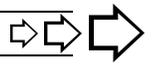
Analyze and Infer Effects

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

The Change

EFFECTS
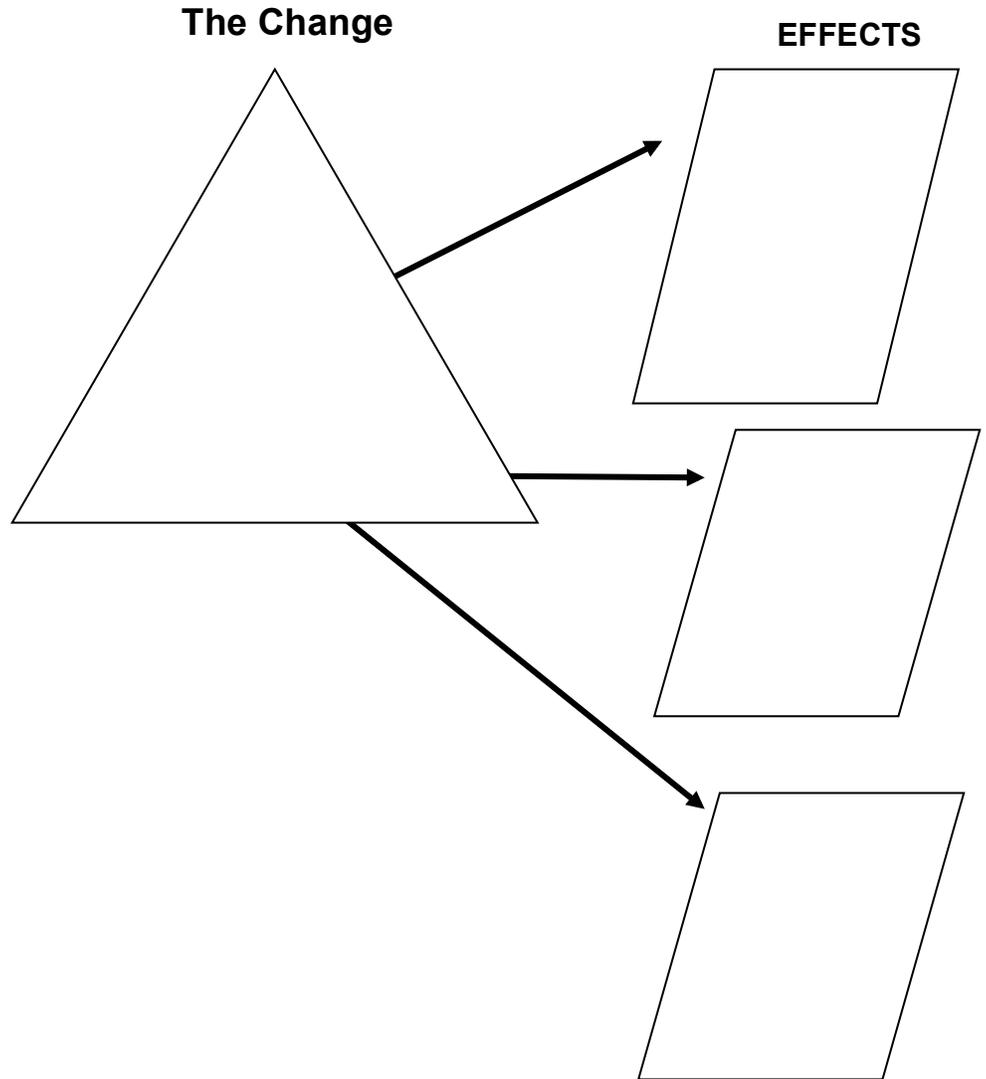
Write What You Think

__essay   ___story   ___fable   ___cartoon   ___editorial   ___diary of a person involved

__ _____
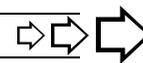
Story Reader's Framework

Use the Elements of Fiction to Interpret a Story

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

THEME What is the **theme**—**the central idea**?

CCSS reading literature 5: structure of the story

PLOT > What will happen? (**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**?
  • *How does the writer communicate those traits?*
    dialogue *to help 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 5—how does the writer communicate?

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;

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*
  • *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)

For more information and examples of the elements of fiction, go to
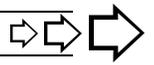*http://www.readwritethink.org/files/resources/interactives/lit*
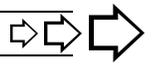
STORY QUESTIONS with PARCC progression
and NWEA skills integrated.

Before/At Beginning of Reading Which genre is this story?
What kinds of features will be in it?

DURING READING	AFTER COMPLETING THE STORY
Locate information What is a word the writer uses to describe ____? (character or setting) **Locate, then Analyze Information** Who are the important characters? What did you learn about the setting in this paragraph/part of the story? What did you learn about the characters in this part of the story? *What information tells you that?* **Infer from Context** What does this word mean? Why do you think that? **Rephrase statements** What is another way to say _____? **Identify Narrator** Who is telling the story? *How do you know?* **Cause-Effect** What is an important change or event? What caused it? How did characters feel about it? **Predict** What do you predict will happen next? Why do you think that?	**Sequence** the story: What were the important events in the order they took place? **Infer character traits** What is a trait of one of the characters? *What information in the story did you use to figure that out?* **Analyze Narrator** Who told the story? How do you think the narrator felt about the characters? *Why do you think that?* **Problem-Solution/Conflict** How did characters solve the problem (or conflict)? *How did they feel about that choice?* **Summarize** the story: Who were the important characters? What problem did they solve? How did they solve it? How did they feel after they solved it? What information tells you that? Identify/Infer the **Main Idea or Theme** What is the main idea or theme or lesson learned? State it in a sentence. *What parts of the story support it?*

THINK MORE—Analyze Craft and Structure

Craft and Structure
May be asked during or after reading.

Author's Viewpoint/Tone
How does the writer feel about the characters and events?
Why do you think that?   What kinds of descriptions of the characters or events does the writer use that tells you that?

Author's Techniques
What is the feeling or **mood** of the story (or this part of the story)?
How does the writer set that mood?

What technique does the writer use in this part of the story?
Find an example of one of these techniques in the story.
dialogue   foreshadowing
irony   sensory language
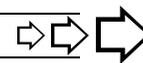flashback   symbolism

How does this technique help you understand the story?

After reading two stories:
Compare Stories
Compare this story to another that has the same theme. *How are they different? How are they alike?*

POETRY INTERPRETATION QUESTIONS

Before/At Beginning of Reading   What kinds of things does a poet do to write a good poem?

Students should read a poem at least two times so they appreciate it and then interpret it.

After First Reading	After Second Reading
Infer from Context What does the word _____ mean? *Why do you think so?* **Analyze Mood** How does the poet want you to feel? *Why do you think that?* **Analyze Structure** Why does the poet start with the first sentence—what does the poet want you to think about because of that first sentence? Why does the poet end with the last sentence? What does the poet want to be sure you think about because of that last part? **Identify/Infer the Main Idea or Theme** What is the main idea or theme of the poem? State it in a sentence. *What parts of the poem communicate that theme?*	**Identifies specific form of poem** Which kind of poem is it? (limerick, haiku, sonnet are examples). How do you know? **Analyze Author's Techniques** What technique does the writer use? rhyme repetition irony sensory language simile metaphor symbolism figurative language *How does that technique help the poet communicate the idea or theme of the poem?* **Compare this poem to another poem or to a story with a similar theme.** *How are they alike?* *How are they different?*
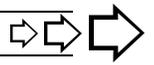
Poem Interpreter

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.

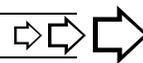✓ What is the theme of the poem—what is the poet's message?

_____

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   *Italicized items are NWEA specifications.*

Read a poem three times.

First time, enjoy it!
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.
Note what you like about the poem.
Draw a picture that shows what you see when you read it.

Second Time: Interpret It.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
(191) Analyzes poem to determine main idea. (NWEA uses main idea and theme.)

What is the theme? _____

What is one statement from the poem that best represents that theme or main idea?
(221) Evaluates statements to choose the one which best represents the main idea of a poem

_____

How does the author feel about the topic? _____
(191) Infers author's viewpoint (term not used) in poems.

What does the writer include that tells you that? _____

_____

Third Time, Analyze how the writer helps you understand the poem.
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.

What is the mood of the poem?*(181)* _____

List one line that shows that mood. *(181)* _____

_____

Look for examples of these kinds of words and phrases. List one you find (if you find it).
Tell what it means.

simile (181)	
metaphor (201)	
image (201)	

Think More   Explain how the writer helps you understand the poem. (191)
Do More   Write your own poem about the same theme.

EXPANDED 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, said, calm, another feeling?
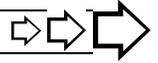
_____

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?

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: _____
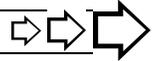
Write or draw a symbol to show what the poet's message is.	**Write or draw a symbol to show the story's message.**

How did the poet communicate that message?

How did the story writer communicate that message?

Common Core teachers will ask students to think about questions and to question answers.

Meaningful Math $

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.
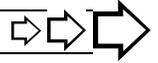
MATH ASSESSMENT CONTENT DEFINITIONS

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 or Symbol	What It Means—explain in your own words or put an example.
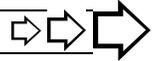
I can solve a word problem strategically!

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

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

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

You may complete it by yourself or…

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

     or

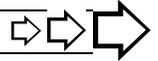   *pair to compare*—*solve it yourself then compare your work with another student's*

Math Problem Solver

The Problem—What will you figure out?

Your Strategy

The Solution

Answer:

MATH SCAFFOLD

Common Core Math Practice Standard 1: **Make sense of problems and solve them persistently.**

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

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

5. What is your **answer**?	
6. How did you get it? Tell **what you did**.	
7. Tell **why** you solved it *this way*.	

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 or Symbol	What It Means

What's important to know about this math topic?

_____

_____

_____