

**Develop THINKING competencies  
across the curriculum**

# READING and WRITING develop THINKING!

## Common Core Literacy Standards: A Concise Listing

The following statements list the focuses of each of the Reading and Writing standards.

### Reading Standards

#### Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

#### Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

#### Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme or different texts by same writer.

### Writing Standards

#### Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

#### Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

#### Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

For the complete standards, go to  
<http://www.corestandards.org>.

READ CLEARLY and COMPREHENSIVELY.

Use literacy “thinking frames” so students can figure out the next story, learn about the next topic.

**COMMON STRATEGIES TO INTERPRET ANY STORY**

**How do you interpret a story?**

- ➔ Identify important events.
- ➔ Analyze actions to infer characters’ traits.
- ➔ Analyze plot to infer theme.
- ➔ Identify ways the writer helps you understand the story.

**COMMON QUESTIONS FOR ANY HISTORY, STORY, or EVENT**

- > What challenges did people face?
- > What choices did people make?
- > What traits do those choices show?
- > What effects did those choices have?

**CORE STRATEGIES TO LEARN WHEN YOU READ NONFICTION**

- ➔ Preview the text and graphics.
- ➔ Learn ideas *through* examples.
- ➔ Identify the structure of the text.
- ➔ Figure out the central idea.
- ➔ Infer the writer’s point of view.

## Read then WRITE to learn more~

### ***Writing Tasks that connect texts read to texts written.***

Read: What does the sentence say?

*Write a clear sentence*

Read: Figure out what different kinds of sentences say.

*How does a writer use punctuation, adjectives, and verbs?*

*Write different kinds of sentences*

*How do I use punctuation, adjectives, and verbs to communicate clearly?*

Read: Figure out what a paragraph explains

*Organize and write a paragraph that explains*

Read: Figure out how a nonfiction writer structures an explanation of a topic to make the central idea and main ideas clear with examples.

*Write: Organize and draft an explanation of a topic. Then improve it.*

Read: Figure out how the fiction writer uses the parts of a **story** to tell the theme.

*Write: Organize and draft a narrative. Then improve it.*

Read: Figure out how the nonfiction writer uses the parts of a **science sequence to make the central idea clear and support it with main ideas and examples?**

*Write: Organize and draft a science narrative. Then improve it.*

Read: Figure out how the nonfiction writer uses the parts of a **history to make the central idea clear and support it with main ideas and examples?**

*Write: Organize and draft a science narrative. Then improve it.*

Read: How does a writer support a position?

How well does the writer structure the passage and use evidence to support that position?

*Write: Organize and draft a persuasive text.*

#### **Put it all together:**

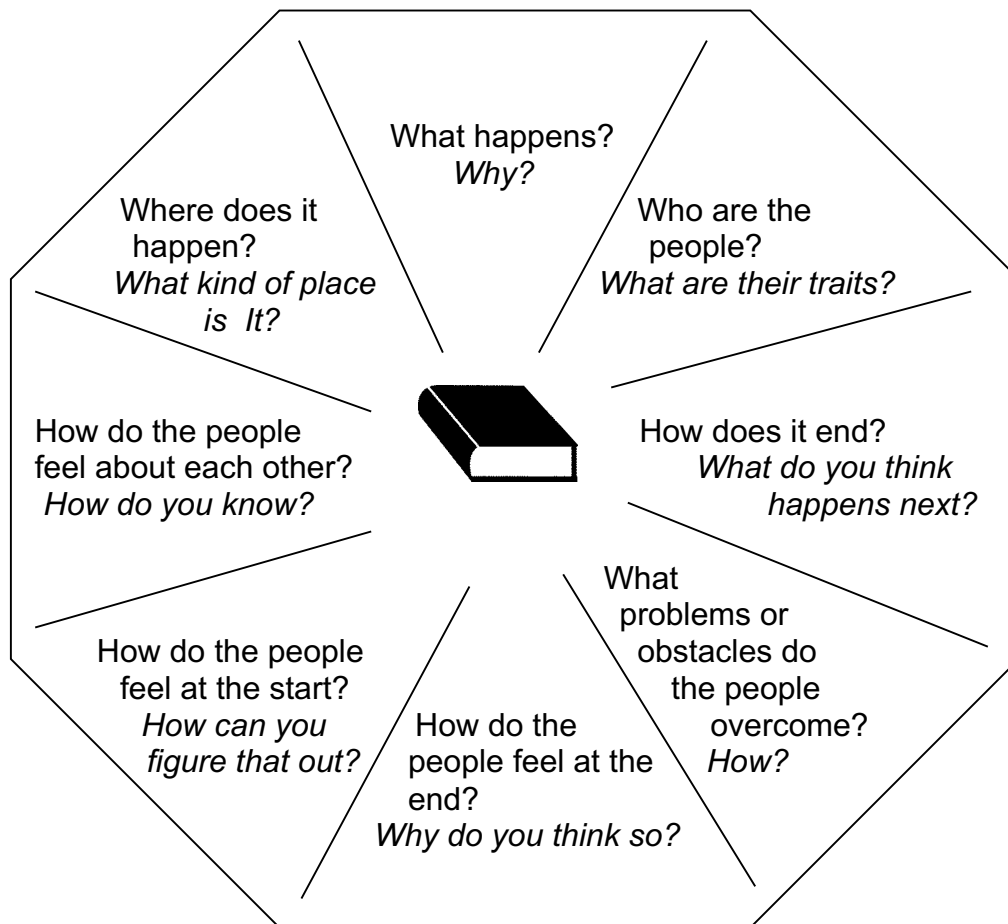
1. Start with the “mentor” text.
2. Analyze the writer’s craft.
3. Then write your own.

## The quarter plan emphasizes reading comprehensively— developing skills as students read completely.

*The following standards-based questions ask you to think thoroughly about any story.*

Choose a story. Choose a question. Answer it with evidence from the story.

Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.

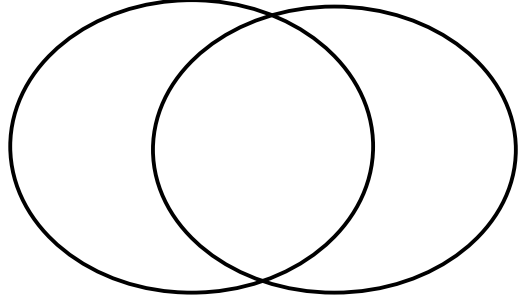
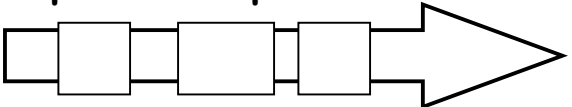
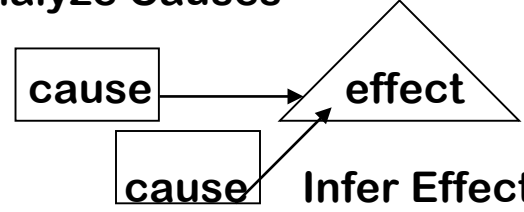
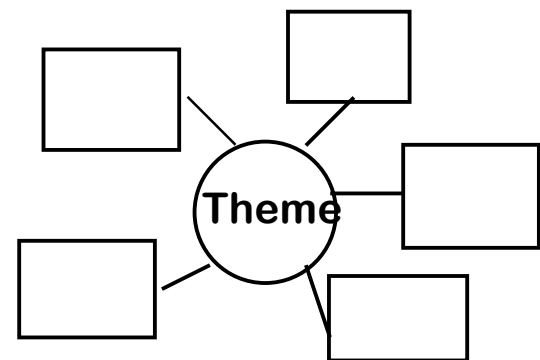


### CREATE!

#### After you read the story, think more!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Write a letter that someone in the story might have written.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Tell about what might have happened before the story started.
- Add a character to the story.
- Turn it into a play.
  - > List the events and characters. Note the characters' traits.
  - > Figure out the message or theme of the story. Then write the dialogue.

**Graphic Organizers are the BRIDGE from Text Read to Text Written**

<p><b>Classify to Clarify</b></p> <table border="1" style="width: 100%; height: 150px; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Category</td> <td style="width: 50%; text-align: center; padding: 5px;">Category</td> </tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> <tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </table> <p>Summarize what your chart shows.</p>	Category	Category					<p><b>Compare and Contrast</b></p>  <p>Write to explain important differences and similarities.</p>				
Category	Category										
<p><b>Sequence Important Events</b></p>  <p><b>Analyze Causes</b></p>  <p><b>Infer Effects</b></p> <p>Write to explain your diagram.</p>	<p><b>Organize parts of a story.</b></p>  <p>Explain how the writer develops the theme.</p>										
<p><b>Support Inferences</b></p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"><b>Facts</b></td> <td style="width: 40%; text-align: center; padding: 5px;">→ <b><i>Inference</i></b></td> </tr> <tr> <td style="height: 60px;"></td> <td style="text-align: center; padding: 5px;">→</td> </tr> </table> <p>Write to support your inference.</p>	<b>Facts</b>	→ <b><i>Inference</i></b>		→	<p><b>Infer and Support Ideas</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center; padding: 10px;"><b>Main Idea</b></td> </tr> <tr> <td style="width: 33%; text-align: center; padding: 5px;">fact</td> <td style="width: 33%; text-align: center; padding: 5px;">fact</td> <td style="width: 33%; text-align: center; padding: 5px;">fact</td> </tr> </table> <p>Explain how the writer communicates the main idea.</p>	<b>Main Idea</b>			fact	fact	fact
<b>Facts</b>	→ <b><i>Inference</i></b>										
	→										
<b>Main Idea</b>											
fact	fact	fact									

## My Strategic Plan to Guide Clear Thinking

- \_\_\_ I'll use core questions to guide students to think through any story or history.
- \_\_\_ I'll ask students to explain what they learn and how they learned it.
- \_\_\_ I'll change nonfiction reading to LEARNING by reading about a topic.
- \_\_\_ I'll emphasize strategic reading so that students exercise skills as they apply the strategies.
- \_\_\_ Students will write about what they learn—in booklets, poems, other formats.
- \_\_\_ Students will write based on “mentor” texts—the next chapter in a story.
- \_\_\_ Students sometimes will choose the format they feel most confident to use so that they focus on the meaning.
- \_\_\_ Students will create “Big Books” and displays that explain what they learn from reading nonfiction.
- \_\_\_ Use graphic organizers to guide students to analyze.

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