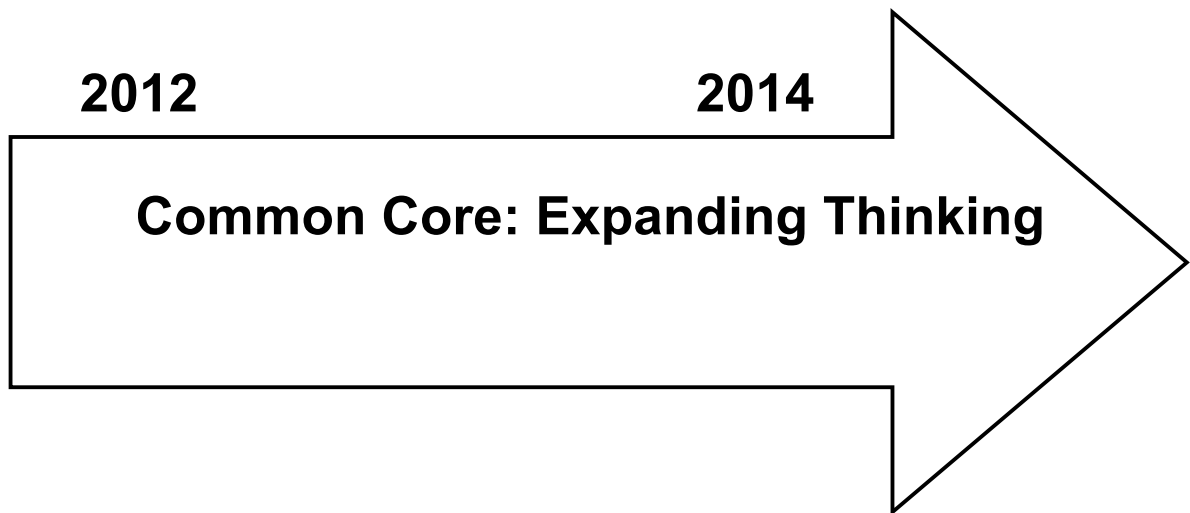


# 2012 DECISIONS

## How To Organize a Deeper Curriculum





## The Teacher's questions

1. What to Teach? p. 6
2. How Do Students Learn? p. 41
3. How to Teach? p. 51
4. How to Assess? p. 71



## Determined to Progress

CCSS Reading Anchor Standard 3

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

**Big Idea: Determined individuals can overcome obstacles and achieve goals.**

### Analyze Choices

YOU!



Traits

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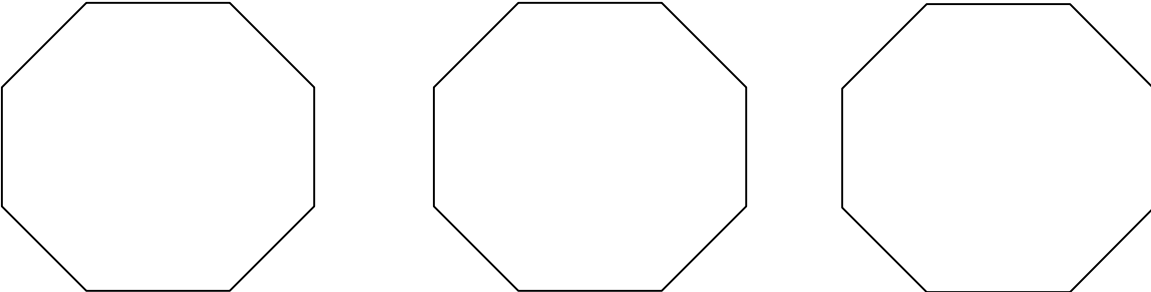
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A challenge you face: \_\_\_\_\_.

### Choice



### Obstacles



### Actions

Steps to make the progress.

---





## Part 1. What to teach?

### What are the important outcomes?

A BIG ANSWER

Teach THINKING

Know What—

Big ideas, principles, generalizations

Know How

Procedures, skills, strategies

Know Why

Relevant, real, meaningful applications



## 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.



# Strategic Problem Solvers Apply the Common Core Math Practice Standards

It's about thinking clearly.

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

## MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM <sup>(1)</sup>

### Think Clearly

- Reason abstractly and quantitatively <sup>(2)</sup>
- Construct viable arguments and critique the reasoning of others <sup>(3)</sup>

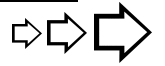
### Use Models and Tools Strategically

- Model with mathematics <sup>(4)</sup>
- Use appropriate tools strategically <sup>(5)</sup>

### Recognize and Use Patterns and Structure

- Look for and make use of structure <sup>(7)</sup>
- Look for and express regularity in repeated reasoning. <sup>(8)</sup>

## ATTEND TO PRECISION <sup>(6)</sup>



# Move to More Rigorous Reading

The Common Core Categories—  
Ideas are central to reading.

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

---

Expand Learning Progress





## Common Core Anchor Reading Standards

### > Ideas and Information

- \_\_1. Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to **support conclusions** drawn from the text.
- \_\_2. Determine **central ideas or themes** of a text and analyze their development; **summarize the key supporting details and ideas**.
- \_\_3. **Analyze** how and why individuals, events, and ideas **develop and interact** over the course of a text.

### > Craft and Structure

- \_\_4. **Interpret words and phrases** as they are used in a text, including determining **technical, connotative, and figurative meanings**, and analyze how specific word choices shape meaning or **tone**.
- \_\_5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- \_\_6. Assess how **point of view** or purpose shapes the **content and style** of a text.

### > Integration of Knowledge and Ideas

- \_\_7. **Integrate** and **evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- \_\_8. Delineate and **evaluate the argument and specific claims** in a text, including the **validity of the reasoning** as well as the relevance and sufficiency of the evidence.
- \_\_9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare the approaches the authors take**.

## ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR LITERATURE.


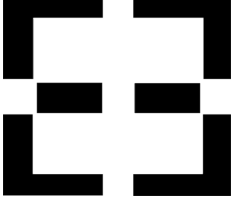

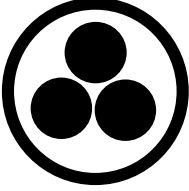







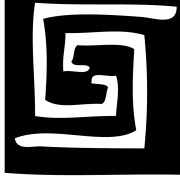
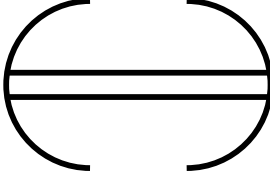
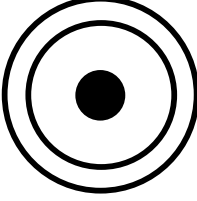
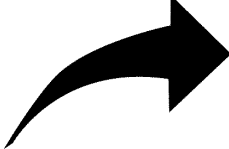
CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG QUESTIONS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>• <i>Writers use titles and details to help readers understand a story or poem.</i></li> <li>• <i>Readers can use details and parts of a poem or story to draw conclusions about it.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use titles and details to understand a story or poem?</li> <li>• How do readers identify sequence; compare; contrast?</li> <li>• How do readers make inferences about the characters, plot, and setting?</li> </ul>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• <i>Writers communicate a message, moral, or theme when they write a poem or story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out the message or moral or theme of a story or poem?</li> </ul>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> <li>• <i>Story writers use characters and plot to help readers understand a moral or theme.</i></li> </ul>	<ul style="list-style-type: none"> <li>• What is important to notice about characters and events in a story?</li> </ul>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li>• <i>Writers use words to “paint a picture” of a situation or idea when they write a story or poem?</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out what a word means when they read?</li> <li>• What kinds of words do poets use to help you “see” their ideas?</li> </ul>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a scene, chapter, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> <li>• <i>Story writers use parts of the story to communicate their theme or moral.</i></li> <li>• <i>Poets use stanzas to show readers different ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers analyze plot so they learn the writer’s message?</li> <li>• How do readers use stanzas to learn the poet’s message?</li> </ul>
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>• <i>Writers use point of view to help the reader understand the message of their story.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers understand more about a story depending on who narrates?</li> <li>• What choices does a writer make to accomplish the purpose of the writing?</li> </ul>

## ANCHOR READING STANDARDS, BIG IDEAS, AND BIG QUESTIONS FOR NONFICTION TEXTS

CCSS Anchor Reading Standard	BIG IDEAS ABOUT READING	RELATED BIG QUESTIONS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>• <i>Writers use information to explain a topic.</i></li> <li>• <i>Readers can figure out more about a topic when they analyze information</i></li> <li>• <i>Readers can use information they analyze to make inferences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers know what information is important?</li> <li>• How do readers identify sequence; compare; contrast; analyze relationships?</li> <li>• How do readers make inferences from information in a text?</li> </ul>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> <li>• <i>Nonfiction writers communicate ideas that are important to understand a subject.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers understand ideas when they read?</li> </ul>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> <li>• <i>Nonfiction writers use examples and information to support ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers identify important ideas when they read?</li> <li>• How do readers connect ideas about a topic after they read?</li> </ul>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> <li>• <i>Writers use important content words that are part of the knowledge base for the subject.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out what a word means when they read nonfiction?</li> </ul>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section) relate to each other and the whole.	<ul style="list-style-type: none"> <li>• <i>Nonfiction writers organize their text with different sections and use titles, paragraphs and headings to make each part clear.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use the structure of a nonfiction text to comprehend it?</li> </ul>
6. Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>• <i>Nonfiction writers are teachers--they teach about a topic with facts and examples to make their ideas clear.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers adjust their rate of reading to learn from nonfiction?</li> </ul>
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> <li>• <i>Writers use diagrams to help readers understand important ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• How do readers figure out what a picture or diagram means?</li> <li>• How do readers know what is important when they read nonfiction?</li> </ul>

# Think Ahead

Which of these values will be essential to make the transition to Common Core?

 <p><i>Village (Mayan)</i></p>	 <p><i>Support (West Africa)</i></p>	 <p><i>Wise, Watchful (Native American)</i></p>	 <p><i>Peace (India)</i></p>
 <p><i>Cooperation (West Africa)</i></p>	 <p><i>Friendship (Ute)</i></p>	 <p><i>Evaluation—Judgment (West Africa)</i></p>	 <p><i>Justice (China)</i></p>
 <p><i>Good Future-- Hope (Native American)</i></p>	 <p><i>Leadership (West Africa)</i></p>	 <p><i>Harmony (India)</i></p>	 <p><i>Brotherhood (Hopi)</i></p>
 <p><i>Unity (Nigeria)</i></p>	 <p><i>Highest (Ghana)</i></p>	 <p><i>Progress (US)</i></p>	<p><i>Add a Symbol</i></p>

“Never hesitate to take time to think.” Lorraine Hansberry





Which of these thinking skills do your students need to apply to learn independently?

OBSERVE AND/OR READ and...

- Locate information
- Collect information
- Classify
- Identify patterns
- Compare
- Contrast
- Interpret
- Make inferences

COMPLETE OR INTERPRET GRAPHICS

diagram graph chart flow-chart illustration graphic organizer

ANALYZE

- Identify variables
- Analyze cause-effect relations
- Identify and interpret results
- Predict
- Summarize

EVALUATE

- Analyze their own progress
- Evaluate the importance of information/ideas

SYNTHESIZE

COMMUNICATE



## Learning Competencies

COMPETENCE	How relevant is this to your subject?		
Reading for Information	Very	Somewhat	NOT
Applied Mathematics	Very	Somewhat	NOT
Business Writing	Very	Somewhat	NOT
Writing	Very	Somewhat	NOT
Locating Information	Very	Somewhat	NOT
Teamwork	Very	Somewhat	NOT
Observation	Very	Somewhat	NOT
Listening	Very	Somewhat	NOT
Applied Technology	Very	Somewhat	NOT

Yes, this is from ACT Work Keys.



## Developing Comprehensive High School Competence

Each month if the school emphasizes one important area to develop, everyone can work together on more effective instructional progress.

Month	Emphasis of the Month
September	Strategic Readers
October	Assessing with Graphic Organizers
November	Writing across the curriculum in a variety of formats
December	Assessing Understanding through Levels of Questions
January	Student-Created Challenging Questions
February	Students Debate to go Deeper
March	Students Write Summaries and Digests
April	Poetry and Art Across the Curriculum
May	Students provide comprehensive assessment—they collaborate on the design of a comprehensive exam for their course
June	Learning Yearbook—Students synthesize and report their learning





You're the \_\_\_\_\_.

CCSS Reading Anchor Standard 4 Competence target: Can classify and use vocabulary to explain a topic.

Choose a job that you would like—a job in which you would use what you're learning this year in this subject.

Every subject has two parts: know how and know what. A person who learns both is competent. List what you would need to know in that job.

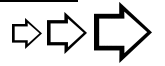
<b>KNOW HOW:</b> Skills, Strategies, Procedures	<b>KNOW WHAT:</b> Ideas, Principles, Facts

**Activity Options:**

Write about a day in your life when you have that job. Include examples of how you will use the “know how” and “know what”.

Write an application for that job. Explain how you are competent to do the work.

Write a guide to one of the strategies in your chart.



## **MY PLANS FOR PROGRESS**

### **Danielson Domain 1: Planning and Preparation**

#### **Selecting Instructional Outcomes**

#### **Designing Coherent Instruction**



## The Teacher's Challenge: Organize A Four-Quarter Learning Journey

<i><b>First Quarter</b></i>	<i><b>Second Quarter</b></i>	<i><b>Third Quarter</b></i>	<i><b>Fourth Quarter</b></i>
Outcomes Aligned with Core Standards	Outcomes Aligned with Core Standards	Outcomes Aligned with Core Standards	Outcomes Aligned with Core Standards
Reading Writing	Reading Writing	Reading Writing	Reading Writing
Content: Science Social Studies Math	Content: Science Social Studies Math	Content: Science Social Studies Math	Content: Science Social Studies Math

Units provide a coherent focus for several weeks.

Unit Theme: \_\_\_\_\_

BIG Ideas (also called “enduring understandings”)	Essential Questions students will explore
Core Concepts	Core Skills and Strategies

### THE PROCESS: Learning Activities

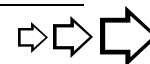
Each week, guide students' learning of the core curriculum and **assess formatively** to identify and respond to student needs.

<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>
Reading Writing Concepts	Reading Writing Concepts	Reading Writing Concepts	Reading Writing Concepts	SYNTHESIS!

*End of unit,*  
**assess summatively.**



What is an outcome?



Outcome = What Comes Out



# Think **BIG**

**OUTCOMES** → **ASSESSMENTS** → **ACTIVITIES**

“Backwards Design”—Planning with the End in View

<b>Set OUTCOMES</b>
Knowledge
Abilities
<b>Organize ASSESSMENTS</b>
Formative
Summative
<b>Make a LEARNING PLAN</b>
Core Learning Activities

**ORGANIZE QUARTER STRUCTURES FOR STANDARDS-BASED LITERACY DEVELOPMENT**

1. Set standards-based priorities.
2. Specify summative assessments (performance based)
3. Organize structures for ongoing formative assessment
4. Focus on content, skills, and strategies that align with the standards

**Four-Quarter Planning Blueprint**

1st quarter	2nd quarter	3rd quarter	4th quarter
Standards	Standards	Standards	Standards
Strategies	Strategies	Strategies	Strategies
Content	Content	Content	Content
Assessment	Assessment	Assessment	Assessment



## EXAMPLE OF A FOUR-QUARTER PLAN

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Theme</b>	CONNECTIONS	PATTERNS	CHALLENGES	THE FUTURE
<b>Content</b>				
<b>Skills/ Strategies</b>	Complete chart Complete/analyze sequence chart Locate and classify information	Diagram Compare Contrast Summarize	Make/Interpret Flow chart Predict outcomes Evaluate	Synthesize
<b>Kinds of Activities and Projects</b>	Write your own guide Make a glossary	Make a presentation Write multiple choice questions	Write and illustrate a topic	Teach a topic
<b>How to Assess</b>	Project—Student chooses one of three options  Write with this quarter's words	Project: Student chooses one of three options  Write to explain this quarter's most important ideas	Project: Student chooses one of three options  Write to explain a topic	Make your own version of a textbook section



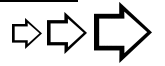


## STRATEGIES THAT ENABLE STUDENTS TO READ INDEPENDENTLY

Once emphasized, the strategy continues in active use.

The strategies could be emphasized in courses across the curriculum.

<b>Strategy</b>	<b>Weeks 1-5</b>	<b>Weeks 6-9</b>	<b>Weeks 10-14</b>	<b>Weeks 15-19</b>
Establish a purpose for reading				
Preview a passage				
Skim a text to identify major visual patterns				
Use structure of text to locate information				
Identify important ideas				
List information related to a topic or question				
Make a time-line/sequence events				
Scan a text to locate information quickly				
Outline in a variety of ways				
Re-read to clarify				
Summarize				
Chart information				
Make a Venn diagram to compare/contrast				
Use cause-effect diagram to identify and analyze relations				
Develop a mental image of the meaning				
Identify kinds of questions and appropriate responses				
Ask yourself questions as you read				
Take Notes				
Infer with evidence				
Adjust reading rate to level of text difficulty				
Synthesis				



	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Theme</b>				
<b>Content</b>				
<b>Skills/ Strategies</b>				
<b>Kinds of Activities and Projects</b>				
<b>How to Assess</b>				



What if...

The school emphasized a few standards each quarter, developing competence with all the common core standards by the completion of the year?

1st quarter	2nd quarter	3rd quarter	4th quarter
<p><b>Emphasized Literacy Standards:</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how word choices shape meaning or tone.</li> </ol>	<p><i>1 and 4 continue</i></p> <p><b>Emphasized Literacy Standards:</b></p> <ol style="list-style-type: none"> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>5. Analyze the structure of texts.</li> </ol>	<p><i>1 2, and 4 continue</i></p> <p><b>Emphasized Literacy Standards:</b></p> <ol style="list-style-type: none"> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>5. Analyze the structure of texts,</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</li> </ol>	<p><i>1, 2, 4 and 5 continue</i></p> <p><b>Emphasized Literacy Standards:</b></p> <ol style="list-style-type: none"> <li>5. Analyze the structure of texts,</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>8 <b>NONFICTION</b> Delineate and evaluate the argument and specific claims in a text.</li> </ol>



What if...

Teachers emphasize formative assessment so that summative assessments are more successful?

*Formative Assessments: Daily check for understanding*

*Weekly: glossary (student-made);*

*short-response to open-ended question;*

*graphic organizers with written explanations*

*modeling by students of skills/strategies aligned with standards; learning reports;*

*illustrations with captions*



## **BIG IDEAS start with concepts.**

Here is a list of some **core concepts that would fit literature.**

- Identity
- Communication
- Conflict
- Choice
- Change
- Relationships
- Problem Solving

*Here is a list of some core concepts that would fit **social science**:*

• Conflict	• Choice
• Change	• Community
• City	• Nation
• Culture	• Responsibilities and Rights
• Power	• Interdependence
• Independence	• Values
• Diversity	• Balance
• Region	• Democracy
• Justice	• System
• Conflict	• Collaboration
• Citizen	• Leadership
• Progress	• Issues
• Representation	• Self-Determination

*Here are the “**Cross-Cutting Concepts of Science**”*

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change



## THE “ESSENTIAL” QUESTION GUIDES GREATER THINKING

### CRITERIA FOR ESSENTIAL QUESTIONS

Source: ASCD

<http://www.ascd.org/publications/educational-leadership/dec94/vol52/num04/Essential-Questions—Inclusive-Answers.aspx>

1. *They have no one right answer.*
2. *All students can answer them.*
3. *They enable all students to learn.*
4. *They involve thinking, not just answering.*
5. *They make students investigators.*
6. *They are provocative—they hook students into wanting to learn.*
7. *They offer a sense of adventure, are fun to explore and try to answer.*
8. *They require students to connect learning from several disciplines.*
9. *They challenge students to demonstrate that they understand the relationship between what they are learning and larger world issues.*
10. *They enable students to begin the unit from their own past experience or understanding.*
11. *They build in personalized options for all students.*

### Essential questions from Exemplary Sources

*How do cultural experiences influence who we are? (CPS Literacy Content Framework DRAFT)*

*What causes change? What remains the same? (NCSS)*

*How am I connected to those in the past? (NCSS)*

*How has the meaning of citizenship evolved? (NCSS)*

*What is the balance between rights and responsibilities? (NCSS)*

*How do our personal stories reflect varying points of view and inform contemporary ideas and actions? (NCSS)*

*How has the world changed and how might it change in the future? (NCSS)*

*Is new technology always better than that which it will replace? (NCSS)*

*How do we know what really happened in the past? (NCSS)*

*How does society influence our identity and the choices we make? (FH))*

*Is history a history of progress? (UbD)*

*What makes a family a community? (UbD)*

*Sources:*

*UbD = Understanding by Design; FH = Facing History and Ourselves;*

*NCSS = National Council for Social Studies*



## SCIENCE/LITERACY UNIT BLUEPRINT

**Focus:** \_\_\_\_\_

### KNOWLEDGE: Core Ideas and Information

#### WHAT GENERALIZATIONS AND KINDS OF KNOWLEDGE WILL STUDENTS DEVELOP?

- \_\_12A. how living things function, adapt and change.
- \_\_12B. how living things interact with each other and with their environment.
- \_\_12C. properties of matter and energy and the interactions between them.
- \_\_12D. force and motion and the principles that explain them.
- \_\_12E. features and processes of the Earth and its resources.
- \_\_12F. composition and structure of the universe and Earth's place in it.

#### CROSS-CUTTING CONCEPTS OF SCIENCE [Link to New Science Standards](#)

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

**Construct ideas and questions based on science standards and cross-cutting concepts.**

Enduring Understandings	Essential Questions

### INTEGRATED LITERACY DEVELOPMENT: Anchor Reading Standards

\_\_CCSSR1 **Read closely** to determine what the text says **explicitly** and to make **logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

\_\_CCSSR2. **Determine central ideas** or themes of a text and analyze their development; **summarize the key supporting details and ideas**.

\_\_CCSSR7 **Integrate** and **evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*Standards-Aligned Reading Skills Development: Students will increase ability to...*

- \_\_infer word meaning \_\_ summarize \_\_ synthesize \_\_report learning \_\_construct response
- \_\_compare and contrast \_\_ identify and cite evidence to support an idea or position
- \_\_interpret visuals \_\_identify and use text structure \_\_analyze/infer causes/effects
- \_\_preview passage/survey \_\_classify \_\_summarize \_\_synthesize \_\_compare /contrast
- \_\_sequence \_\_analyze/infer cause-effect relations \_\_evaluate relevance
- \_\_determine main idea and identify supporting information



## SCIENCE BLUEPRINT

**INTEGRATED WRITING DEVELOPMENT: Write to Learn More**

**Recommended--Anchor Writing Standard 2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content *The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.*

What formats will students complete so that they “think on paper” about the reading and develop communication abilities?

journals, notes, learning reports

lab reports

report on a science topic, question, or issue

CCSSW1. Write **arguments** to **support claims** in **an analysis of substantive topics or texts** using **valid reasoning** and relevant and sufficient **evidence**.

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

CCSSW3 Write **narratives** to develop real or imagined experiences or events **using effective technique, well-chosen details, and well-structured event sequences**.

**LEARNING ASSESSMENT**

**Formative Assessments** to identify student progress and needs on a daily and/or weekly basis.

make glossary     daily journal     write with academic vocabulary

learning report     weekly summary     student-written questions and answers

graphic organizer     illustrate text     constructed response

respond to questions with evidence     student demonstrates

\_\_\_\_\_

\_\_\_\_\_

**Summative Assessment** At completion of unit, student will demonstrate independent competence in the following product(s):

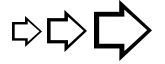
written report     presentation     display     booklet     illustrated guide

demonstration     data analysis with explanation based on text and experiments

\_\_\_\_\_

\_\_\_\_\_





**SOCIAL STUDIES/LITERACY UNIT BLUEPRINT**

Topic: \_\_\_\_\_

**Content Standard:** Recommended: Ask questions and seek answers by collecting and analyzing data from documents, images and other literary and non-literary sources. (16A Choose other standard/s appropriate to your focus.)

**KNOWLEDGE: Core Ideas and Information**

**Concepts:** \_\_ choices \_\_ challenges \_\_ cause-effect relations \_\_ change

\_\_\_\_\_

Enduring Understandings	Essential Questions

**INTEGRATED LITERACY DEVELOPMENT: Anchor Reading Standards**

\_\_CCSSR1 **Read closely** to determine what the text says **explicitly** and to make **logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

\_\_CCSSR2. **Determine central ideas** or themes of a text and analyze their development; **summarize the key supporting details and ideas**.

\_\_CCSSR7 **Integrate** and **evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.

*Standards-Aligned Reading Skills Development: Students will increase ability to...*

- \_\_infer word meaning \_\_ summarize \_\_ synthesize \_\_report learning \_\_construct response
- \_\_compare and contrast \_\_ identify and cite evidence to support an idea or position
- \_\_interpret visuals \_\_identify and use text structure \_\_analyze/infer causes/effects
- \_\_preview passage/survey \_\_classify \_\_summarize \_\_synthesize \_\_compare /contrast
- \_\_sequence \_\_analyze/**infer** cause-effect relations \_\_evaluate relevance
- \_\_determine main idea and identify supporting information

\_\_\_\_\_



## SOCIAL STUDIES BLUEPRINT

### INTEGRATED WRITING DEVELOPMENT: Write to Learn More

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What formats will students complete so that they “think on paper” about the reading and develop communication abilities?

\_\_\_ journals, notes, learning reports

\_\_\_ CCSSW1. Write **arguments** to **support claims** in an analysis of substantive topics or texts using **valid reasoning** and relevant and sufficient **evidence**.

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

\_\_\_ CCSSW3 Write **narratives** to develop real or imagined experiences or events **using effective technique, well-chosen details, and well-structured event sequences**.

## ASSESSMENT

**Formative Assessments** to identify student progress and needs on a daily and/or weekly basis.

\_\_\_ make glossary    \_\_\_ daily journal    \_\_\_ write with academic vocabulary

\_\_\_ learning report    \_\_\_ weekly summary    \_\_\_ student-written questions and answers

\_\_\_ graphic organizer    \_\_\_ illustrate text    \_\_\_ constructed response

\_\_\_ respond to questions with text-based evidence    \_\_\_ student demonstrates skill/strategy

\_\_\_\_\_  
\_\_\_\_\_

**Summative Assessment** At completion of unit, student will demonstrate independent competence in the following product(s):

\_\_\_ written report    \_\_\_ presentation    \_\_\_ display    \_\_\_ booklet    \_\_\_ illustrated guide

\_\_\_ constructed response to a new passage    \_\_\_ dramatize history

\_\_\_\_\_  
\_\_\_\_\_

# LITERACY UNIT BLUEPRINT Read/THINK\Write Thoughtfully

Unit Theme: \_\_\_\_\_

GENRE(S): \_\_\_\_\_

Enduring Understandings	Essential Questions

## CCSS ANCHOR READING STANDARDS

### > Ideas and Information

\_\_1. Read closely to determine what the text says explicitly and to make **logical inferences** from it; cite specific textual evidence when writing or speaking to **support conclusions** drawn from the text.

\_\_2. Determine **central ideas or themes** of a text and analyze their development; **summarize the key supporting details and ideas**.

\_\_3. **Analyze** how and why individuals, events, and ideas **develop and interact** over the course of a text.

### > Craft and Structure

\_\_4. **Interpret words and phrases** as they are used in a text, including determining **technical, connotative, and figurative meanings**, and analyze how specific word choices shape meaning or **tone**.

\_\_5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

\_\_6. Assess how **point of view** or purpose shapes the **content and style** of a text.

### Integration of Knowledge and Ideas

\_\_7. **Integrate** and **evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.

\_\_8. Delineate and **evaluate the argument and specific claims** in a text, including the **validity of the reasoning** as well as the relevance and sufficiency of the evidence.

\_\_9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare the approaches the authors take**.

### Identify Reading Skills/Strategies Aligned with Unit Priority Standards

\_\_analyze structure of text \_\_preview passage/survey \_\_classify \_\_summarize \_\_synthesize  
 \_\_compare /contrast \_\_sequence \_\_analyze/infer cause-effect relations \_\_evaluate relevance  
 \_\_analyze literary devices \_\_analyze style \_\_analyze plot, setting \_\_analyze problem/solution  
 \_\_analyze problem/solution \_\_infer theme (literature) \_\_analyze/infer character traits, actions, motives development  
 \_\_analyze literary devices \_\_analyze style \_\_analyze tone and mood  
 \_\_infer word meaning \_\_infer prediction \_\_determine main idea (nonfiction) \_\_infer purpose

## KNOWLEDGE

*What core knowledge will students know better through the unit?*  
(E.g., story structure; poetry formats, features of different genres)

## WRITING DEVELOPMENT AND APPLICATION

What formats will students complete so that they “think on paper” about the reading and develop communication abilities?

\_\_\_ journals, notes, learning reports

\_\_\_ CCSSW1. Write **arguments** to **support claims** in an **analysis of substantive topics or texts** using **valid reasoning** and relevant and sufficient **evidence**.

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

\_\_\_ CCSSW3 Write **narratives** to develop real or imagined experiences or events **using effective technique, well-chosen details, and well-structured event sequences**.

## ASSESSMENT

**Formative Assessments** to identify student progress and needs on a daily and/or weekly basis.

\_\_\_ make glossary    \_\_\_ daily journal    \_\_\_ write with academic vocabulary

\_\_\_ learning report    \_\_\_ weekly summary    \_\_\_ student-written questions and answers

\_\_\_ graphic organizer    \_\_\_ illustrate text    \_\_\_ constructed response

\_\_\_ respond to questions with text-based evidence    \_\_\_ student demonstrates skill/strategy

\_\_\_\_\_  
\_\_\_\_\_

**Summative Assessment** At completion of unit, student will demonstrate independent competence in the following product(s):

\_\_\_ written report    \_\_\_ presentation    \_\_\_ display    \_\_\_ essay    \_\_\_ guide    \_\_\_ booklet

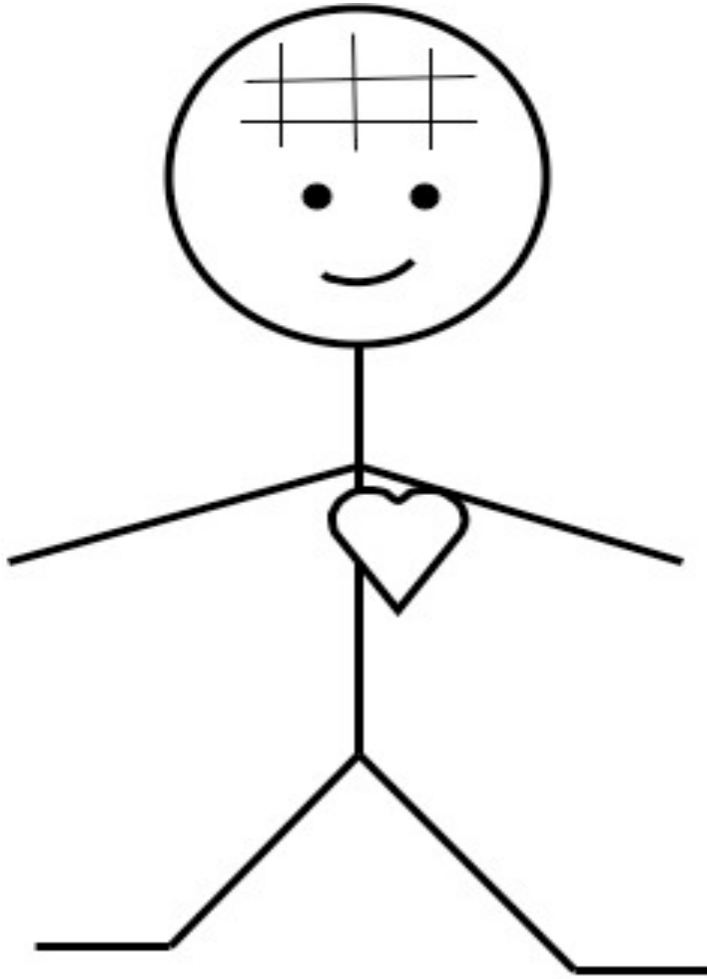
\_\_\_ constructed response to a new passage    \_\_\_ write the sequel    \_\_\_ dramatize story

\_\_\_\_\_  
\_\_\_\_\_

## Plans for Progress

# Plans for Progress

## Part 2: How do students learn?



**Differently!**

## Specific Strategies to differentiate instruction.

### What works?

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

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



**STRATEGIES THAT BUILD INDEPENDENT READING COMPETENCE**

Supports all Common Core reading standards.

*Recommended: Identify priorities for your course.*

*Then choose one strategy to work on each week.*

Priority	Strategy
	Establish a purpose for reading—ask a big question, start with a reason to read.
	Skim a text to detect major visual patterns—see how the pages are organized.
	Use structure of text to locate information—use paragraphs, headings to help see what’s important.
	Look for important ideas—stop after you read a section and figure out what’s important.
	List information related to a topic or question—make notes as you read.
	Make a time-line/sequence events—add more as you read.
	Scan a text to locate information quickly—look back for a fact, re-scan to find something you have a question about.
	Outline in a variety of ways—make a list of the topics, then make a “web” with your topics.
	Re-read to clarify—figure out what you need to know, then re-read to get that information.
	Summarize—list what’s important, then write it in your own words.
	Chart information—classify important information about the topic.
	Make a Venn diagram to compare/contrast—and write an explanation of your diagram.
	Use cause-effect diagram to identify relations—show the relationships you read, also show relationships you infer.
	Develop a mental image of the meaning—illustrate what you read.
	Identify Level/kind of question—before you answer a question, answer this question: what kind of skill does it ask me to apply?
	Ask yourself questions as you read—note them and then after you read, see how much you learned.
	Take notes—list important information and key words as you read.
	Adjust reading rate to level of text difficulty—if the text has a lot of information in it, take time to be sure you understand that information and how it relates to the topic.
	Synthesize what you read with what you knew.

## SMART CHART: Core Vocabulary

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

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

TOPIC: \_\_\_\_\_

*List five important terms you need to understand about this topic in column 1. They should be core words—words that are essential to explaining the topic. For each, write a synonym and an antonym.*

CORE WORD	SYNONYM	ANTONYM

**Make It Clear:** Use all five core words to explain the topic. Write a sentence for each word or a paragraph that includes them.

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*Added Challenge: Use antonyms as well as the words themselves.*

## The Writing-Thinking-Learning Connection

Write More → Think More → Learn More

There is clear evidence that activities involving writing (any of the many sorts of writing) lead to better learning than activities involving reading and studying only. To improve the teaching of writing is also to improve the quality of thinking required of students....

How Writing Shapes Thinking

Research has established a powerful relationship between the opportunity to write and the ability to read.

Learning logs help students reflect what they have learned. The goal is not to repeat what the book or teacher said. Rather, the student is expected to connect new material with previously learned material.

Becoming a Nation of Readers

## Common Core Anchor Writing Standards

*Which will you integrate in your curriculum to develop student competence?*

### Text Types and Purposes

1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## EXPAND THINKING WITH DRAMA

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

Event: \_\_\_\_\_

Who's in it?

Who	Position

The challenge: \_\_\_\_\_

What happens?

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It could be a lesson people can learn from this history?

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Write the play.

Write what each person might say.

## Make Common Core Sense: Write

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

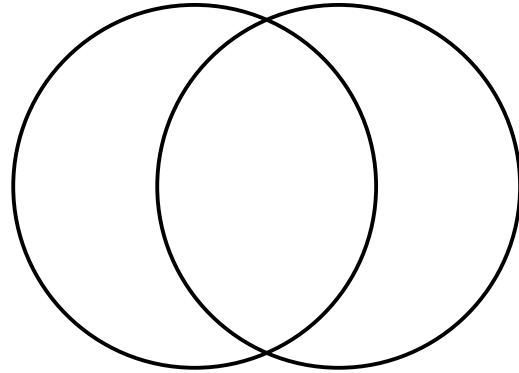
**Organize to analyze; analyze to support your inferences.  
Then write to explain your thinking.**

### Classify to Clarify

Category	Category

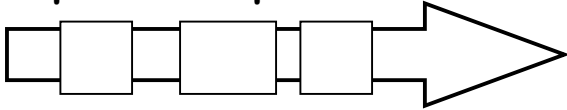
Summarize what your chart shows.

### Compare and Contrast

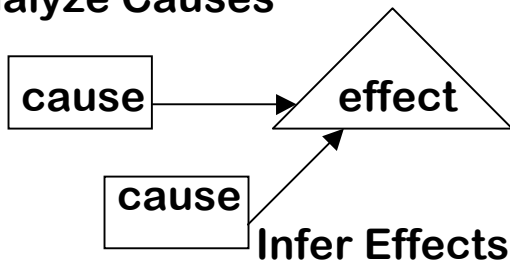


Explain the important differences.

### Sequence Important Events



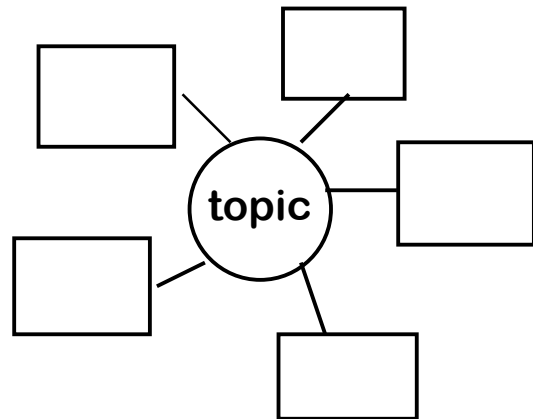
### Analyze Causes



Explain the direct causes and indirect causes.

Explain the direct effects and indirect effects.

### Organize Information



Summarize the important information about the topic.

Explain how you decided which information is important?

## Plans for Progress

## Plans for Progress



## *Part 3. How should I teach?*

### Danielson Domain 1—Designing Student Assessment

#### The Assessment Question:

In order to truly meet the standard, what should they be able to do *independently* (transfer)?

#### **Transfer** is the key word:

Take the concepts, skills, and strategies from one unit to learn more.

Answer that question first.

Then, answer the learning question.

#### The Learning Question:

What should I be doing to make them more independent and able to transfer?

### 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
<b>CORE:</b> Content Skills Strategies	<b>CORE:</b> Content Skills Strategies	<b>CORE:</b> Content Skills Strategies	<b>CORE:</b> Content Skills Strategies	<b>CORE:</b> Content Skills Strategies

### ORGANIZE: Structure Teaching/Guide Learning

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

## Differentiate to Make the Difference

*Based on the work of Carol Tomlinson.*

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

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

## TEACH STRATEGICALLY

- ✓ Chunk the content.
- ✓ Provide different kinds of learning challenges
- ✓ Give students choices of kinds of activities to complete.
- ✓ Scaffold the learners

### Ways to help students learn

Student demonstrates

“Think out loud”

Model different ways to proceed

Peer coach

Learning “partner”

Work in groups

Post example

Post vocabulary

Post a path—steps to follow

Draw the steps

Start with simpler task, build on that core

Daily journal

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## Powerful Practices

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

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

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

## Effective Strategies: What Works?

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

### **Reading:**

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

### **Math:**

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

### **Science:**

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

## Differentiated Lesson and Assessment Planning Resource

<b><u>Teaching Strategies</u></b>	<b><u>Diverse Student Activities/Assessments</u></b>
<p><b>Focus Clearly</b></p> <ul style="list-style-type: none"> <li>❑ <b>survey students</b>—pre-assess for learning interests and challenges, knowledge, skills</li> <li>❑ <b>clear directions, posted and explained with examples</b></li> <li>❑ <b>set explicit objectives and criteria</b></li> </ul> <p><b>Develop with Depth</b></p> <ul style="list-style-type: none"> <li>❑ ask <b>challenging questions</b> with “<b>think time</b>” (<i>not wait time</i>)</li> <li>❑ <b>guide learning strategies</b>—listening, collaboration, task management</li> <li>❑ model with “<b>mentor</b>” <b>texts and graphic organizers</b></li> <li>❑ incorporate <b>games</b></li> <li>❑ <b>gradual release of responsibility</b></li> <li>❑ <b>students demonstrate</b></li> <li>❑ <b>student-constructed HOT questions</b></li> <li>❑ students <b>write to clarify and apply what they learn</b></li> <li>❑ <b>emphasize transfer of knowledge and skills</b></li> </ul> <p><b>Assess to Advance</b></p> <ul style="list-style-type: none"> <li>❑ use <b>differentiated assessments</b></li> <li>❑ students <b>self-assess</b></li> <li>❑ <b>check for understanding</b> <u>daily</u></li> <li>❑ <b>specific feedback</b>—how to improve or advance</li> <li>❑ <b>weekly synthesis</b></li> </ul>	<p><b>verbal</b></p> <ul style="list-style-type: none"> <li>❑ <u>write letter poem article story</u></li> <li>❑ dramatize a story or history</li> <li>❑ outline, write, illustrate a topic booklet</li> <li>❑ add to a story, poem, song</li> <li>❑ make glossary</li> <li>❑ write weekly digest</li> <li>❑ make up a CRAFT writing plan—Content/Concept, Role, Audience, Format, what you will Tell about the Topic.</li> </ul> <p><b>auditory</b></p> <ul style="list-style-type: none"> <li>❑ draw/write about music related to topic</li> <li>❑ draw what you hear (verbal to visual)</li> </ul> <p><b>kinesthetic</b></p> <ul style="list-style-type: none"> <li>❑ pantomime an idea</li> <li>❑ “fold-a-books”</li> <li>❑ create a collage</li> <li>❑ make/build a model</li> </ul> <p><b>visual</b></p> <ul style="list-style-type: none"> <li>❑ “read” paintings</li> <li>❑ illustrate a reading</li> <li>❑ create symbols to represent ideas</li> </ul> <p><b>constructive synthesis/ creative construction</b></p> <ul style="list-style-type: none"> <li>❑ invent a game</li> <li>❑ create museum-like displays</li> <li>❑ design graphic organizers</li> <li>❑ make portfolios</li> <li>❑ present topics</li> <li>❑ debate</li> <li>❑ present a lesson</li> <li>❑ simulation</li> </ul> <p style="text-align: center;"><i>Add your strategies.</i></p>

## **THINK TOGETHER: THINK-PAIR-COMPARE**

### CRITERIA FOR EFFECTIVE THINK-PAIR-COMPARE PROMPTS

- \*OPEN ENDED
- \*RELATE TO YOUR TOPIC
- \*CAN BE FUN
- \*SHOULD REQUIRE SHORT ANSWERS

### EXAMPLES OF THINK-PAIR-SHARE PROMPTS

How did you solve this problem?

What are three words that are most important to today's lesson?

What is a BIG question that might be on a test about this topic?

## Activities and/or Assessments

The following activities all require students to apply what they learn.

They can be activities if you guide the students and they work collaboratively.

They are assessments if the students complete them independently.

Add your own activities to the list.

Make a chart of _____	Write a letter from _____ to _____
Take notes about topic, exchange.	Make a glossary of important words
Scan text to locate information	Use today's words in sentence
Outline the topic	Write an explanation of _____
Re-read to find _____	Locate and classify information about _____ in these categories: _____
Summarize the _page _topic _chapter	Make up challenging open-ended question—give to other student.
Write an explanation/guide to _____	Make your own version of our technical manual.
Make up multiple-choice questions	Make a flow chart of _____
List _____	Correct/edit _____ for accuracy.
Prepare a lesson YOU teach about _____	Write a job application communicating your ability to _____.
Write the next part of the guide	List the steps to _____
Compare ___ and ___ in a Venn Diagram	Demonstrate how to _____
Make a map of _____	Make a model of _____
Make a causes-effect diagram of _____	Draw or diagram how to _____.
Illustrate _____	Make a PowerPoint to explain _____
Graph the _____	Write an explanation of this diagram.
Make a time-line of _____	Write a summary.
Correct/edit _____.	Prepare a report on _____



## Structure Progressive Lessons

# WORK ACROSS THE WEEK

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

### *The Teaching/Learning Path*



*This sequence can structure a learning week.*

<b>Monday</b> Preview Model Interest	<b>Tuesday</b> Model and GUIDE	<b>Wednesday</b> GUIDE and go farther	<b>Thursday</b> ASSESS and Clarify	<b>Friday</b> 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>

## Thoughtful Thursdays

1. **Where are we?**
2. **How do we go farther—and deeper?**

## Structure the Gradual Release of Responsibility

### MATH Example

This week's outcome: \_\_\_\_\_

#### ✓ **How I will assess:**

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

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

#### **How I'll support students needing guidance:**

- Teacher "Thinks out loud"
- Model different ways to solve same problem
- Peer coach
- Student models problem solving
- Learning "partner"
- Work in groups
- Post example
- Post a path—steps to follow
- Draw the problem
- Start with simpler problem, build in more challenges.

#### **How I'll challenge students to exceed:**

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



Focus ➡ Get It Clear ↻ Think More ➡ Think It Through ↻ Get It Together ❖ Get It Across ↻

## Lesson Planner with Gradual Release Of Responsibility Across The Week.

Topic: \_\_\_\_\_ FOCUS QUESTION OF THE WEEK: \_\_\_\_\_

KEY ACADEMIC VOCABULARY (CCRI4) \_\_\_\_\_

This week's READING: \_\_\_\_\_

This week's WRITING: \_\_\_\_\_

This week's Common Core Standard Emphasized: \_\_\_\_\_

This week's learning skill/strategy emphasis: \_\_\_\_\_

<i><b>M PREVIEW, Model, Interest</b></i>	<i><b>T Model and Guide</b></i>	<i><b>W Guide and Go Farther</b></i>	<i><b>TH Assess, Clarify, Advance</b></i>	<i><b>F Fix, Expand, Finish Well</b></i>
<i>T: I DO</i>	<i>T: I DO</i>	<i>T: I DO</i>	FORMATIVE ASSESSMENT S: YOU DO <b>independently</b>	T: I DO  Guide students needing support—
<i>T/S: WE DO</i>	<i>T/S: WE DO</i>	<i>T/S: WE DO</i>	  <i>T: I DO</i> I'll clarify based on how they respond to the assessment.	
S: YOU DO	S: YOU DO	S: YOU DO		<b>S: ADVANCED</b> Students who "meet" move to "exceed"
<b>ADVANCED</b>	<b>ADVANCED</b>	<b>ADVANCED</b>	<b>ADVANCED:</b>	
Check for Understanding:	Check for Understanding:	Check for Understanding:	End of class— <b>check for shared understanding.</b>	<b>CLASS SYNTHESIS</b> —How we'll complete the week with shared understanding
HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK

Topic: \_\_\_\_\_ FOCUS QUESTION OF THE WEEK: \_\_\_\_\_

KEY ACADEMIC VOCABULARY (CCRI4) \_\_\_\_\_

This week's READING: \_\_\_\_\_

This week's WRITING: \_\_\_\_\_

This week's Common Core Standard Emphasized: \_\_\_\_\_

This week's learning skill/strategy emphasis: \_\_\_\_\_ (aligned with CC Standard)

<b>M PREVIEW, Model, Interest</b>	<b>T Model and Guide</b>	<b>W Guide and Go Farther</b>	<b>TH Assess, Clarify, Advance</b>	<b>F Fix, Expand, Finish Well</b>
<p><i>T: I DO</i>                      &gt; Preview and INTRODUCE FOCUS/BIG QUESTION                      &gt;Show how to use structure of the text to figure out topic and subtopics.                      &gt; Model how to use skill/strategy to read to learn.</p> <p><i>WE DO: Start to find</i> relevant information to answer the BIG question</p> <p><i>S: YOU DO</i>                      Read to Learn                      ___ List or draw information.                      ___ start glossary of this week's words                      ___ start to collect information to answer question</p> <p><b>ADVANCED</b>                      ___ make up questions about the topic                      ___ illustrate a page in the text</p> <p><b>Check for Understanding:</b>                      ___ write learning summary                      ___ Pair/Compare notes about today's learning                      _____</p>	<p><i>T: I DO</i> Re-model how to use this week's skill/strategy to read to learn about the topic/answer the big question.</p> <p><i>WE DO:</i>                      Use this week's skill/strategy to read to find facts to answer the BIG question.</p> <p><i>S: YOU DO</i>                      Read more to learn more                      ___ read independently or with partner to locate information                      ___ use graphic organizer to collect information                      ___ continue glossary of this week's words</p> <p><b>ADVANCED</b>                      ___ make up challenging questions, exchange                      ___ make a map, chart, diagram based on the passage</p> <p><b>Check for Understanding:</b>                      ___ write learning summary                      ___ Pair/Compare notes about today's learning                      _____</p>	<p><i>T: I DO</i> Use graphic organizer to show how to organize information.</p> <p><i>WE DO:</i> Students provide examples for the graphic organizer</p> <p><i>S: YOU DO</i>                      ___ complete graphic organizer                      ___ write based on graphic organizer                      ___ complete glossary of this week's words</p> <p><b>ADVANCED</b>                      ___ Write constructed response                      ___ Use structure of the text to make the outline that the author may have followed.</p> <p><b>Check for Understanding:</b>                      ___ learning summary                      ___ Pair/Compare                      _____</p>	<p>FORMATIVE ASSESSMENT  <i>S: YOU DO independently</i>                      ___ List information to include to support answer to big question                      ___ summarize important learning                      ___ outline answer to the big question</p> <p><i>T: I DO</i> I'll clarify based on how they respond to the assessment.                      ___ use graphic organizer to clarify the topic                      ___ Involve students as demonstrators of what was learned and how they answered the BIG question                      _____</p> <p><b>ADVANCED:</b>                      ___ Outline a booklet about the topic—write the booklet on Friday                      ___ Ask another BIG question about the topic and look for information to use in an answer—then write that answer on Friday</p> <p>End of class—<b>check for shared understanding.</b>                      ___ groups list important learning                      ___ students outline answer to big question in groups/class</p>	<p><i>T: I DO</i></p> <p>Guide students needing support—                      ___ make outline with students they then follow to write about the topic                      ___ use graphic organizer to collect facts and clarify the topic</p> <p><b>S: ADVANCED</b> Students who "meet" move to "exceed"                      ___ write booklet about topic                      ___ make up quiz about topic, exchange questions—answer with evidence                      ___ make display about the topic                      ___ use different graphic organizer to explain more about the topic</p> <p><b>CLASS SYNTHESIS—How we'll complete the week with shared understanding</b>                      ___ create bulletin board                      ___ Pair/Compare                      ___ teams create a chapter</p>



# Check for Understanding: Learning Log

*Content Goal: I can identify and restate important content.*

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

<i>M</i>	
<i>T</i>	
<i>W</i>	
<i>T</i>	
<i>F</i>	Summarize the week's learning .



---

## FOCUS on BIG Thinking: **QUESTION OF THE WEEK:**

---

Collect important information and ideas to respond to it.  
At the end of the week, use what you learned to explain your answer.

M	
T	
W	
TH	

On Friday, write your answer. Use information you collected and your own ideas.

# This Week's Content

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

Topic: \_\_\_\_\_

Important Words:

Word	What it Means

Important Facts:


*My Summary:*

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

## Plans for Progress

# Plans for Progress

## Part 4. How to assess?

### Assess for Competence

Know what

Know how

Assess formatively:

assess to advance

Assess summatively:

to clarify and continue progress

# Summative Assessment Clarifies Progress Performance Based Assessments

“Performance Assessments are assessments that require students to use knowledge and skills in the completion of some project or task.” – John R. Criswell

## Performance Assessment

<http://www.edutopia.org/assessment-for-understanding-taking-deeper-look>

But tests aren't the only way to gauge a student's knowledge and abilities, just as reciting formulas and memorizing the periodic table is not the only way to learn chemistry. Throughout the country, many educators are going beyond traditional tests and using performance assessments in their K-12 classrooms to gauge what students know and can do.

They're designing projects that require students to apply what they're learning to real-world tasks, like designing a school building or improving the water quality in a nearby pond. And they're giving students the experience, as assessment expert Grant Wiggins says, "of being tested the way historians, mathematicians, museum curators, scientists, and journalists are actually tested in the workplace."

In a classroom setting, performance assessment is an essential companion to project learning. By developing comprehensive rubrics by which to evaluate student performances, teachers ensure that projects are more than just fun and engaging activities. They're true tests of a student's abilities and knowledge, linked to standards, and documented so that everyone -- students, parents, and educators -- understands what is being assessed.

The "performance" can include a wide range of activities and assignments: from research papers that demonstrate how well students can evaluate sources and articulate an opinion to experiments or problems that enable a teacher to gauge a student's ability to apply specific math or science knowledge and skills. Some performance assessments consist of individual projects; others require groups of students to work together toward a common goal.

But whatever the project or problem, well-crafted performance assessments share a common purpose: to give students the chance to show what they know and can do and to provide teachers with the tools to assess these abilities.

## Criteria for high quality performance assessments

Criteria Source: CPS Office of Instruction

1. Aligned to Rigorous Standards (i.e. CCSS)
2. Multi-Step Process that Requires Construction and Articulation of Student Thinking
3. Clear Criteria for Proficiency
4. Clear Directions for Students & Teachers

## Examples of Products

- Which of these could be formative assessments?
- Which could be summative?
- Which could be both?

**Next Generation Assessments**  
**International Center for Leadership in Education**  
[www.nextnavigator.com](http://www.nextnavigator.com)

### Student Work

Student work is at the heart of learning. Focusing on student work is also an excellent means of measuring the quality of instruction. Student work is defined as the observable effort or tangible products produced by a student. Student work provides the most tangible evidence of the learning process. The best way to judge the quality of teaching and learning is by looking at the work that students are producing in the classroom.

- Is the work meaningful and challenging?
- Are all students actively engaged?
- Do students have a clear understanding of what constitutes outstanding work?
- Do students who commitment to and enthusiasm for their work?

*Answers to these questions provide rich evidence of the quantity and quality of learning taking place. Teachers should spend time thinking about what significant pieces of work students will produce and not limit themselves by simply defining the content and objectives for what students will learn. The following list of student work is a good reference for defining student work as part of assessment planning.*

- |                             |                       |                              |                                |
|-----------------------------|-----------------------|------------------------------|--------------------------------|
| • Advice letter             | • Debate              | • Map                        | • Proposals and criteria       |
| • Analysis of painting      | • Error analysis      | • Memo                       | • Questionnaire                |
| • Analyzing primary sources | • Field guide         | • News report                | • Questions                    |
| • Argument analysis         | • Film analysis       | • Oral history               | • Real-world problem solutions |
| • Article reviews           | • Geometric analysis  | • Persuasive letter          | • Road trip directions         |
| • Biography analysis        | • Graph               | • Planning for a task        | • Rules                        |
| • Cartoon                   | • Interview           | • Poem                       | • Scale model                  |
| • Character analysis        | • Interview Questions | • Poster                     | • Speech critiques             |
| • Chart                     | • Journal entry       | • Preparing for a discussion | • Survey                       |
| • Complaint letter          | • Letter writing      | • Proposal                   | • Taxonomy                     |
| • Data analysis             | • Literary analysis   |                              | • Timelines                    |
|                             | • Logical sequences   |                              |                                |

Bloom's Taxonomy can be aligned with performance assessments.

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



# Assess to Advance

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

**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.	

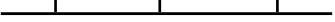
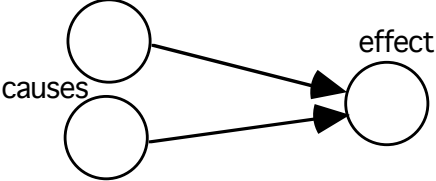
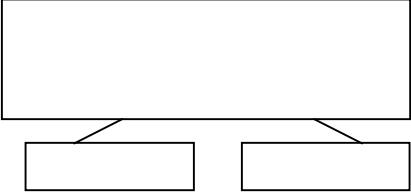
5. Solve it here.

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.*

## Use Graphic Organizers to Assess or Scaffold Learners

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

<p><b>LIST</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>✓ List five facts from the passage.</li> <li>✓ List two opinions from the passage.</li> </ul>				
<p><b>CLASSIFY</b></p> <table border="1" style="width: 100px; height: 60px; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>					<ul style="list-style-type: none"> <li>✓ List information about the setting in column 1.</li> <li>✓ List information about the characters in column 2.</li> </ul>
<p><b>SEQUENCE</b></p> 	<ul style="list-style-type: none"> <li>✓ Put the events in order on the timeline.</li> <li>✓ Then predict what will happen next.</li> </ul>				
<p><b>COMPARE/CONTRAST</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Similarities</th> <th style="width: 50%;">Differences</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	Similarities	Differences			<ul style="list-style-type: none"> <li>✓ Compare and contrast the passage you read this week with the passage you read last week.</li> </ul>
Similarities	Differences				
 <p><b>ANALYZE/INFER RELATIONSHIPS</b></p>	<ul style="list-style-type: none"> <li>✓ What was the climax of the story?</li> <li>✓ Write it in <u>effect</u>.</li> <li>✓ What caused it? Note two causes in those circles.</li> </ul>				
<p><b>INFER THE MAIN IDEA</b></p> 	<ul style="list-style-type: none"> <li>✓ Write the Main Idea in the big rectangle.</li> <li>✓ Note two facts that support it in the boxes.</li> </ul>				
<p><b>DRAW CONCLUSIONS</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">What I Think</th> <th style="width: 50%;">WHY</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </tbody> </table>	What I Think	WHY			<ul style="list-style-type: none"> <li>✓ What was the most important change?</li> <li>✓ Give two reasons for your conclusion.</li> </ul>
What I Think	WHY				

# Think BIG

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

**BIG IDEA:** \_\_\_\_\_

## Important Words


## Important Information


*Show your idea here in a drawing or graphic organizer.*

--

**Write a caption:** \_\_\_\_\_

## Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a “pre-writer” that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

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

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a checklist for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.

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

# SHOW CLEAR THINKING

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

## PUSH UP: Ask students to think more.

### GET IT

**Answers start with information, but deep questions go farther.**

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

➡ When? ➡ Where?	➡ What? ➡ Who?	➡ Define _____. ➡ List the _____.
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### GET IT CLEAR

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

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

### THINK MORE

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

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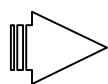
### THINK IT THROUGH

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

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

### GET IT TOGETHER AND GET IT ACROSS

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



**The Extended Response asks: What do you think?**

---

*Include information from the passage and your own ideas.*

---

Scaffold Student Writing—You want to learn what they know and help them organize their writing.

## Focus, Support, **Organize** Writing

Who is my reader? \_\_\_\_\_

What is the focus—what is the Main Idea I will communicate?

Information to include to make that idea clear to this reader:

---

---

---

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---

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---

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---

### **Get It Across: Organize Your Writing**

Number it in the order you will include it.

**Then write. *Be sure to keep the focus clear.***

# Expository Writer

What's the topic? \_\_\_\_\_

What's the focus—what idea do I want to explain about it?

\_\_\_\_\_

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

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

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

How will I start my writing so my reader knows what I'm writing about and what the most important thing to understand is?

\_\_\_\_\_

\_\_\_\_\_

How will I conclude so my reader knows what was most important about this topic?

\_\_\_\_\_

\_\_\_\_\_



## CRAFT YOUR CONTENT--CTE

Your students can use the CRAFT approach to **make writing interesting** to do and interesting to read—to increase their thinking. (Note: This is an adaptation of RAFT—role, audience, format, topic, New Directions in Reading.)

**In CRAFT, students have a role, an audience, and a format that are interesting.**

**Content:**    *How to Make a Souffle*

Role:            egg  
Audience:      chef  
Format:          annotated recipe  
Tell:             reasons why I'm most important and how to take care of me

**Content:**    *Electrical Circuit*

Role:            the current  
Audience:      electrician  
Format:          directions  
Tell:             how to make sure I work

**Content:**    *Hair Style*

Role:            Scissors  
Audience:      Self  
Format:          Diary  
Tell:             What I think about the haircuts I've done

**Content:**    *Measurement*

Role:            Ruler  
Audience:      Staircase  
Format:          Note  
Tell:             Why I'm important

**Content:**    \_\_\_\_\_

Role:            \_\_\_\_\_

Audience:     \_\_\_\_\_

Format:          \_\_\_\_\_

Tell:             \_\_\_\_\_

## CRAFT ACROSS THE CURRICULUM

Your students can use the CRAFT approach to **make writing interesting** to do and interesting to read—to increase their thinking.

These can be set up as activities or assessments.

*Note: CRAFT is an adaptation of RAFT (International Reading Association)—role, audience, format, topic—adding C for CONTENT enables teachers to specify the major content to be included in the writing.*

<b>Content</b>	Challenges that came with Westward Expansion	How the phases of the moon relate to the systems of Earth	The role of the federal government	How to read history	The scientific method	How to read fiction	Proportion: Fractions
<b>Role</b>	An oxen who just finished the trip west	The moon	The President	The textbook	Madame Curie	A character from a story	The denominator
<b>Audience</b>	The wagon master	Earthlings	Congress	A textbook reader	A lab assistant	A reader	A decimal
<b>Format</b>	List of complaints and recommendations	Booklet with diagrams	speech	Step-by-step guide	Report	checklist	letter
<b>Tell</b>	Facts about the difficulties pioneers faced getting to their destination; the outcome of their struggles	My phases: what causes them, how early people misunderstood them; how they relate to the systems of Earth.	The national priorities—how they have changed in the 20 <sup>th</sup> to 21 <sup>st</sup> centuries	What features to look for; what kinds of ideas to read for; strategies to use to report what you learn	How to make sure you research using standard scientific method; how to learn from exceptions	What you need to pay attention to so you really learn my story. Elements of fiction; character development; plot; theme	How we are connected—how the fraction and decimal are alike; how to use us in equations

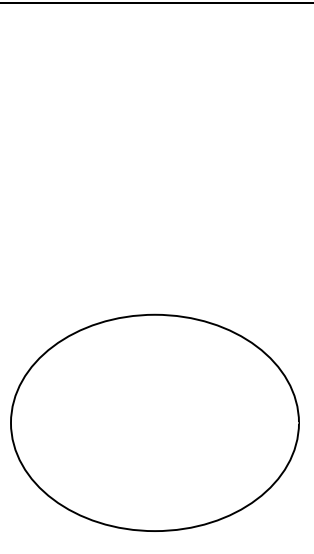
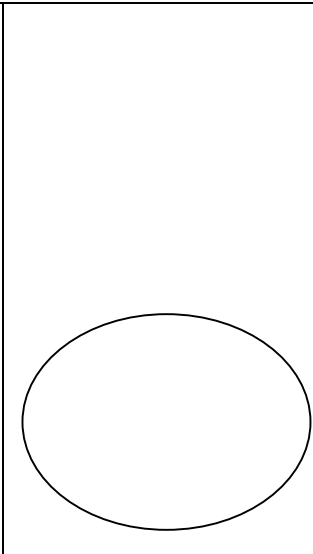
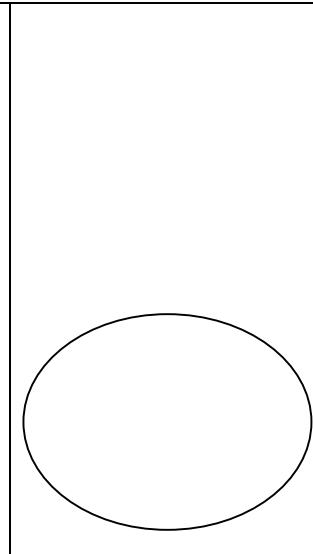
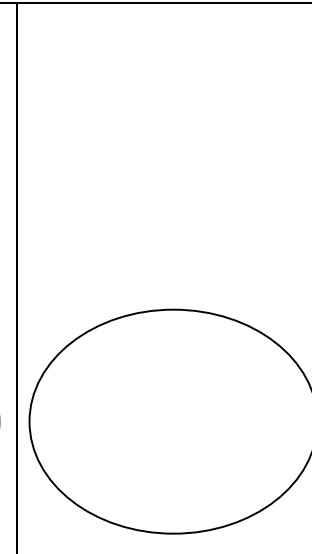
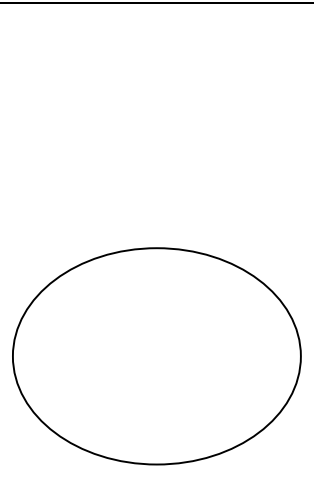
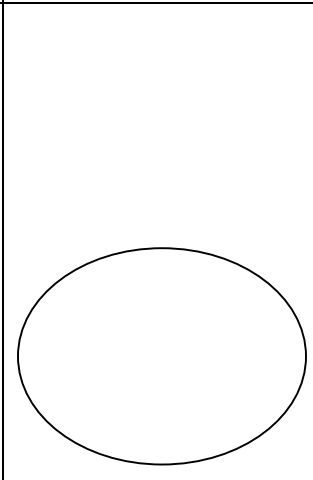
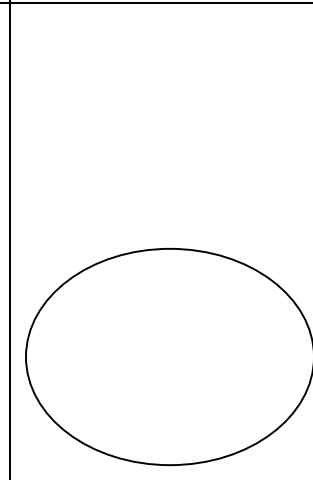
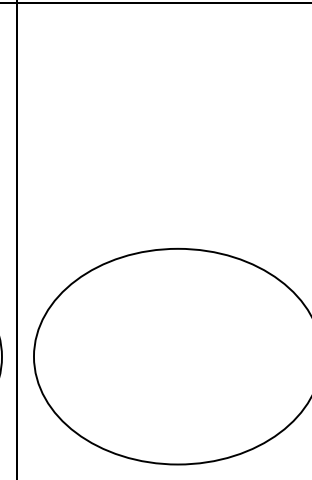
Your Turn: Design more CRAFT reports—ask your students to design their own, too.

## Book-Maker: How to Write and Illustrate a Children's Book

Choose your topic. \_\_\_\_\_

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

### What's Important to Know about this Topic

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

## CORE VOCABULARY—Verbal Assessment

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

TOPIC: \_\_\_\_\_

Term	What It Means	Example

Write with these words. Explain the topic with them.

## CORE VOCABULARY—Verbal/VISUAL Assessment

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

TOPIC: \_\_\_\_\_

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Illustrate the topic. Show how these words are part of the topic—make a cartoon, drawing, or diagram.

## Build Knowledge: FACT BANK

**TOPIC:** \_\_\_\_\_

CCSS Anchor Standard 1—Read closely to determine what a text says explicitly...  
Competence Target: Identify and evaluate the importance of facts.

**LOCATE:** Locate 9 facts you think are important.  
Write a few words in each box—for each of the 9 facts.


### **EVALUATE**


Evaluate your facts. Decide which three facts are most important.  
Explain why those are the most important facts.

**WRITE** Use these facts to write about this topic to explain it to other students.

## QUESTION MAKER

Choose an important idea, fact, or skill. Construct a question that requires another student to show competence.

**Question Maker:** Write your question here.



You can make it multiple choice. To do that put the correct answer and three other possible answers here.

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### Question Taker:

What's your answer? \_\_\_\_\_

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*Explain how you decided on that answer.*

## Analyze Arguments

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

CCSS Writing Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Issue:** \_\_\_\_\_

<b>One Position</b>	<b>Another Position</b>
<hr/> <hr/> <p data-bbox="311 716 675 783"><i>Supporting Reasons and Facts:</i></p>	<hr/> <hr/> <p data-bbox="850 716 1219 783"><i>Supporting Reasons and Facts:</i></p>

MY VIEW: Which position do you choose?

Write to explain your position and defend it against the opposition. First, list examples and evidence to support your position. Then write a persuasive statement.

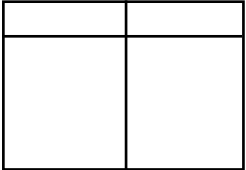

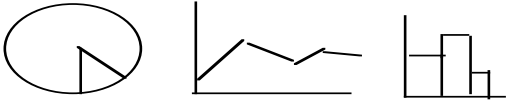
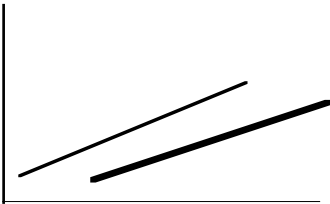
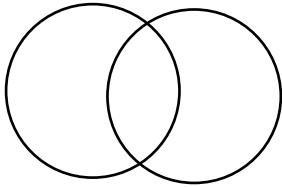
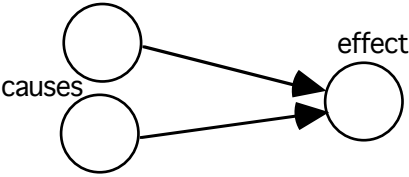




## RESOURCE: GRAPHIC ORGANIZERS TO GUIDE AND ASSESS

Graphic Organizers are tools to **locate, organize, interpret, analyze** and **evaluate** information and ideas. *The organizers are useful in every subject*

- to organize learning
- to clarify learning
- to assess learning

<p><b>LISTS</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <ul style="list-style-type: none"> <li>❖ _____</li> <li>❖ _____</li> </ul> <hr/> <ul style="list-style-type: none"> <li>❖ _____</li> <li>❖ _____</li> </ul>
<p><b>CHARTS</b></p> 	<p><b>TIME LINES</b></p> 
<p><b>GRAPHS</b></p>  	<p><b>DIAGRAMS</b></p> <p>Venn Diagram</p>  

*Every time you use a graphic organizer, you are working on ILS5A: Locate, collect, organize, analyze, and communicate information in response to a topic, question, or issue.*

## Chart to Classify

Competence: Can classify information.

Title: \_\_\_\_\_


*Explain what your chart shows.*

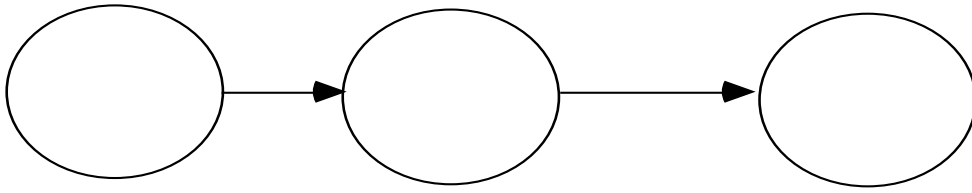
## Diagram Maker

Competence: Can diagram relationships.

Title: \_\_\_\_\_

Add more circles and arrows to show the relationships.

Label each circle.



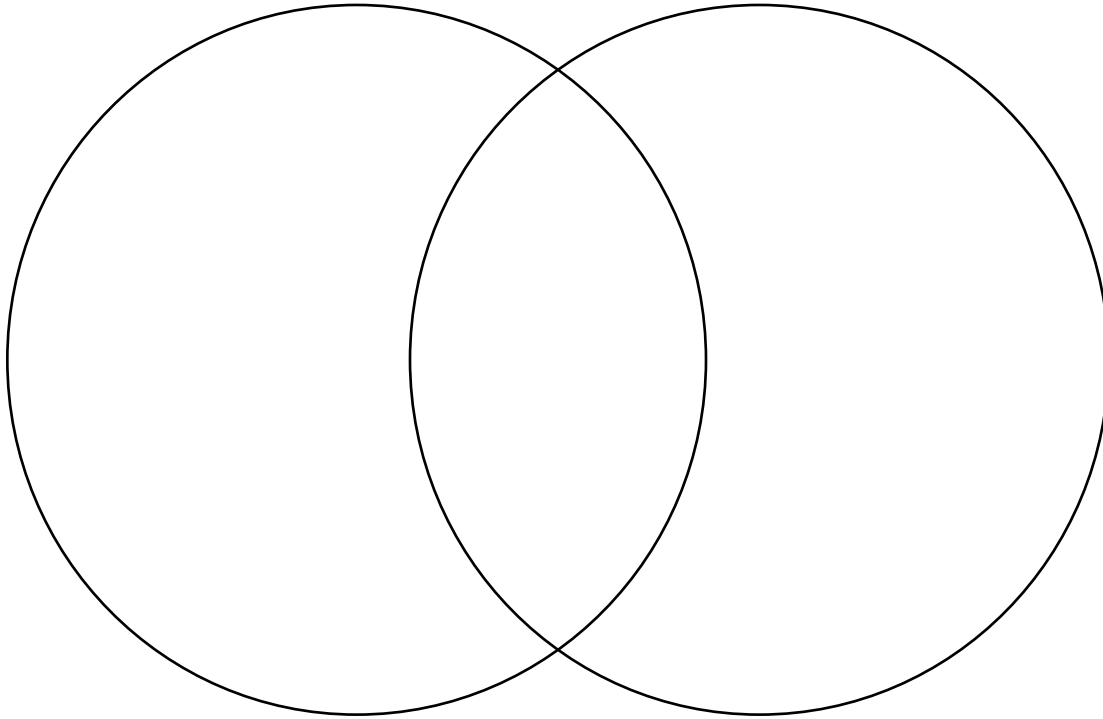
*Explain what your diagram shows.*

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## Compare and Contrast

Competence: Can identify and analyze similarities and differences.

*Title:* \_\_\_\_\_

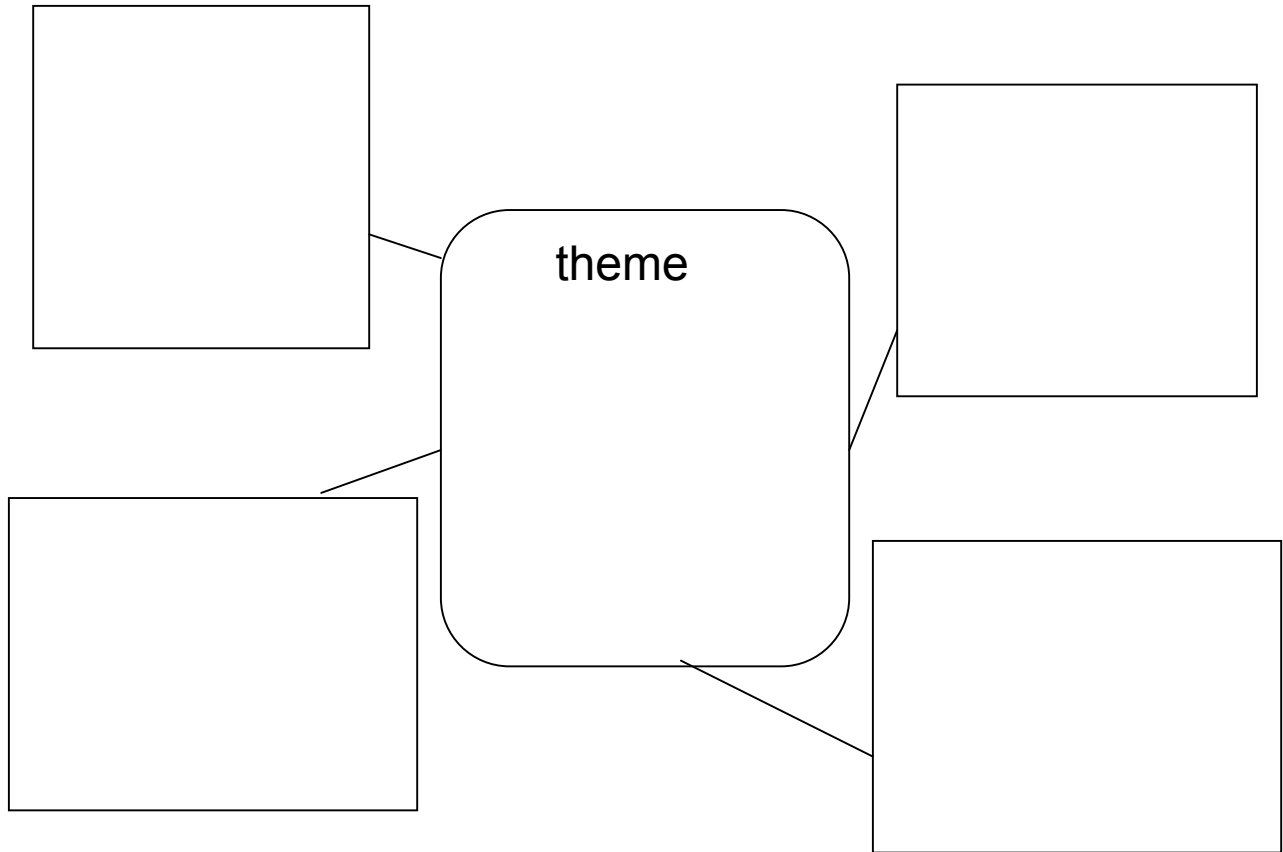


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What does your Venn diagram show?

## Identify and Support the Theme of a Story

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



### 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.

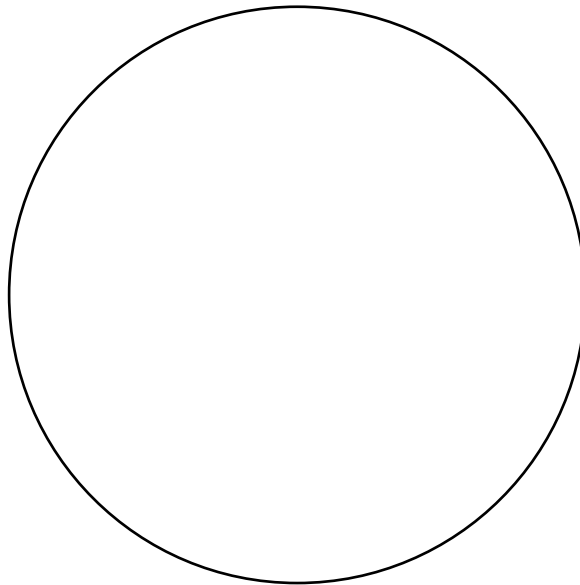
Write words or draw pictures that show parts of the story that the writer uses to communicate the theme.

# CIRCLE GRAPH

Circle graphs show proportions.

1. *Locate and collect information about a situation.*
2. *Use that information to make a circle graph.*

Title: \_\_\_\_\_



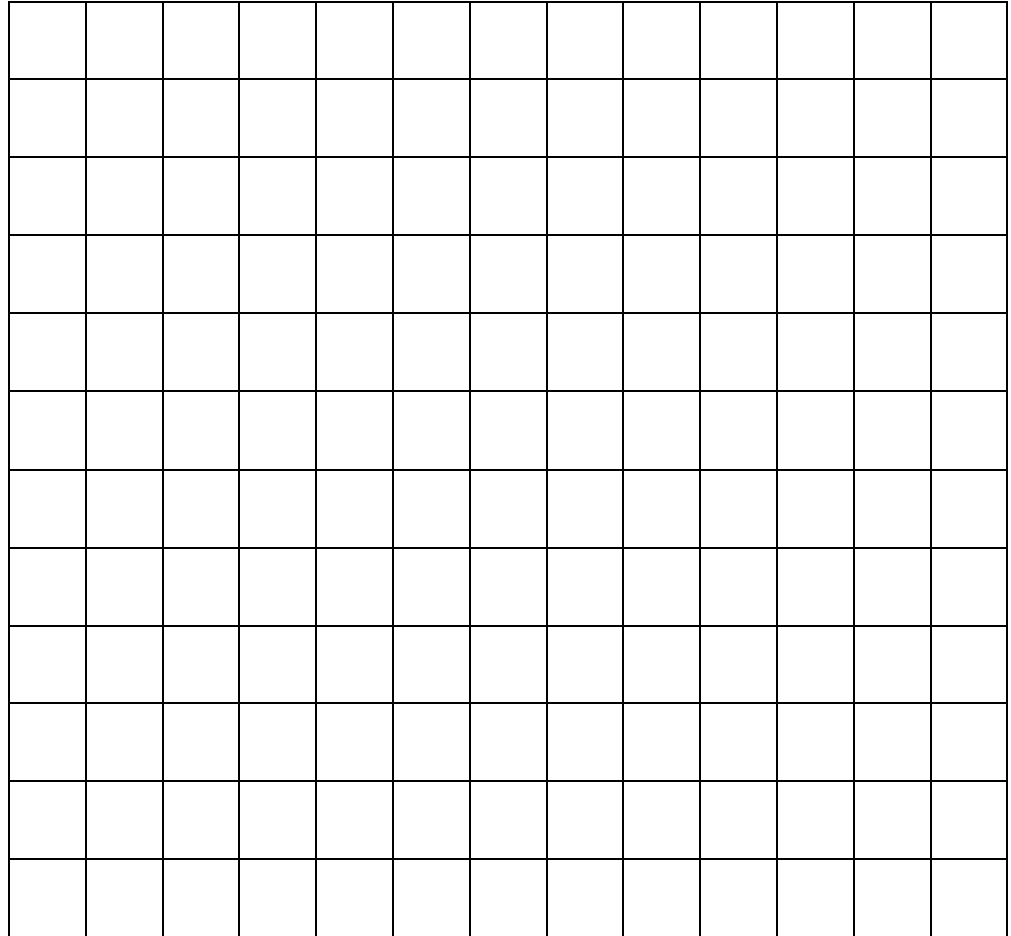
Explain what the graph shows. \_\_\_\_\_

## ***Information Organizer: Line Graph Maker***

Use this grid to make a line graph. A line graph shows change over time. So you put the different times you are reporting along the line at the bottom.

Title: \_\_\_\_\_

QUANTITY



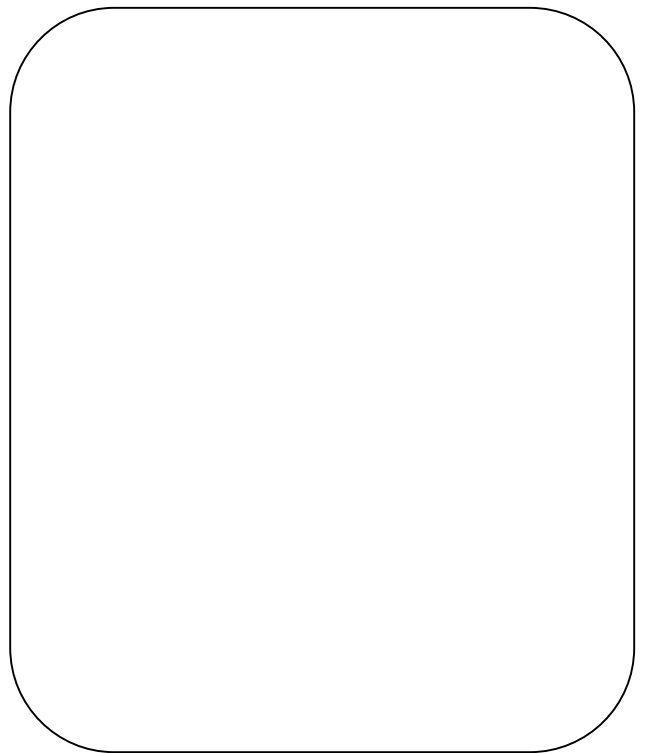
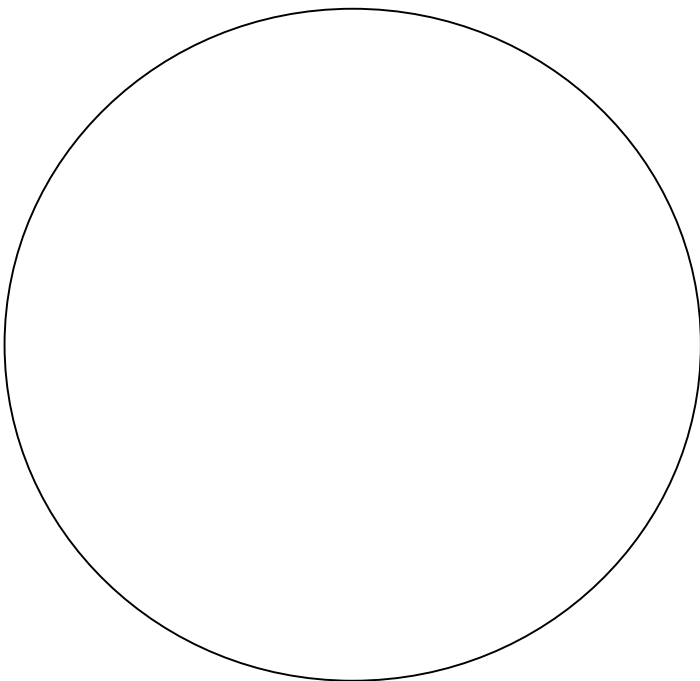
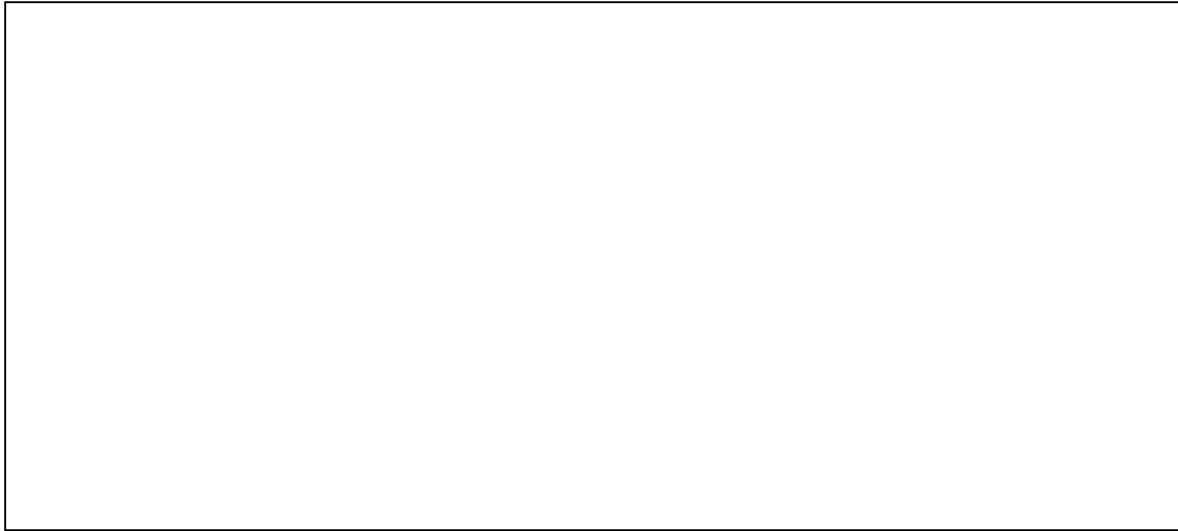
TIME

Explain what the graph shows.



## PICTURE IT

Figure out three important parts. Draw pictures that show the three parts.



*Write a title that fits all three parts.*

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## Draw a diagram and write directions that explains how to ...

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List the important steps here.

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Make your diagram so clear and complete that another student can use it to do this procedure independently.

Then give it to another student to check to make sure the guide makes clear sense.

### Receiving Student's Rating:

Diagram is \_\_clear \_\_complete \_\_accurate

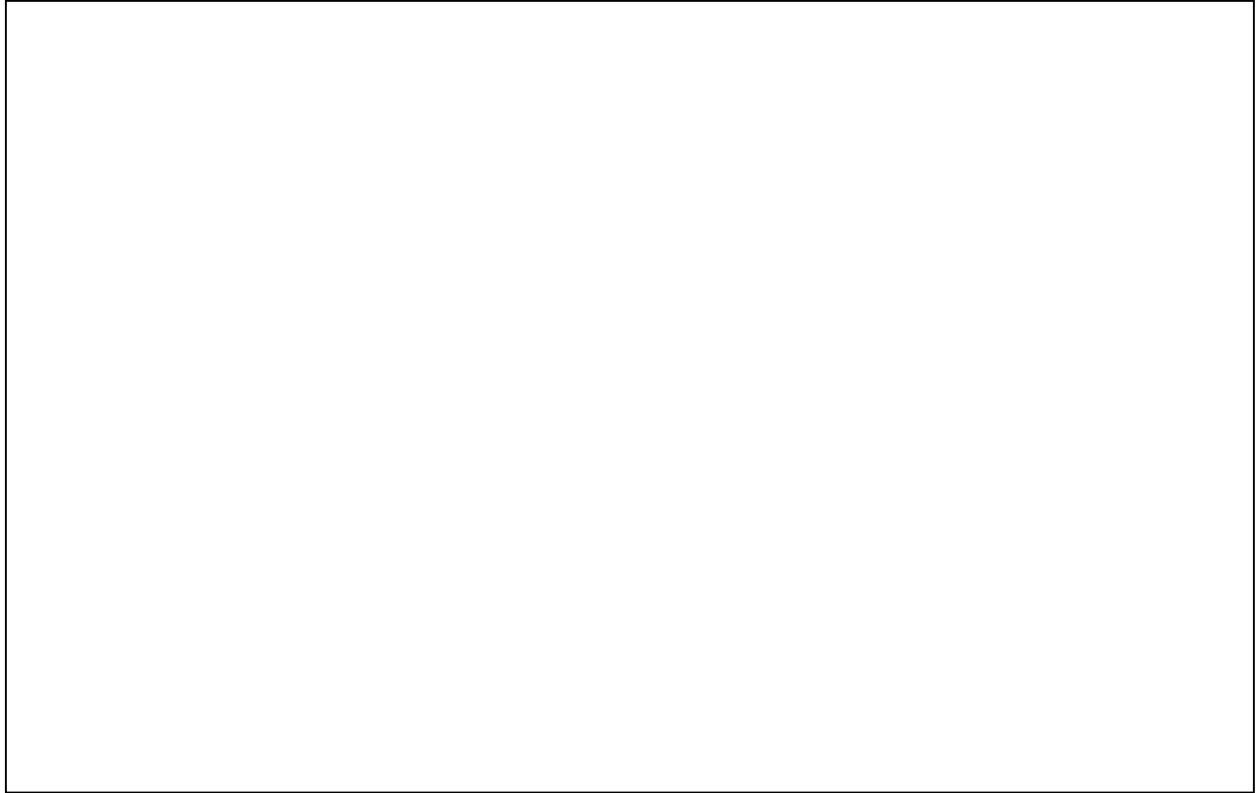
Directions are \_\_clear \_\_complete \_\_accurate

How I would improve this guide:

## Picture a Procedure

*Choose one procedure that is very important to a successful product.*

*Draw a diagram, flowchart, or picture that shows that procedure.*



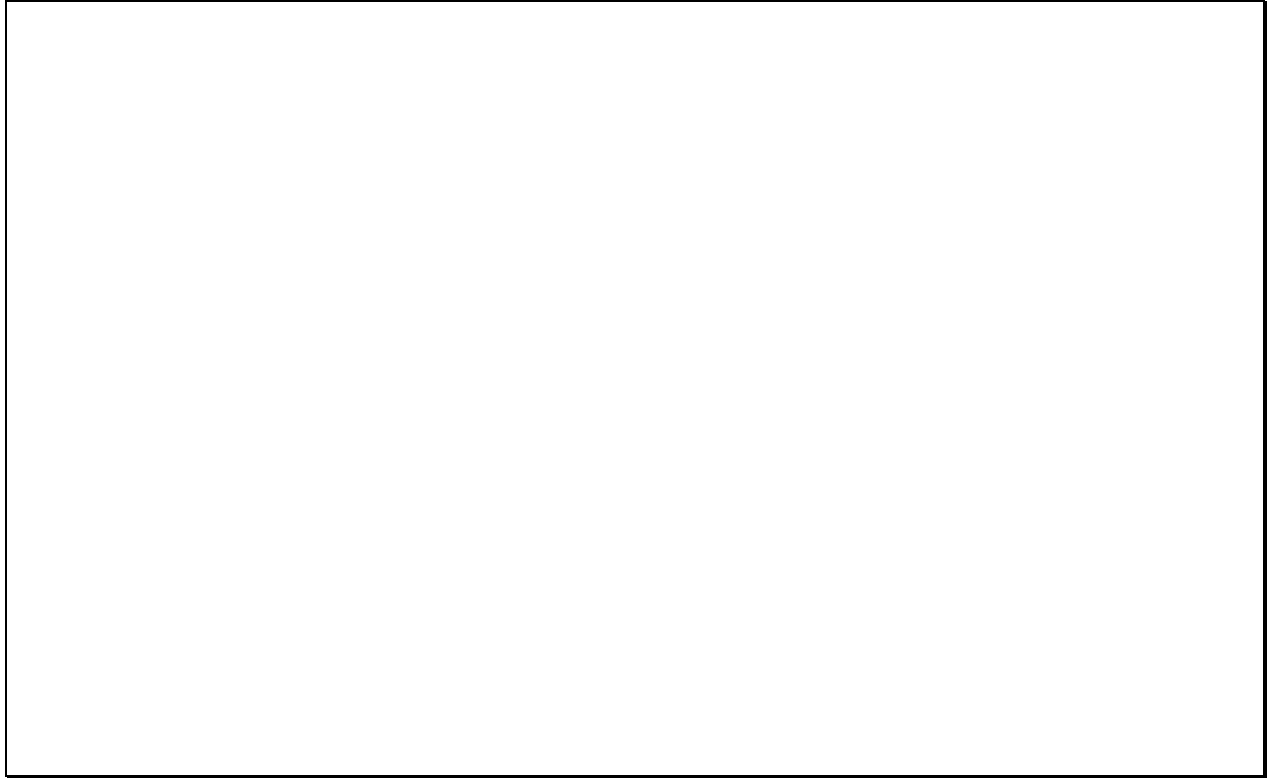
*Give your sketch to another student.*

Ask that student to figure out if your sketch shows all the most important parts of this procedure.

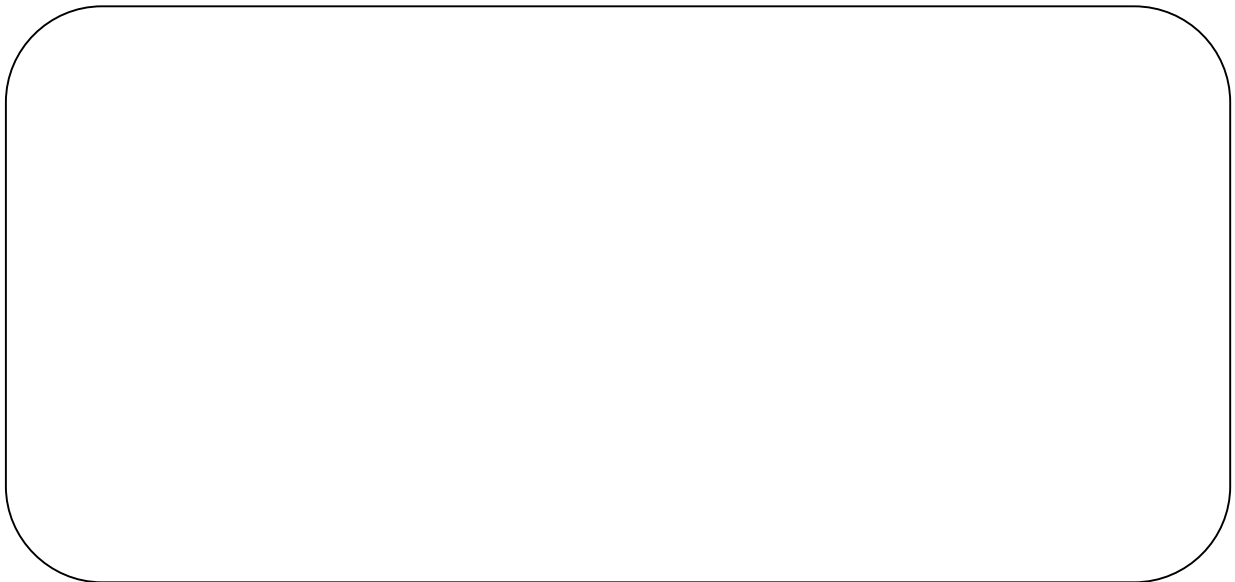
## Picture a Text

ILS 1B I can picture meaning.

Illustrate what you think is an important part of the text.



Then show your picture to another student. Ask them to write what they see your picture shows about this topic.



## The Safe Workplace

Safe Practice	Possible Effects of Disregarding It

### Advice to an Incoming Worker:

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**Information Source:** \_\_\_\_\_  
Literacy in Science and Technical Subjects Standard 1: **Cite specific textual evidence** to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

## STRATEGIC STEPS

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



*What's most important to know about this procedure?*



## SIMULATE THE CHALLENGE

Situation \_\_\_\_\_

Who's in it?

Who	Characteristics

What happens?

Write the simulation  
Write what each person might say.

# Show Ideas

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

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