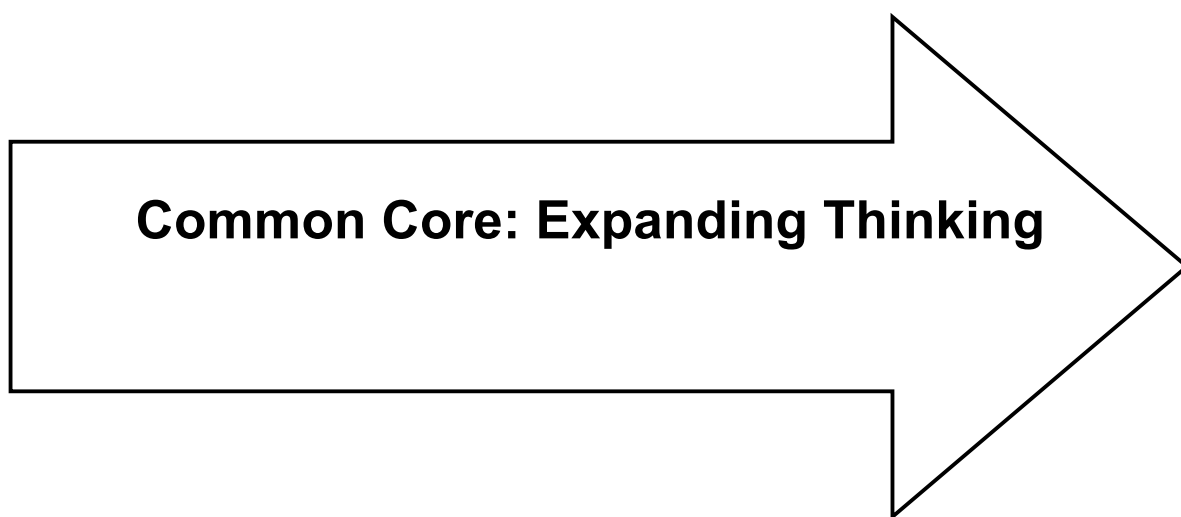


2012-13 PROGRESS

Engaging Learners



Developed for the South Side High School Network
by the
Center for Urban Education
<http://teacher.depaul.edu>

The Teacher's Agenda

Starting out Right

p. 3-5

The following sections are designed as resources for the planning of the first weeks of your course.

1. Inspiring Learners p. 6
2. Strategies for Active Learning p. 13
3. Assess to Advance p. 29
4. The Collaborative Classroom p. 41

FIRST QUARTER

Start here—what should be part of first quarter?

Week 1	Week 2	Week 3	Week 4	Week 5
FOCUS	FOCUS	FOCUS	FOCUS	<i>MidQuarter Summarize Clarify Expand</i>
MOTIVATE	ENGAGE	EXPAND RELEVANCE	INCREASE COMPETENCE AND CONFIDENCE	
SKILL/STRATEGY	SKILL/STRATEGY	SKILL/STRATEGY	SKILL/STRATEGY	

Week 6	Week 7	Week 8	Week 9
FOCUS	FOCUS	FOCUS	<i>End Quarter Summarize Synthesize Clarify Expand</i>
INCREASE COLLABORATION	INCREASE COLLABORATION	INCREASE COLLABORATION	
SKILL/STRATEGY	SKILL/STRATEGY	SKILL/STRATEGY	

IDENTIFY ESSENTIAL READING STRATEGIES FOR EACH PART OF FIRST SEMESTER

Once emphasized, the strategy continues in active use.

Which of these strategies will you emphasize in the first 9 weeks?

Strategy	Weeks 1-5	Weeks 6-9	Weeks 10-14	Weeks 15-19
Preview a passage				
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.				
Identify important ideas				
List information related to a topic or question				
Scan a text to locate information quickly				
Outline in a variety of ways				
Summarize—list then summarize important information and ideas				
Identify kinds of questions and appropriate responses				
Ask yourself questions as you read				
Take Notes as you read—stop to list what's important				
Infer with evidence—support your answer with information				
Adjust reading rate to level of text difficulty				
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.				
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.				

WEEK 1 PRIORITIES

FOCUS: _____

OUTCOMES

Know What

Know How

ACTIVITIES

ASSESSMENTS THAT INFORM AND ENCOURAGE STUDENTS

HOW YOU WILL INSPIRE STUDENTS.

WEEK 2 PRIORITIES

FOCUS: _____

OUTCOMES

Know What

Know How

ACTIVITIES

ASSESSMENTS THAT INFORM AND ENCOURAGE STUDENTS

HOW YOU WILL INSPIRE STUDENTS.

Part 1: Inspiring Learners Positive Proverbs and Statements

Choose one. Illustrate it. Write a story in which it is the central message. (CCSSW3)

1. The future depends on what we do in the present. Mahatma Gandhi
2. Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur. Jesse Jackson
3. Never be afraid to sit awhile and think. Lorraine Hansberry
4. Life is a promise; fulfill it. Mother Teresa
5. Do good, and don't worry to whom. (Mexico)
6. It takes two to make the quarrel, but only one to end it. (Nicaragua)
7. A clever person turns great troubles into little ones and little troubles into none at all. (China)
8. Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow. Mary McLeod Bethune
9. One minute of patience can mean ten years of peace. (Greece)
10. From small beginnings come great things. (America)
11. You already possess everything necessary to become great. (Crow)
12. It is a rough road that leads to the heights of greatness. (Ancient Rome)
13. Every future is not far away. (Arab)
14. Give me leverage, and I will move the Earth. (Greece)
15. Do not look where you fell, but where you slipped. (Kenya)
16. Genius is one percent inspiration and ninety-nine percent perspiration. Thomas Edison
17. Success is a journey, not a destination. Ben Sweetland
18. By learning you will teach, by teaching you will learn. (Latino)
19. The habit of thinking is the habit of gaining strength. (Nigeria)
20. In youth we learn; with age we understand. (Mexico)
21. He who does not know one thing knows another. (Kenya)
22. Sometimes you have to give a little in order to get a lot. Shirley Chisholm
23. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. Dr. Martin Luther King, Jr.
24. Everyone is the age of her heart. (Guatemala)
25. No one tests the depth of the river with both feet. (Ghana)
26. The hunter in pursuit of an elephant does not stop to throw stones at birds. (Uganda)
27. Habits are cobwebs at first, cables at last. (China)
28. Learn about the future by looking at the past. (Tamil)
29. It's easy to light the candle of another without jeopardizing your own. (Denmark)
30. Light your lamp first at home, then at the mosque. (Islamic)
31. When a man finds no peace in his heart, it is useless to look for it elsewhere. (France)
32. The world exists on three things: truth, justice, and peace. (Hebrew)
33. A sponge to wipe away the past; a rose to sweeten the present; and a kiss to greet the future. (Arab)
34. The future is born today. (China)
35. A good, well lived today makes every yesterday a dream of a good future, and every morning is a vision of hope. (Sanskrit)

36. Education is the key to unlock the golden door of freedom. George Washington Carver

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

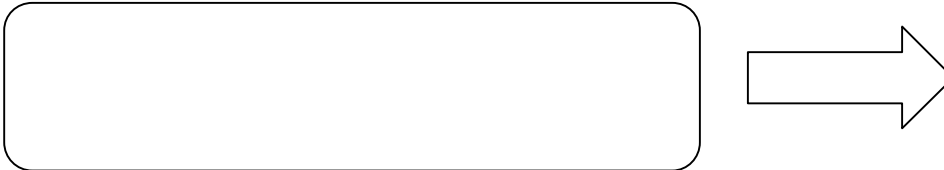
YOU!



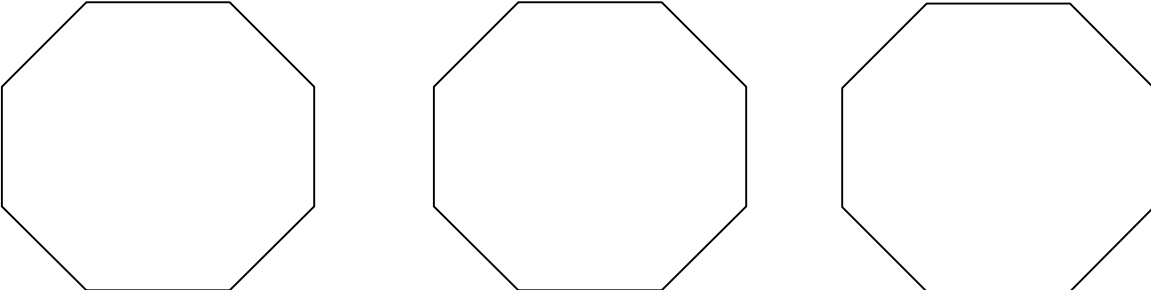
Traits

A challenge you face: _____.

Choice



Obstacles



Actions

Steps to make the progress.



Focus → Engage ✓ Make Progress ↪

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.

KNOW HOW: Skills, Strategies, Procedures	KNOW WHAT: 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.

Student Survey

Check your level: ___ Freshman ___ Sophomore ___ Junior ___ Senior

What is your favorite part of this course?

What makes it a good part—what do you like about it?

What are the most important ideas or skills you are learning in the class?

What suggestions do you have to make it an even better class?

What is the part you have the most difficulty learning?

What are you doing to help yourself learn more?

___ getting tutoring ___ doing my homework ___ asking the teacher for help

(another way)

OUR LEARNING JOURNEY

EXAMPLE OF A FOUR-QUARTER PLAN: Focus and Engage Learners

Choose a theme that will help students connect the learning they do during the week.

List essential content—the big patterns or ideas

Identify strategies students will use to locate, organize, summarize, synthesize

Identify projects students will do to demonstrate they have learned the core content

Set challenging assessments

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Theme	CONNECTIONS	PATTERNS	CHALLENGES	THE FUTURE
Content				
Skills/ Strategies	Complete chart Complete/analyze sequence chart Locate and classify information	Diagram Compare Contrast Summarize	Make/Interpret Flow chart Predict outcomes Evaluate	Synthesize
Kinds of Activities and Projects	Write your own guide Make a glossary	Make a presentation Write multiple choice questions	Write and illustrate a topic	Teach a topic
How to Assess— mid- quarter and quarter	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

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Theme				
Content				
Skills/ Strategies				
Kinds of Activities and Projects				
How to Assess See page 28 for examples				

Part 2. Strategies for Active Learning

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 class journal, different “journalist” each day

ACTIVE LEARNING STANDARDS FOR MATH PLUS

These actually can apply to science, CTE, social science—across the curriculum.

Common Core

STANDARDS FOR MATHEMATICAL PRACTICE

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

Question of the Day.

Collect information to respond to it.

At the end of the class session, use what you learned to explain your answer.

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....

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.

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

Differentiate to Make the Difference

Based on the work of Carol Tomlinson.

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

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

Focus → Engage ✓ Make Progress ↪

Differentiated Lesson and Assessment Planning Resource

Diverse Student Activities/Assessments

verbal

- write letter poem article story
- dramatize a story or history
- outline, write, illustrate a topic booklet
- add to a story, poem, song
- make glossary
- write weekly digest
- make up a CRAFT writing plan—Content/Concept, Role, Audience, Format, what you will Tell about the Topic.

auditory

- draw/write about music related to topic
- draw what you hear (verbal to visual)

kinesthetic

- pantomime an idea
- “fold-a-books”
- create a collage
- make/build a model

visual

- “read” paintings
- illustrate a reading
- create symbols to represent ideas

constructive synthesis/ creative construction

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

Add your strategies.

Organize, Then Write

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

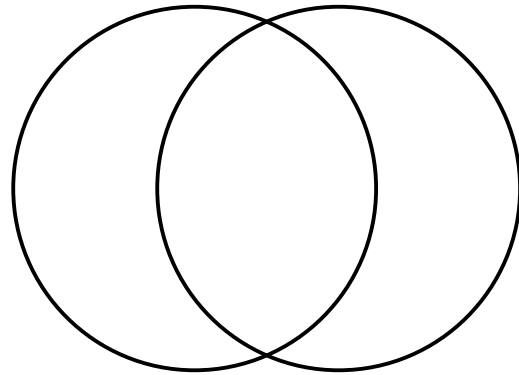
Organize to analyze; analyze to support your inferences.
Then write to explain your thinking.

Classify to Clarify

Category	Category

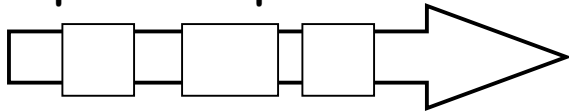
Summarize what your chart shows.

Compare and Contrast

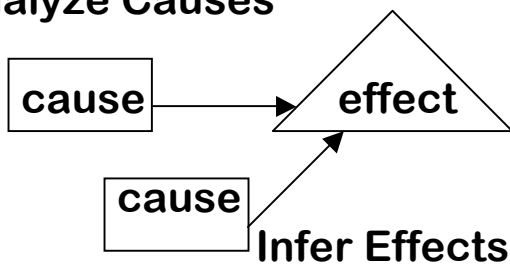


Explain the important differences.

Sequence Important Events



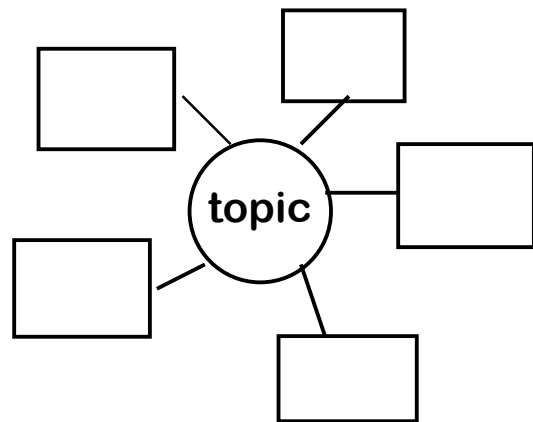
Analyze Causes



Explain the direct causes and indirect causes.

Explain the direct effects and indirect effects.

Organize Information



Summarize the important information about the topic.

Explain how you decided which information is important?

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.

Question Taker:

What's your answer? _____

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: _____

One Position	Another Position
<hr/> <hr/> <p><i>Supporting Reasons and Facts:</i></p>	<hr/> <hr/> <p><i>Supporting Reasons and Facts:</i></p>

MY VIEW: Decide your own position.

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

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 _____

CRAFT YOUR CONTENT—CTE

Assessments that require students to **synthesize!**

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 Soufflé*

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: _____

Focus → Engage ✓ Make Progress ↪

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.

Content	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
Role	An oxen who just finished the trip west	The moon	The President	The textbook	Madame Curie	A character from a story	The denominator
Audience	The wagon master	Earthlings	Congress	A textbook reader	A lab assistant	A reader	A decimal
Format	List of complaints and recommendations	Booklet with diagrams	speech	Step-by-step guide	Report	checklist	letter
Tell	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 th to 21 st 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.

Part 3. ASSESS TO ADVANCE

Formative Assessments

- make glossary
- daily journal
- write with academic vocabulary
- learning report
- weekly summary
- student-written questions and answers
- graphic organizer with written explanation
- illustrate text
- constructed response
- respond to questions with evidence
- student demonstrates

Summative Assessments

- written report
- presentation
- display
- booklet
- illustrated guide
- demonstration
- data analysis with explanation

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

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.

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

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

List the important steps here.

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

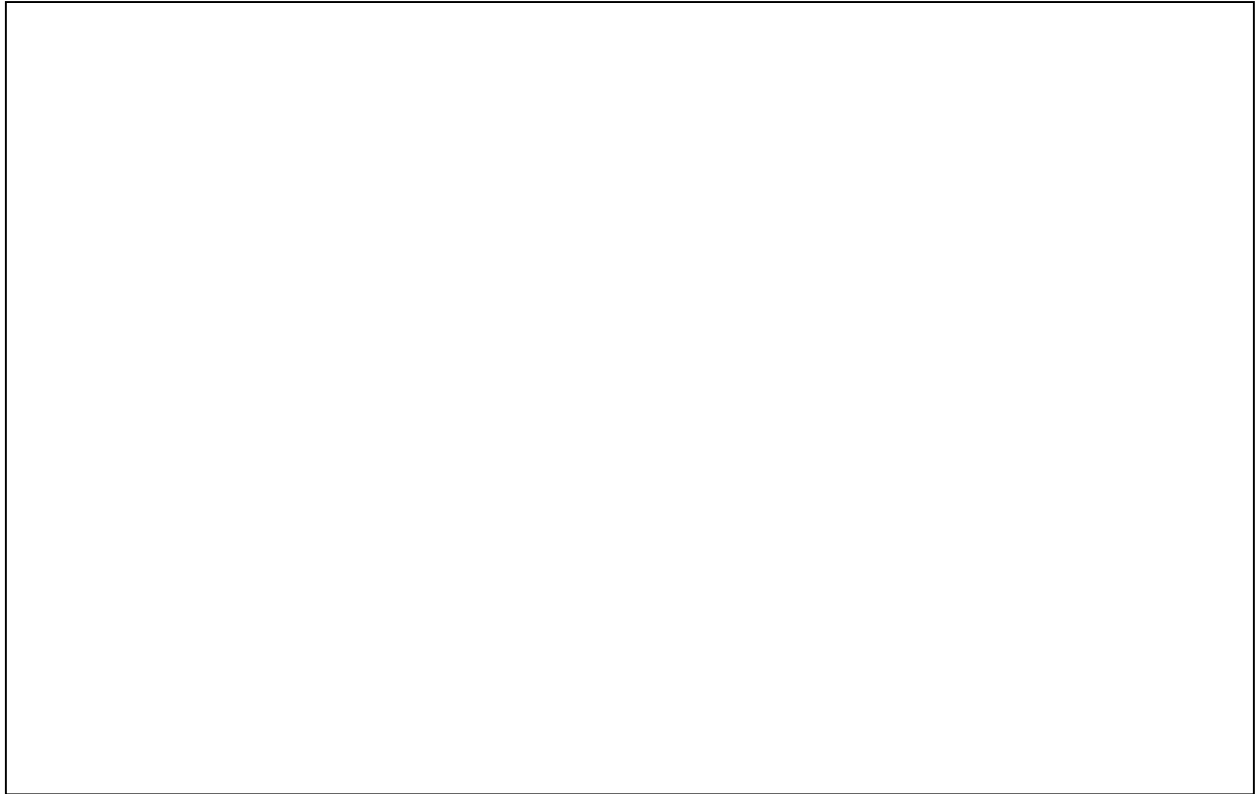
Directions are __clear __complete __accurate

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.

Check for Understanding: Learning Log

Content Goal: I can identify and restate important content.

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

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

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.

Assess to Advance

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

ASSESS RIGOROUSLY: Challenge students to think more.

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.

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

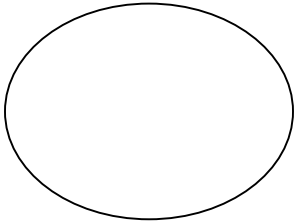
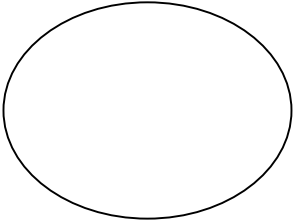
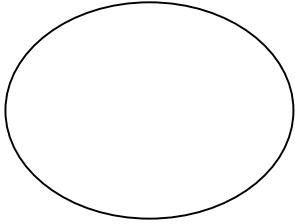
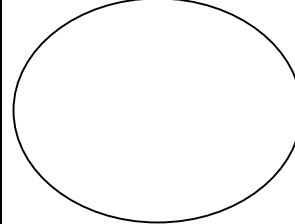
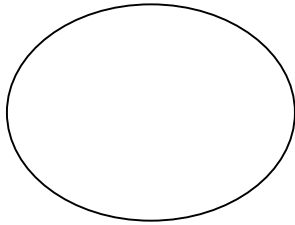
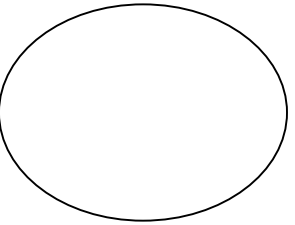
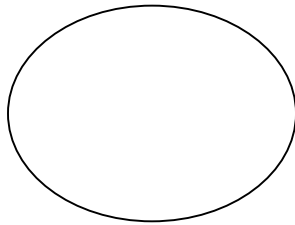
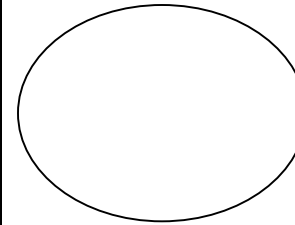
Rating	Requirements
4	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Writes about the organizer—explains its main idea <input type="checkbox"/> Cites the source of the information
3	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Writes to summarize the organizer
2	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct
1	<ul style="list-style-type: none"> <input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct

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.

The Safe Workplace

Safe Practice	Possible Effects of Disregarding It

Advice to an Incoming Worker:

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.

Part 4. *The Collaborative Classroom*

**Make sure that students
THINK TOGETHER TO LEARN MORE**

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?

Build Knowledge: FACT BANK

TOPIC: _____

The Six Most Important Facts

Expand Knowledge

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

Focus → Engage ✓ Make Progress ↪

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.

Situation: _____

Who's in it?

Who	Position

The challenge: _____

What happens?

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

Write the play.

Write what each person might say.

Show Ideas

Example of a synthesis for a unit in which students display core concepts visually.

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,

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

Focus → Engage ✓ Make Progress ↪
