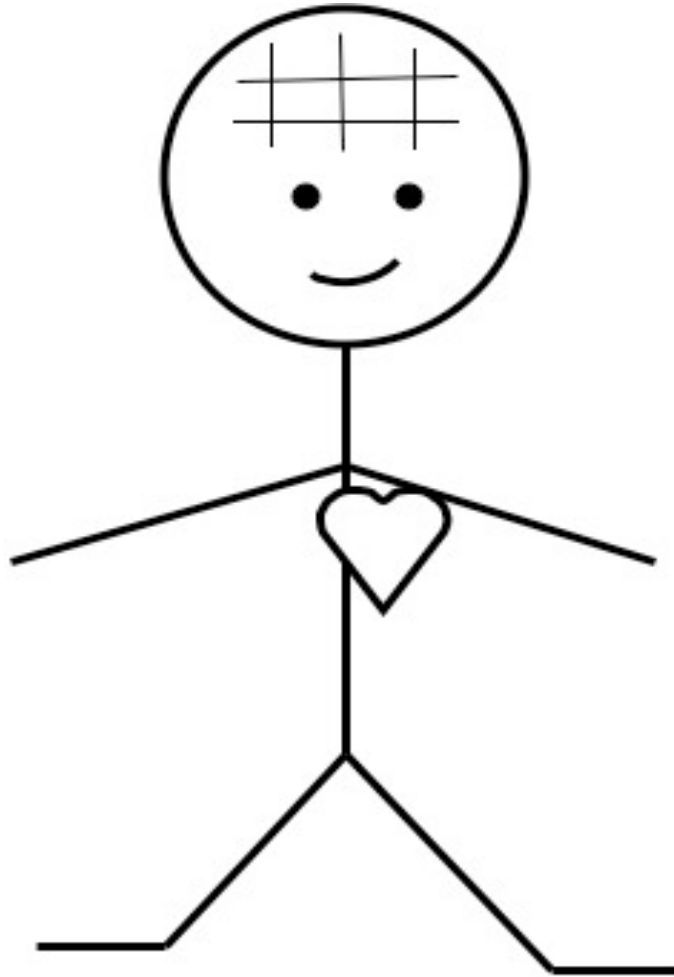


Inspire Educate Achieve



Differentiate to Make the Difference

The THOUGHTFUL CLASSROOM

Polk Bros Foundation Center for Urban Education

This guide is provided through funding from ASPIRE to support effective differentiated instruction and assessment.

These resources were developed in part through the Chicago Teacher Collaborative sponsored by the US Department of Education Office of Special Education Programs.

More Differentiation Guides: Chicago Public Schools Office of Teaching and Learning
<http://www.chicagoteachingandlearning.org/tl-cross-content/cps-rti-toolkita-guide-to-implementation/b-high-quality-instruction.html>

CONNECT: TEACHING/LEARNING/THINKING

✓ Identify the learning priorities for each quarter.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Schedule topics and skills for each week.

Week 1	week 2	week 3	week 4	week 5
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Organize activities to develop the knowledge and skills each week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Vocabulary					
Writing					
Content					
Math					

Use a Layered Curriculum approach:

- ✓ Each week all students learn the core.
- ✓ Each week students have opportunities to exceed—to do and learn more.

Action Plan for School Progress--EXAMPLE

Priority: Build Capacity to Differentiate Instruction and Assessment

Action	When	Who
Organize gradual release of responsibility lesson structure.	Start in September Ongoing	Teachers Students
Set up and use “response to learning needs” list of strategies for students with learning difficulties	By September 15 th	Instructional Coaches and Teacher Leaders
Establish Thursday is assessment day— teachers check status of students on Thursday, adjust Friday learning activities so students needing guidance get it and students who can advance do so.	Weekly Start in September Ongoing	Teachers
Focus weekly grade level meetings on analyzing assessments to identify needs and responding to learning needs, remedial through gifted	Weekly Start in September Ongoing	Teachers
Design and present teacher workshops on differentiated instruction	Monthly Begin in September	Instructional Coaches, ILT and Administration
Collect examples of student work showing progress each week.	Weekly Start in September	Administration Teachers

Our Action Plan

Priority: Connect the Common Core Standards and Differentiated Instruction and Assessment through Professional Development

Action	When	Who

Set Standards for the Clear Classroom

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

Teach Clearly, Learn Actively

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

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done independently</i>
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction</p> <p><i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell</p> <p><i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
<p>Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

TEACH THINKING—ASK BIG QUESTIONS!

What values are important to different cultures?

Choose a saying. Draw a picture that shows it.

1. If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3. A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4. He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5. By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
6. If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
7. A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
8. The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
9. She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
10. Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
11. Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
12. A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
13. Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
14. You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)



Show your picture to someone. Ask which saying you pictured.

Go Farther—Infer

infer what value this saying shows is important to that person's culture:

The value I infer is _____

This is why I infer that value.

Teach Strategically

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

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

Teach Strategically

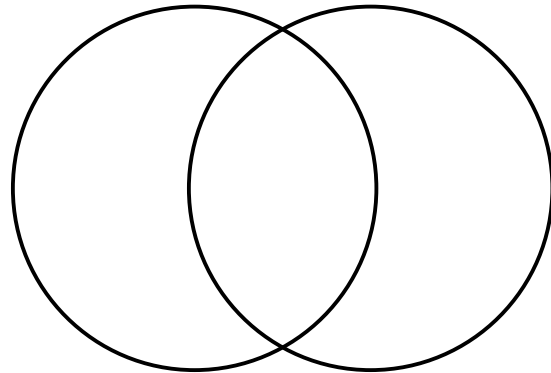
A graphic organizer is an open question.

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

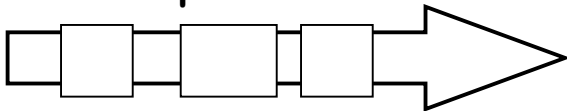
Classify and Clarify

Category	Category

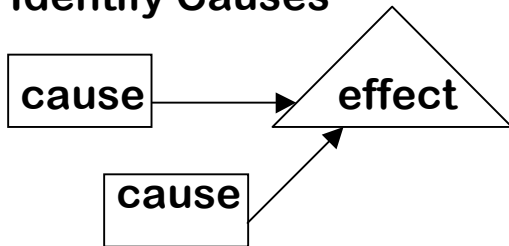
Compare and Contrast



Show Sequence

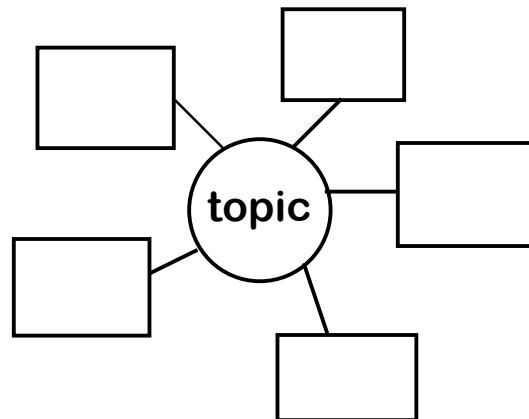


Identify Causes



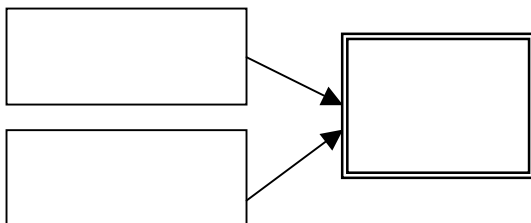
and Effects

Organize Information

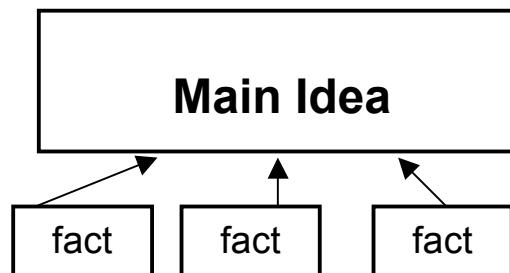


Show Inferences

information → *inference*



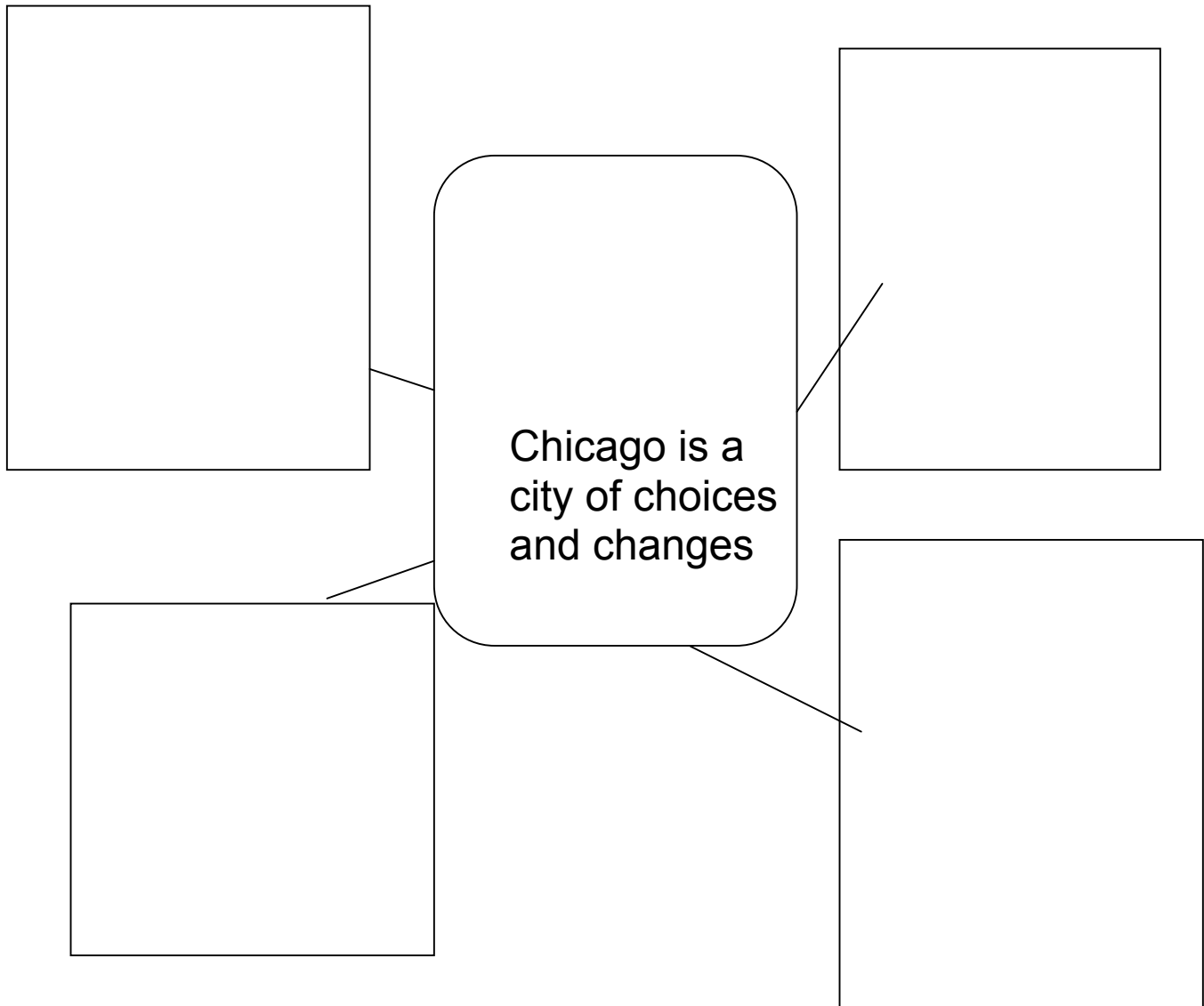
Infer and Support Ideas



Choose to Change Reading: It's about MORE THAN who, what when, it's about IDEAS.

I can identify and communicate a Theme

KEY IDEAS AND DETAILS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



Show the Theme.

Write words or draw pictures in the boxes to show the theme.

Show and Tell History

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

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

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

the Place

a person

the event

Write the main idea here.

Then write more on another page. Tell why this history is important for people to know.

EXPAND THINKING WITH DRAMA

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

Describe characters (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3)

Situation: _____

Who's involved?

Who	Trait	Action	Motive

What happen—the event (in history) or plot (in a story).

How it starts: _____

What happens next? _____

How it ends. _____

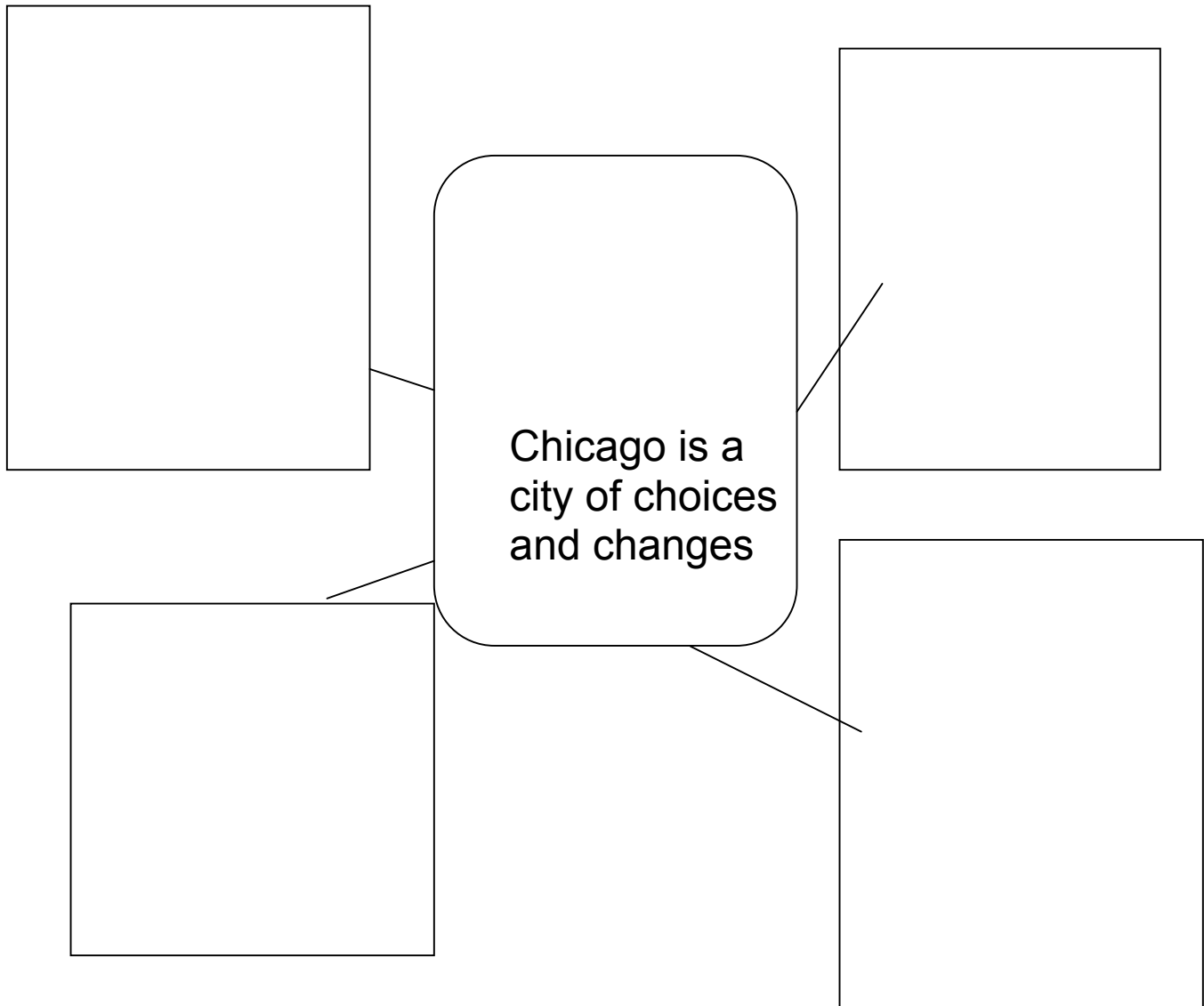
Write a play based on the situation.

What's the **theme** of your play? What lesson can people learn from it?

Choose to Change Reading: It's about MORE THAN who, what when, it's about IDEAS.

I can identify and communicate a Theme

KEY IDEAS AND DETAILS
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



Show the Theme.

Write words or draw pictures in the boxes to show the theme.

Integrate Art



Drawing by Tanjanae, Webster School

A theme is a way of thinking about something.
What do you think the theme is of this drawing?

Why do you think that is the theme?

What is another theme you think is important about a community?

Draw your own picture that shows that theme. Then show it to someone and ask them what they think your theme is.

Assess Informatively

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

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

1

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

2

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

3

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

4

What is the main idea of this passage?

Go farther—write it your way. Add illustrations—make it a booklet!

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

The Connected Classroom--Learn who your learners are.

Literacy Survey

1. What is your favorite kind of book to read?
2. What helps you understand what you read?
3. What do you like to write?
4. What is your favorite story?
5. What is your favorite TV show?
6. What do you want to learn more about—for example, animals, countries, famous people.

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

ASSESS RIGOROUSLY: Challenge students to think more.

Answer these questions to solve a word problem.

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

5. Solve it here.

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

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

FOCUS ON THE CORE: Literacy Standards for Fourth Grade

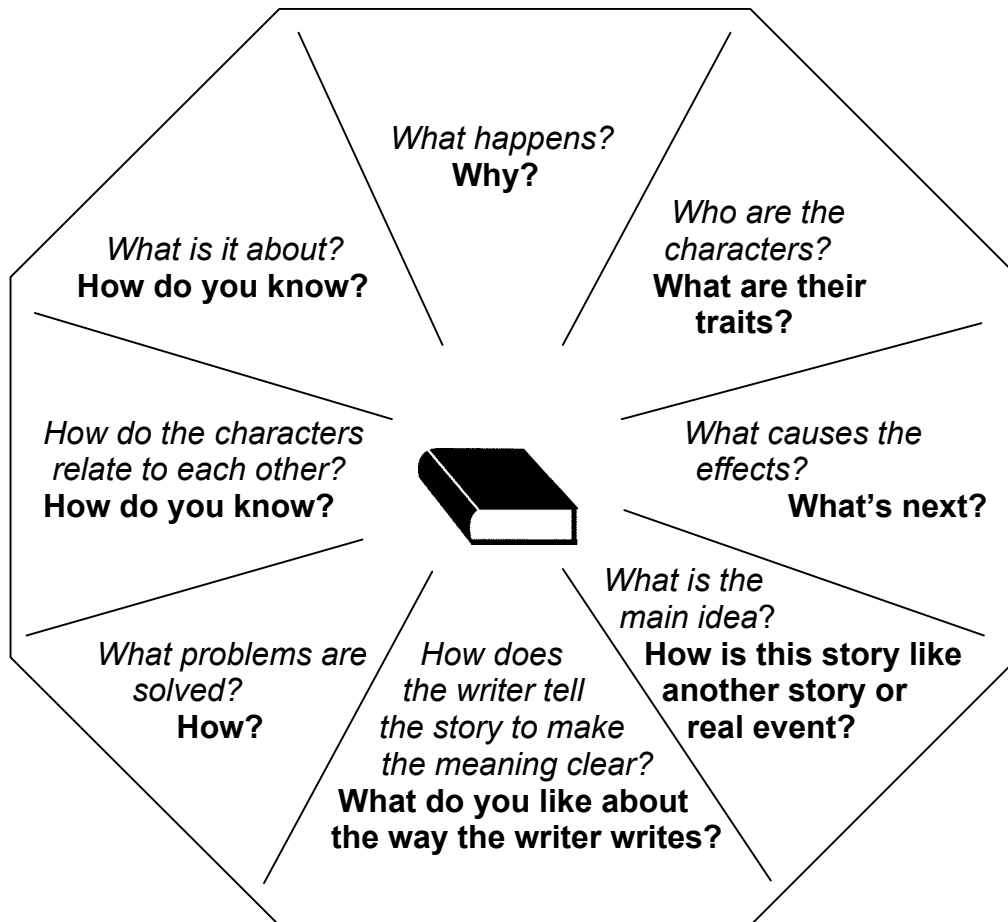
READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<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, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Keep Reading Connected.

Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story or history?
- What would you tell someone else about what happens?
- What would you ask the writer?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.

Build Academic Vocabulary: WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



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

Ask COMPREHENSIVE Questions — FICTION

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

Title of the Story: _____

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

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

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

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

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

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

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

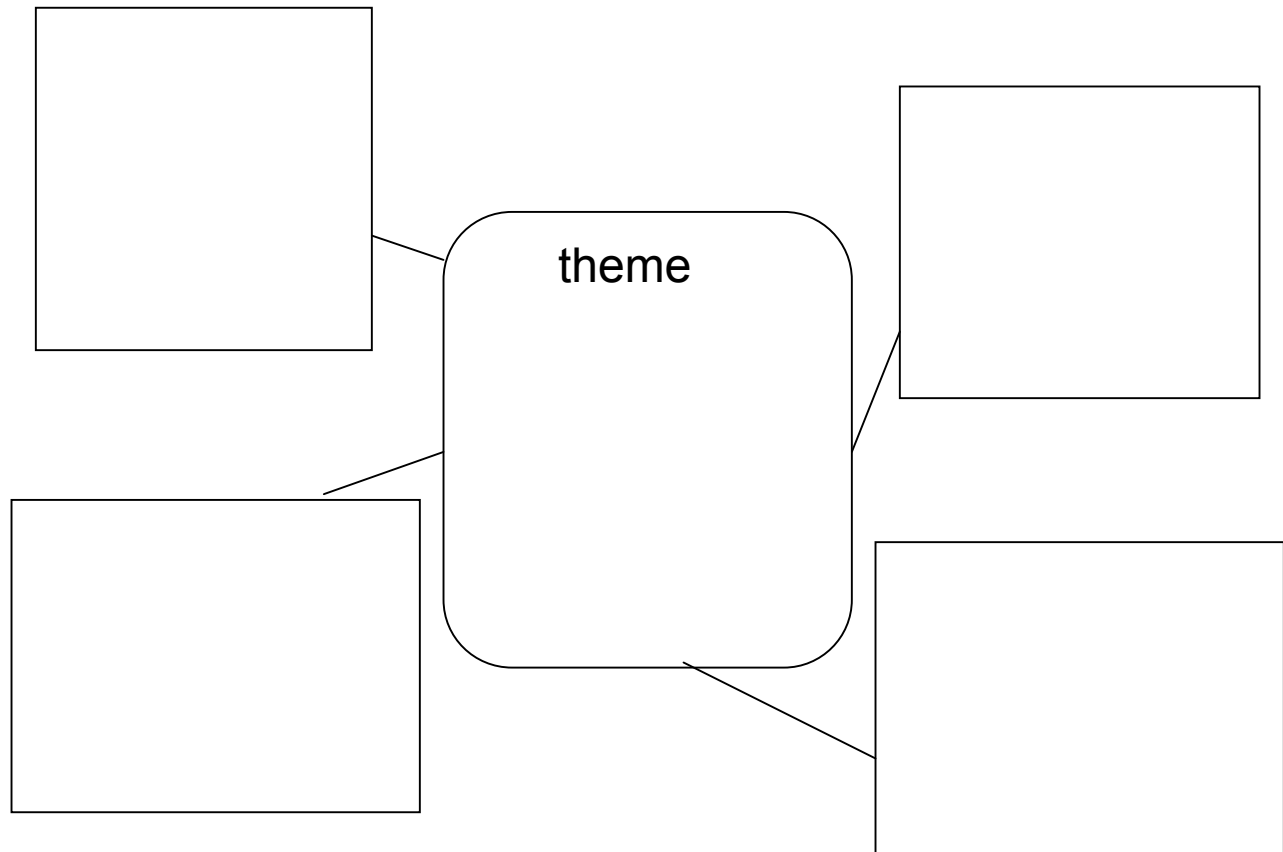
6. **Infer the main idea or lesson:** What is the main idea or lesson of the story?

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

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

Think BIG: Identify and Support the Theme of a Story

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



Think it through.

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

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

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

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

ILS5A: I can summarize information.

Topic: _____

Important Words:

Word	What it Means

Important Facts:

My Summary:

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

Make Your Idea Clear: PARAGRAPH WRITER

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

What is the Main Point or Idea I will communicate?

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

Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

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


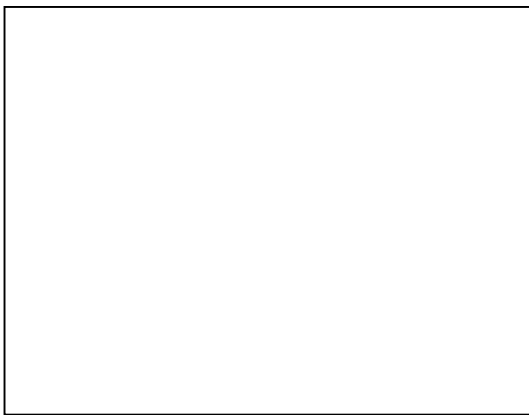
Plan Your Essay Good writing is clear thinking!

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

What is your main idea?

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

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



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

Move to Deeper Math

Common Core Focuses on Habits of Thinking

STANDARDS FOR MATHEMATICAL PRACTICE

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

Use the Common Core Math Progression to Organize your Math Priorities

The Common Core Standards Shift as Students Develop

K	1 - 2
<input type="checkbox"/> Counting and Cardinality <input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry	<input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Number and Operations in Base 10 <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry

3 - 4 - 5
<input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Number and Operations in Base Ten <input type="checkbox"/> Number and Operations—Fractions <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry

6 - 7 - 8
<input type="checkbox"/> Ratios and Proportional Relationships <input type="checkbox"/> The Number System <input type="checkbox"/> Expressions and Equations <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics and Probability

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

Fourth Grade notes:

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

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

Share the Standards with Students through Examples

Third Grade Operations and Algebraic Thinking—Common Core

Represent and solve problems involving multiplication and division.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Multiply and divide within 100.

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

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

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

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

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

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

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

Differentiate to Make the Difference

Based on the work of Carol Tomlinson.

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

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

Formative Assessment Planner--MATH

KNOW WHAT: Math Facts

Teach Clearly—and Respond to Learning Difficulties	How to assess	Ways to help students learn more
<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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>

Solve Common Learning Problems

You just solved reading problems.

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

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

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

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

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

Locate the Problem 

Identify Causes 

RESPOND STRATEGICALLY

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

Which of these Powerful Practices PREVENT learning problems?

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

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

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

Effective Strategies: What Works?

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

Reading:

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

Math:

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

Science:

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

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>

Structure Progress toward Greater Abilities

Outcome: What will students know better/do better?

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
 (Common Core 3rd grade literature standard 3)

Outcome: I can infer character traits and relate them to actions.

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well																						
<p>T: Read part of passage aloud.</p> <p>S: Draw 1 character, give picture to another student.</p> <p>S: Infer who is pictured and tell a trait the picture shows.</p>	<p>T: Tells how traits relate to actions—with examples.</p> <p>S: Read passage, choose person, chart trait and evidence—what action shows trait.</p> <p>Person:</p> <table border="1" data-bbox="383 1213 589 1287"> <tr> <th>Trait</th> <th>Action</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Trait	Action			<p>T: Explain that motive is a reason—relates to traits—with example from real life.</p> <p>S: Read more, make chart for a person—</p> <p>Person:</p> <table border="1" data-bbox="610 1035 907 1102"> <tr> <th>Trait</th> <th>Action</th> <th>motive</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Trait	Action	motive				<p>S: Read new part of passage or another passage.</p> <p>S: Make chart: Person Traits Actions Motives.</p> <p>T: Check and clarify, extend</p>	<p>S: Chart then write a story with 3 characters.</p> <table border="1" data-bbox="1157 814 1456 1012"> <tr> <th>Person and trait</th> <th>Act</th> <th>motive</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Give to another student. Ask that student to make chart based on story.</p> <p><i>T: Students needing assistance: revisit the passage, use graphic organizer to show what person did and what traits that showed.</i></p>	Person and trait	Act	motive									
Trait	Action																									
Trait	Action	motive																								
Person and trait	Act	motive																								

The Gradual Release of Responsibility across the week: How to interpret a poem.

Outcome: *I can infer the theme of a poem and explain how the poet communicates the theme.*

(Common Core 4th Grade Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text. . Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.)

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
<p>T: What was the theme of last week's story? Read first part of poem aloud. What do you think the theme is so far?</p> <p>S: Reads rest of poem. Draws a picture of what is "says". Note what I think the theme is. Share with other student.</p> <p>T: Think out loud—how writers use words and images to communicate a theme.</p>	<p>T: Reads aloud another poem. Models how to figure out the theme of a poem.</p> <p>S: Read another poem and infer theme, list evidence for that theme.</p>	<p>T: Asks students to demonstrate how to infer the theme of a poem.</p> <p>S: Add a stanza or part to a poem that communicates the theme. Pair and compare.</p>	<p>S: independently read poem. Identify theme. List ways the writer has communicated it.</p> <p>T: Debrief class then ask what they figured out about poetry this week.</p>	<p>S: Write a poem that communicates a theme.</p> <p><i>Students needing assistance: Read a new poem, use graphic organizer to show how the parts communicate a theme.</i></p>

MAKE CONTENT LEARNING AN OPPORTUNITY TO READ/WRITE/THINK TO LEARN MORE

Connect Ideas and Facts with BIG Questions

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 adapted 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: People and Places <ul style="list-style-type: none">• Who lives where, why, how?• How and why have people changed the environment?	Culture: People, Places, Values <ul style="list-style-type: none">• How do people live in a culture?• What is important to that culture?
Government: Rules, Leaders, Progress <ul style="list-style-type: none">• How does government work?• How does government affect people?• How has government changed?• What should citizens do to bring about more progress?	Economics: Choices and Changes <ul style="list-style-type: none">• How do people use what they have to get what they need and want?• How has the economy changed?

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 discipline in this approach.

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?

EXAMPLE: CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____?
Why?

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A
2	How did people meet needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC

PQRST – a strategy to ensure learning and expand literacy

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

P Teacher **previews** the learning—sets a **purpose** for reading/listening **doing**.

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

R and **O** Students **read/research** to find information relating to the BIG question, locating and collecting information,
information that they **organize** using a graphic organizer.

S Students **summarize** and **synthesize** their learning.
Recommended for K-2: Teacher guides summary
Recommended for 3-4: Students summarize, teacher guides synthesis.
Recommended for 5-8: Students summarize then synthesize.

T Students **tell/teach** what they have learned.
They may **pair and share**.
They may make a booklet or exhibit to “show and tell” what they learned.

ONE WEEK'S CONTENT LITERACY LEARNING PLAN

Focus/Big Question: _____

Important Vocabulary:

What will students read?

What will they write?

Monday Make It Clear	Tuesday Get It	Wednesday Make It Clear	Thursday Check and Clarify	Friday Fix and Finish
<p>T: Introduce the week's BIG question Preview key words, connect to prior knowledge.</p> <p>Read aloud about topic</p> <p>S: List or draw facts. Start glossary.</p> <p>HW: Write with vocabulary.</p>	<p>T: Model fact collecting.</p> <p>S: Read to locate and collect important facts.</p> <p>HW: Write about facts.</p>	<p>S: Collect more facts, use graphic organizer to organize information, add more.</p> <p>HW: Write about the organizer.</p>	<p>S: Write about this week's topic using this week's words— --letter --paragraph -- _____</p> <p>HW: Complete glossary.</p>	<p>S: Answer the BIG question--write summary of what you learned this week.</p>

SYNTHESIZE TO EXPAND LEARNING

Comprehensive Assessment—Example of a three level assessment.

Essential: Draw pictures to show what these words mean

Capable: Add more words that you know

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

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

ORGANIZE THE FUTURE

CHOOSE Curriculum Priorities

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

<i>First Quarter Core</i>	<i>Second Quarter Core</i>	<i>Third Quarter Core</i>	<i>Fourth Quarter Core</i>
<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies	<input type="checkbox"/> Content <input type="checkbox"/> Skills <input type="checkbox"/> Strategies

CHUNK: Focus on Core Priorities each week.

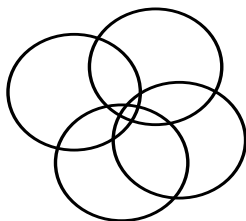
week 1	week 2	week 3	week 4	week 5
CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies	CORE: Content Skills Strategies

ORGANIZE: Structure Teaching/Guide Learning

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



CONNECT: Teachers, Parents, Extended Day, Community Resources



PLAN INCLUSIVELY: *Expand Parent Involvement*

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

This list includes some effective parent involvement plans.

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

Note your own parent involvement plans here:

OUR GRADE'S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

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

Examples	What We'll Organize for Home Learning Connections
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none">• Make vocabulary "flashcards".• Make your own picture dictionary.• Play word games.	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none">1. Talk about what happens and why in a story you read—or watch on TV.2. Predict what could happen next.	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none">• Watch TV programs about science or history.• Talk about what your child is learning.• Go to a museum to learn more.• Use the library or Internet to learn even more.	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none">• Practice math with your child. For example, use flashcards you make to review math facts.• Play math fact matching games.• Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be.	<p><i>Example: List of math skills to practice.</i></p>

EXAMPLE OF A COMPREHENSIVE CORE-ALIGNED QUARTER PLAN

FIRST QUARTER LEARNING PRIORITIES

3rd Grade

FIRST QUARTER LEARNING PRIORITIES TRACK E

Based on the Common Core Standards and Illinois Learning Standards.

DEVELOP CLEAR THINKING

Each week has a thinking “focus” that applies across the curriculum.

WEEK	FOCUS
1	Relate Character Traits and Actions
2	Relate Character Traits, Actions, Motives
3	Analyze Causes and Effects
4	Predict
5	Classify
6	Compare and Contrast
7	Infer Main Idea/Theme
8	Main Idea and Summary
9	Analyze Purpose
10	Analyze Patterns and Structure

MAKE CHOICES TO STRENGTHEN THE CURRICULUM

Each week includes **recommended activities** for reading, social emotional development, word knowledge, content, and writing.

Reading recommendations **complement the reading program** you use—incorporate in your ongoing instruction.

The **math** “row” is open for you to input the math priority for each week.

The **content** “row” is open for you to input the **science or social studies** topic for each week.

Writing expands learning: students should write about reading, content, and math.

Set Your First Quarter CPS Mathematics Learning Targets —THIRD GRADE

By the end of Grade 3, students will:

Number Sense

- Use place value understanding of the base-ten number system to create multiple representation of numbers up to 100,000
- Identify, locate, order, and compare whole numbers, fractions, and decimals using monetary units
- Represent and use equivalent forms of simple fractions
- Compute using whole numbers and decimals (e.g. money)
- Understand relationships between addition and subtraction; multiplication and division
- Estimate using whole numbers and decimals
- Solve application problems using whole numbers and decimals (e.g., money - \$10.00 or less)
- Use arithmetic properties of identity

Measurement

- Use *Measurement* units and tools appropriately to measure length, mass/weight, capacity/volume, and elapsed time
- Solve problems involving length, time and elapsed time, money, perimeter, area, volume/capacity, and mass/weight

Algebra

- Solve problems involving patterns
- Solve problems using equations and number sentences
- Solve comparison problems

Geometry

- Identify characteristics and properties of 2-dimensional and 3-dimensional shapes
- Solve problems using 2-dimensional and 3-dimensional shapes and properties
- Solve problems using the coordinate system
- Identify and sketch lines of symmetry
- Solve problems with reflection/flips, translations/slides, and rotations/turns

Data Analysis and Probability

- Represent and analyze data using charts, tables, graphs, and Venn diagrams
- Find median and mode
- Use probability and counting principles in problem-solving situations

Choose Your First Quarter CPS Science Learning Targets

By the end of Grade 3, students will:

Scientific Inquiry and Technological Design

- Conduct inquiry investigations over time with the support of an adult
- Make multiple observations over time during their investigations
- Collect and record their observations from investigations
- Discuss and **compare** their observations
- Organize, analyze, and display their observations in charts and graphs
- Generate multiple ideas for how to solve problems
- Discuss the strengths and weaknesses of the proposed solutions
- Build and test a solution to a problem
- Record and explain what happened during the test of the solution
- Use correct science vocabulary in their explanations

Function, Adaptation, and Change of Living Things

- Compare** and **contrast** individual members from the same group of plants and animals
- Compare** the ways living things have adapted to live in various places
- Construct a model habitat for living things considering their adaptations

Interaction of Living Things with Each Other and the Environment

- Identify the parts of living things that help them survive
- Explain how living things depend on each other for survival
- Read about and **compare** animals of the past and present

Matter and Energy

- Identify sources of water
- Read about water as a source of energy
- Observe, identify, and describe the changes water undergoes as it moves from solid to liquid to gas
- Explore the energy of sound
- Demonstrate the movement of sound energy through various materials

Force and Motion

- Talk about what affects the speed at which things move
- Research simple machines they use in their lives

Earth and Its Resources

- Observe how temperature affects the rate of evaporation of water
- Test what materials absorb or do not absorb water
- Test rocks and minerals to find their properties
- Sort rocks and minerals by their properties
- Observe the patterns and shapes of crystals

Composition and Structure of the Universe

- Use models of the universe to show positions of known objects in the sky
- Explain how Earth rotates on its axis, causing day and night
- Demonstrate how Earth orbits the sun in the solar system
- Model the path the sun takes in the sky as the seasons change
- Draw the changes in the appearance of the moon as it moves through its phases

Science, Technology, and Society

- Collect and write information correctly
- Read and talk about the inventions of scientists of the past
- Talk about science and technology in the world around them
- Plan healthy living activities

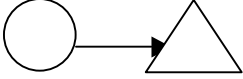
**The following first quarter plan aligns with
Common Core Reading Standards for 3rd Grade**

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.

Third Grade: First Quarter, Weeks 1-2 Learning Priorities

	Week 1	Week 2									
Think Clearly	RELATE CHARACTER TRAITS AND ACTIONS	RELATE TRAITS/ACTIONS/MOTIVES									
Basal or Balanced Literacy Lesson											
Reading Literature <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Assess student abilities and interests. character traits; relate to <u>motives</u> and actions. Draw characters, showing traits. Make chart: <u>Character Trait Evidence</u> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> Take reading interest survey.				Describe and analyze character, motives, plot -- Make Chart: <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 30px; height: 20px;"><u>Who</u></td> <td style="width: 30px; height: 20px;"><u>Does What</u></td> <td style="width: 30px; height: 20px;"><u>Why</u></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<u>Who</u>	<u>Does What</u>	<u>Why</u>			
<u>Who</u>	<u>Does What</u>	<u>Why</u>									
Fluency ILS1B, 4AB	This week's read aloud:	This week's read aloud:									
Word Knowledge 1A	Assess student phonics and sight word knowledge and needs.	Identify parts of speech in sentences— Underline nouns, circle verbs.									
Writing Goals 3, 4 <i>Model with mentor texts.</i>	Assess writing abilities Expository sentences. Describe character so clearly another student can identify.	Write <u>paragraph</u> about an action in real life or a story.									
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> <u>Write sentences</u> about topic. <u>Write caption for illustration in text.</u>	TOPIC: <u>Read Nonfiction:</u> Make <u>glossary.</u> <u>Illustrate</u> topic.									
MATH Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Survey students about the math they know, like, and how they learn best. Math Journal Short response	This week's focus: Math Journal Short Response									

Third Grade: First Quarter, Weeks 3-4 Learning Priorities

	Week 3	Week 4
Think Clearly	ANALYZE CAUSES AND EFFECTS	PREDICT
Basal or Balanced Literacy Lesson		
Reading Literature <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Analyze and infer causes and effects . Relate to problem and solution in fiction. Diagram: cause and effect. 	“Map” story: main characters, their traits and actions, problem and solution. Predict with evidence from story— What will happen? Why?
Fluency ILS1B, 4AB	This week’s read aloud:	This week’s read aloud:
Word Knowledge 1A	Identify singular and plural nouns. List five singular nouns from passage. List three plural nouns.	Identify verb tense : Make chart of verbs from passage: <u>past present future</u> <div style="display: flex; justify-content: space-around; width: 100px; margin-top: 5px;"> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 20px; width: 20px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 20px; width: 20px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; height: 20px; width: 20px;"></div> </div>
Writing Goals 3, 4 <i>Model with mentor texts.</i>	Paragraph with focus, support. Explain an event (fiction or nonfiction)	Write summary of <u>story</u> <u>nonfiction reading</u>
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> or science: analyze causes and effects of changes. <u>Make timeline showing sequence, label cause-effect.</u>	TOPIC: <u>Read Nonfiction:</u> <u>Identify problem and possible solutions—in science or social studies</u> . Predict effects of the solution.
MATH Emphasize solving problems with persistence--a Common Core learning habit.	This week’s focus: Math Journal Extended Response	This week’s focus: Math Journal Short Response

Third Grade: First Quarter, Weeks 5-6 Learning Priorities

	Week 5	Week 6				
Think Clearly	CLASSIFY	COMPARE AND CONTRAST				
Basal or Balanced Literacy Lesson						
Reading <u>Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Infer the meaning of a word in context Collect and list information about problem and solution in a story or history. Problem: _____ Solution: _____	Use chart or Venn diagram to compare and contrast a story with another story or an experience. Write extended response based on the chart/diagram.				
Fluency ILS1B, 4AB	This week's read aloud:	This week's read aloud:				
Word Knowledge 1A	Classify singular and plural nouns <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">singular</td> <td style="padding: 5px;">plural</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	singular	plural			Use dictionary and alphabetize to 3 rd letter
singular	plural					
Writing Goals 3, 4 <i>Model with mentor texts.</i>	<u>Paragraph with focus, support.</u> <u>Write about this week's content topic</u>	<u>Outline essay about nonfiction topic.</u> Write first <u>paragraph</u>.				
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> <u>Make glossary.</u> <u>Chart what you learn from the text</u> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><u>Facts about</u></td> <td style="padding: 5px;"><u>Facts about</u></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<u>Facts about</u>	<u>Facts about</u>			TOPIC: <u>Read Nonfiction:</u> Use chart or Venn diagram to compare and contrast. Write to explain what your chart or diagram shows.
<u>Facts about</u>	<u>Facts about</u>					
MATH Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Math Journal Extended Response	This week's focus: Math Journal Extended Response				

Third Grade: First Quarter, Weeks 7-8 Learning Priorities

	Week 7	Week 8		
Think Clearly	INFER MAIN IDEA/THEME	MAIN IDEA AND SUMMARY		
Basal or Balanced Literacy Lesson				
Reading <u>Literature</u> <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>	Infer the main idea and identify supporting examples in a passage. Use diagram or outline based on text to show idea and support.	Infer the main idea and identify supporting examples Write <u>summary</u> including main idea and important examples.		
Fluency ILS1B, 4AB	This week's read aloud:	This week's read aloud:		
Word Knowledge 1A	List, illustrate, and use descriptive words from readings. Write sentences that describe a person or place so clearly another student can draw the person or place.	Identify root words Make root word chart: <table style="border-collapse: collapse; margin-left: 20px;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Root</td> <td style="padding: 5px;"><u>Two Words with Root</u></td> </tr> </table>	Root	<u>Two Words with Root</u>
Root	<u>Two Words with Root</u>			
Writing Goals 3, 4 <i>Model with mentor texts.</i>	Make outline: Main ideas and related information I have learned about _____ (topic from science or social studies).	<u>Outline and write essay</u> emphasizing main idea and supporting examples for each paragraph.		
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>	TOPIC: <u>Read Nonfiction:</u> List: <u>Main Idea of each paragraph</u> in a passage. Write statement that tells main idea of the passage based on the paragraphs.	TOPIC: <u>Read Nonfiction:</u> Use <u>outline</u> to show the main topic and main idea and key details of each paragraph in a text		
MATH Emphasize solving problems with persistence--a Common Core learning habit.	This week's focus: Book It: Make 7 Week Math Digest including examples of problems you have solved with steps to solve them.	This week's focus: Math Journal Short response		

Third Grade: First Quarter, Weeks 9-10 Learning Priorities

	INTER-SESSION	Week 9	Week 10								
Think Clearly	<i>What activities will you suggest?</i>	Analyze PURPOSE	Analyze Patterns and Structure								
Basal or Balanced Literacy Lesson											
Reading Literature <i>Read with Purpose</i> <i>Answer questions with evidence, including extended response.</i>		Analyze author's use of details to: <input type="checkbox"/> Show character traits <input type="checkbox"/> Explain motives <input type="checkbox"/> Make the main lesson or moral clear Write list of how the author does each of those.	Analyze author's use of events to <input type="checkbox"/> Start a story with interest <input type="checkbox"/> Develop problem-solution and/or teach a lesson Write extended response about how the author uses events to tell the story.								
Fluency ILS1B, 4AB		This week's read aloud:	This week's read aloud:								
Word Knowledge 1A		Identify and use suffixes . Make suffix chart: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px;">Suffix</td> <td style="padding: 2px;">3 Words with Suffix</td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </table>	Suffix	3 Words with Suffix			Identify and use prefixes . Make prefix chart: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px;">Prefix</td> <td style="padding: 2px;">3 Words with Prefix</td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </table>	Prefix	3 Words with Prefix		
Suffix	3 Words with Suffix										
Prefix	3 Words with Prefix										
Writing Goals 3, 4 <i>Model with mentor texts.</i>		Revise essay for focus and support.	Outline and write essay about content topic.								
READ/WRITE TO LEARN Click for NONFICTION Topics and Learning Guides <u>Science</u> <u>Social Studies</u> <u>Chicago Literacy activities</u>		TOPIC: Read Nonfiction: Use outline to show the main topic, main ideas, and key details of a text Write summary.	TOPIC: Read Nonfiction: Outline and write about topic—use textbook as “mentor” text—follow its structure.								
MATH Emphasize solving problems with persistence--a Common Core learning habit.		This week's focus: Math Journal Short Response	This week's focus: Extended Response Write a booklet about this quarter's math learning.								

Newsletter Example

Guide Your Child to Make More Learning Progress

The Chicago Public Schools have introduced Learning Targets. They tell you what your child should know and be able to do as students move to the next grade. You can find them online at <http://www.chicagoteachingandlearning.org/>. We will be using the Targets to make lesson plans and organize extended learning activities.

Here are examples for 3rd grade.

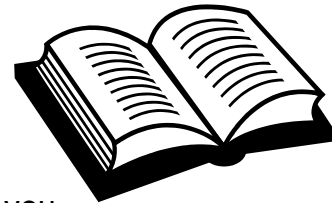
Reading: "Identify cause and effect relationships."

Writing: "Use descriptive words when writing."

Math: "Measurement--Solve problems with length, time, money, and weight."

The Learning Targets include lists of websites and recommended activities for parents. Here are some ideas suggested by our teachers to help students reach the Targets.

How to Increase Your Child's Reading Success



Read aloud to your child. Listen to your child read aloud to you.

Ask these questions about a story:

Who are the people in the story?

What happens? Why?

What do you think will happen next?

After your child reads the story, ask more questions—"What did you like?" "Who made a choice? Why?" Then ask your child to draw and write about the story. Your child even could write the sequel!

Make More Math Progress

Times Tables

Students need to know the times tables. Work with one number each day, from 2-12, for 11 days. Practice with lists or cards—put the multiplication on one side, the answer on the other. Then mix up the cards and ask your child to tell the answer.

Measurement

Use a ruler or tape measure to measure things at home. Your child can measure rooms, furniture, and other objects. First, ask your child to estimate the length and width. Then check the estimate—measure the object to see how big it really is.

Reading Standards

The Common Core Standards for Literacy

Charts Showing Literary and Nonfiction Priorities

Charts of Common Core literacy standards designed by the Polk Bros.
Foundation Center for Urban Education

The charts clarify the nonfiction and literary reading priorities in a format that demonstrate the importance of both and the essentials for each.

Source: COMMON CORE STATE STANDARDS, English Language Arts and Literacy in History/Social Studies & Science, 2010; <http://www.corestandards.org>

Common Core Reading Standards for Kindergarten

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. With prompting and support, ask and answer questions about key details and events in a text.	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings, and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Ask and answer questions about unknown words in a text.	4. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. Actively engage in group reading activities with purpose and understanding.	10. Actively engage in group reading activities with purpose and understanding.

Common Core Reading Standards for First Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Identify the main topic and retell key details of a text.
3. Describe characters, settings, and major events in a story, using key details.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use the illustrations and details in a text to describe its key ideas.
8. (Not applicable to literature)	8. Identify the reasons an author gives to support points in a text.
9. Compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. With prompting and support, read informational texts appropriately complex for grade 1.

Common Core Reading Standards for Second Grade

READING LITERATURE	READING NONFICTION
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe how characters in a story respond to major events and challenges.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. (Not applicable to literature)	8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the most important points presented by two texts on the same topic.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

Common Core Reading Standards for Fourth Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<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, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Reading Standards for Fifth Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<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, including figurative language such as metaphors and similes.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Describe how a narrator's or speaker's point of view influences how events are described.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. (Not applicable to literature)	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<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 4–5 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 4–5 text complexity band independently and proficiently.

Common Core Reading Standards for Sixth Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<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, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Reading Standards for Seventh Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<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, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. (Not applicable to literature)	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Reading Standards for Eighth Grade

READING LITERATURE	READING NONFICTION
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<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, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. (Not applicable to literature)	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<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 poems, at the high end of grades 6–8 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.