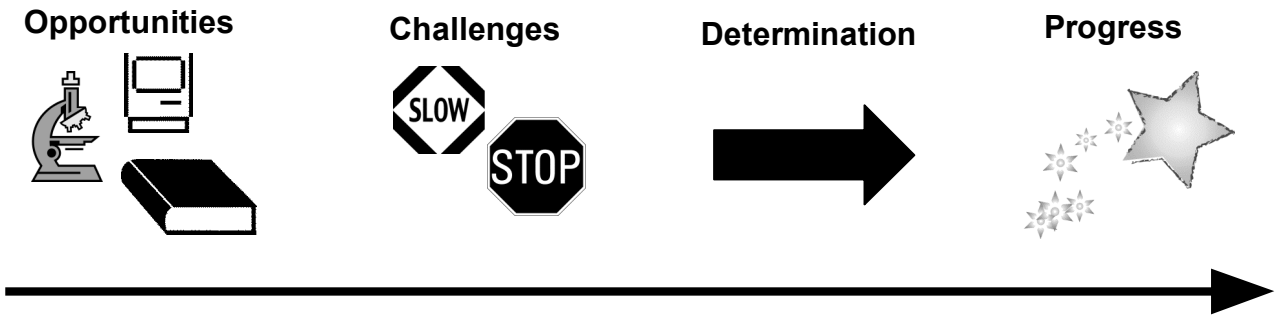
SIPAAA 2012-14

A Comprehensive Plan for Greater Progress



Resources developed for Community Schools through the Polk Bros Foundation Center for Urban Education

Complete Sample SIPAAA and Comprehensive Resources for Core and Complementary Learning are at http://teacher.depaul.edu.

Notes:

Plans:

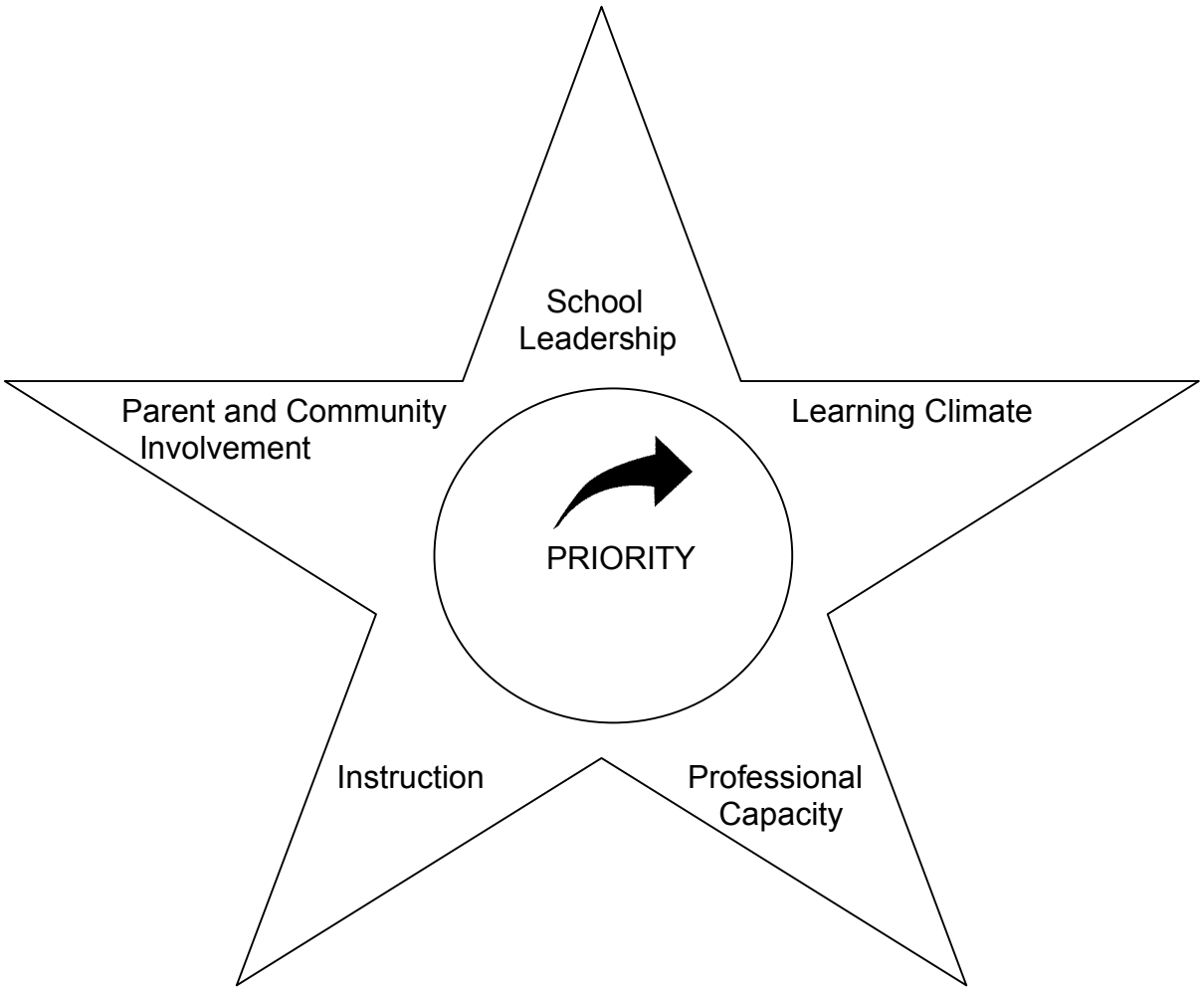
Next Steps:

Make BIG Progress with Comprehensive, Coherent, Strategic Plans

Think Big--Identify priorities for progress that will make a major impact.

Plan comprehensively—coordinate the five fundamentals of school success to support and apply the priority.

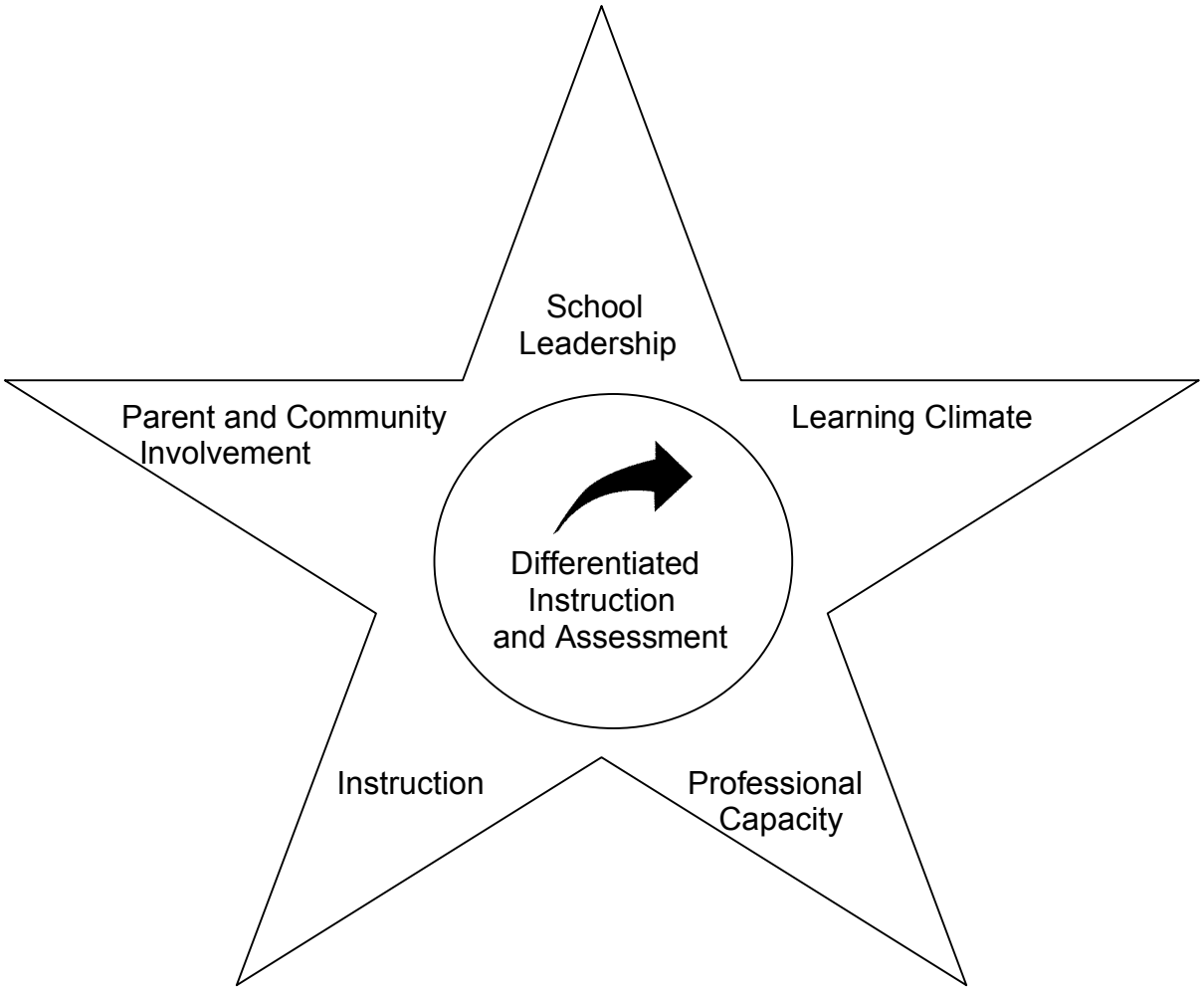
School Leadership
Parent and Community Involvement
Learning Climate
Instruction
Professional Capacity



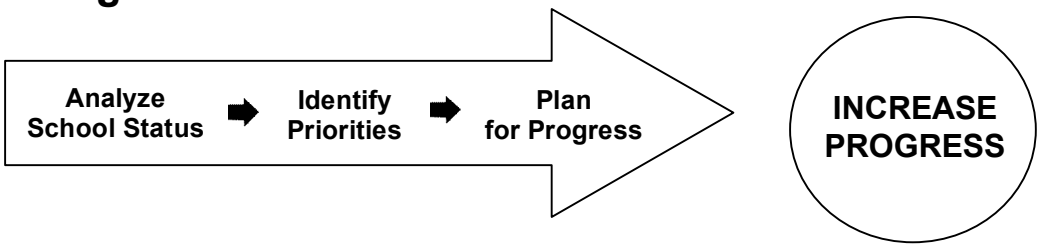
Example: Differentiated Instruction and Assessment

Input: School Leadership will oversee and monitor the progress.
Input: Professional Capacity will be strengthened through professional development and teacher collaboration.

Outcome: Learning Climate will improve as students receive more responsive instruction.
Outcome: Instruction will be more responsive and assessment will provide more information to identify and respond to student progress.
Outcome: Parents will be able to support their child's learning progress with more information from differentiated assessments.



Progress Planner



Priority: _____

When	What	Who
4th Quarter— Organizing for Progress		
Summer: Preparing for Progress		
First Quarter: Start Well		
Second Quarter: Support Progress Assess Status Improve		
Third Quarter: Assess Status Improve Expand Progress		
Fourth Quarter: Assess Status Improve Expand Progress Plan for Summer and Next Year		

Organize a Four-Quarter Calendar of Comprehensive Progress

	1st quarter	*2nd quarter*	*3rd quarter*	*4th quarter*
Instruction and Assessment Math Reading Science Writing Social Sciences				
Professional Capacity Development	.			
Learning Climate Directly supports Social Emotional Development				
Family and Community Involvement				

EXAMPLE OF A COMPREHENSIVE CALENDAR OF PROGRESS
with Differentiation Priority--*Once a component is introduced it continues.*

	1st quarter	*2nd quarter*	*3rd quarter*	*4th quarter*
Instruction and Assessment Math Reading Science Writing Social Sciences	✓ Weekly formative assessments aligned with ISAT/EXPLORE and Common Core ✓ School-wide use of graphic organizers ✓ Students draw and write about what they learn	✓ Students set and monitor learning goals. ✓ Upper grade students debate issues relating to science and social studies (aligned with EXPLORE and Common Core)	✓ Students complete projects using the Common Core PARCC model	✓ Next grade prep
Professional Capacity Development	Differentiated instruction: graphic organizers; art; technology. **Common Core Math Practice Standards** integrated into instruction and assessment. **Common Core Literacy Standards** applied in instruction and assessment. **Increasing rigor with Bloom's Taxonomy** Differentiated assessment: writing and graphic organizers.	Differentiated instruction: integrate poetry, music in math, science, social studies, and reading. **Common Core** nonfiction standards integrated in science and social studies. Videotape and analyze lessons. Differentiated Assessment: student-made booklets, displays	Differentiated instruction: integrate drama in reading and social studies **Common Core** Unit Planning based on PARCC **Common Core Science** Framework applied in science units. Differentiated assessment: students prepare debates	Differentiated instruction: public service projects Assess professional growth, then set goals for **Common Core** professional development in 2013 Differentiated assessment: Learning yearbooks and displays.
Learning Climate Directly supports Social Emotional Development	▪ Learning **Partners** ▪ Opportunities to self-select books and activities. ▪ Chess and other games of skill ▪ Science Learning Expo—an opportunity for all students to share what they learn	▪ Reciprocal tutors ▪ Upper grade students teach younger students on "friendly Fridays" ▪ Art Exhibit ▪ Young Authors ▪ Student Council	▪ Debates ▪ Black History and Women's History dramas and speeches	▪ Service Learning projects > Community Service > Cinco de Mayo mosaics
Family and Community Involvement	> Open House > Workshops (ongoing) > Family Literacy Fair > Newsletters (ongoing)	> Family Art Fair > Parent computer network > Parent book club	Family Math Games > Health Forum/Fair	> High School Prep sessions > Volunteer Recognition

Make Parent Connections
A great school establishes, maintains, and expands partnerships with families and the community.

EXAMPLES of FAMILY and COMMUNITY CONNECTION ACTION
These activities are examples of ways a school can make family and community involvement connected priority with the school's academic and social emotional and health development priorities.

- ✓ *Students write weekly "learning reports" for parents to inform them of what is happening and how they can help.*
- ✓ *School creates a "museum"—possibly a community history museum (visit Gregory School to see one), a science museum, or an art museum, with ongoing updates—that strengthen and celebrate learning.*
- ✓ *Teachers organize home learning "kits" that parents can use to expand learning opportunities.*
- ✓ *The school collaborates with Community Partners to organize service-learning projects that strengthen social-emotional development and reinforce skills development.*
- ✓ *Upper grade students research and prepare a Family Resource Guide, listing local and citywide agencies that provide useful resources to families.*
- ✓ *School organizes a student-written newsletter and quarterly gatherings that link parent groups.*
- ✓ *School provides technology classes for parents—and expand other opportunities for technology access and learning.*
- ✓ *The school coordinates with agencies to organize health and nutrition workshops for parents.*
- ✓ *The school organizes inter-session activities based at community organizations.*
- ✓ *The school collaborates with community colleges and universities to organize a tutor corps that includes community residents and parents.*
- ✓ *School provides daily aerobics/exercise activities for students, families, and staff.*
- ✓ *School library includes a family lending library.*
- ✓ *School holds a community agency forum and fair.*
- ✓ *School organizes community agency "residencies" during which agency representatives work on projects with students.*
- ✓ *School organizes a grandparent and foster parent "network" including workshops and meetings.*

EXAMPLES OF ACTION PLANS APPLYING THE 5 FUNDAMENTALS

The following plans are organized using the five fundamentals to ensure comprehensive approaches to the SIPAAA . The format used is the 2010 SIPAAA because the 2012 format is in development. The activity examples should fit the new format.

Category: Increase effective and enriched instruction in reading, math, writing, science, and social studies through professional development on Common Core learning outcomes, formative evaluation, and differentiated instruction and assessment.

Activity	Person(s) Responsible
Instructional Leadership: *Establish framework of outcomes in core curriculum aligned with Common Core, ISAT, and EXPLORE*	*Principal*
Professional Capacity: *Clarify comprehensive core curriculum in summer institute and monthly workshops*	*Principal*
Professional Capacity: *Professional development on differentiated instruction and formative evaluation, with daily hour-long focus groups*	*ILT*
Professional Capacity: *Core subject coaching and collaboration on reading and writing across the curriculum.*	*ILT*
Professional Capacity: *Use videotape and teacher dialogues to analyze lessons for best practices of differentiated instruction*	
Instruction: *Teachers plan lessons based on core framework and integrating arts, field trips, activities to enrich the curriculum and achieve "exceed" outcomes.*	*Teachers*
Instruction: *Teachers design assessments based on core framework*	*Teachers*
Instruction: *Use formative evaluation to modify instructional plans.*	*Teachers*
Instruction: *Teachers identify effective strategies to respond to needs of students with disabilities that maintain the core content and skills with rigor*	*Teachers*
Fund all core classroom instructors in kindergarten and primary grades.	Principal
Fund all core classroom instructors in intermediate and upper grades.	Principal
Fund all core classroom instructors in middle grades.	Principal
Fund teacher assistants	Principal
Fund Art teacher and Librarian/Technology Specialist to enrich curriculum	Principal
Fund ongoing professional development in differentiated instruction, formative evaluation, and integrated social emotional development	Principal

Category: Improve literacy achievement by using a common core set of quarterly learning outcomes and **differentiated instruction and formative evaluation** to respond to learning progress and needs in reading, vocabulary, and writing, with an emphasis on literacy in the content areas.

Activity	Person(s) Responsible
Instructional Leadership: *Establish core curriculum quarterly outcomes*	*Principal and ILT*
Instructional Leadership: *Principal reads aloud to each class monthly.*	*Principal*
Instructional Leadership: *Compare lesson plans and student work samples/assessments*	*Principal and teachers (meet weekly)*
Professional Capacity: *Clarify comprehensive core curriculum in summer institute and monthly workshops*	*Principal*
Professional Capacity: *Professional development on differentiated instruction and formative evaluation*	*ILT*
Professional Capacity: *grade level meetings on differentiated instruction and formative evaluation*	*Teacher Leaders*
Professional Capacity: *Provide staff development on teaching writing*	*Network support needed*
Instruction: *To support reading in the content areas, purchase topical books for science and social studies*	*Principal, Grade Level Leaders*
Instruction: *Teachers analyze DIBELS/STEP and system test data and local assessments, identify priorities,* ***meet with parents*** *to discuss*	*Teachers, Coordinated by Assistant Principal*
Instruction: *Align computer resources with identified literacy needs*	*ILT/Classroom Teachers*
Instruction: *Collect weekly assessments of student reading, vocabulary development, and writing. Analyze for rigor.*	*Grade level teachers.*
Instruction: *Use formative evaluation to modify instructional plans.*	*Grade level/Cycle teachers.*
Instruction: *Align after-school enrichment and remediation programs with core literacy curriculum.*	*Principal and ILT*
Learning Climate: *Upper grade students read with primary students and parents.*	*Assistant Principal*
Learning Climate: *Awards to students for effort and achievement are high-interest books*	*Assistant Principal*
Family and Community Involvement: *Monthly reading "tips" for parents*	*teachers*
Family and Community Involvement: *Quarterly family literacy "nights" with book fair*	*Assistant Principal*
Family and Community Involvement: *Parent Book Club meets monthly*	*Teacher Leader*

Category: Improve math achievement through staff development on **differentiated instruction and formative evaluation** to respond to learning progress and needs aligned with quarterly learning outcomes.

Activity	Person(s) Responsible
Instructional Leadership: *Establish core curriculum quarterly outcomes aligned with ISAT, EXPLORE, and Common Core Math Standards*	*Principal and ILT*
Instructional Leadership: *Compare lesson plans and student work samples.*	*Principal and teachers (meet weekly)*
Instructional Leadership: *Monthly math recognition for students and teachers.*	*Principal*
Professional Capacity: *Clarify comprehensive core curriculum in summer institute and monthly workshops*	*Principal*
Professional Capacity: *Professional development on differentiated instruction and formative evaluation*	*Need Network support*
Instruction: *Teachers analyze system test data and local assessments, identify priorities, meet with parents to discuss*	*Teachers, Assistant Principal*
Instruction: *Align computer resources with identified math needs*	*Classroom Teachers*
Instruction: *Collect and analyze weekly assessments of student math work, emphasizing Common Core Math Practice Standards*	*Grade level/cycle teachers (meet weekly)*
Instruction: *Use results of formative evaluation emphasizing to modify instructional plans.*	*Teacher (meet weekly)*
Instruction: *Align before/after-school remediation and enrichment programs with core math curriculum.*	*Math teacher*
Instruction: *Teachers analyze results of math assessments, identify priorities,* ***meet with parents*** *to discuss*	*Teachers*
Instruction: *Students prepare math journals about what they learn.*	*Teachers*
Instruction: *Link classroom computers to on-line math sites; coordinate use with after-school programs; send list of links home for families to use*	*Grade Level Leaders*
Instruction: *Math Game Lending Library*	*Math Teacher/Assistant Principal*
Learning Climate: *Recognize students for effort/achievement with high-interest math games*	*Assistant Principal*
Family and Community Involvement: *Monthly math activity guides for parents*	*Math teacher, assistant principal*
Familiy and Community Involvement: *Train volunteers as math tutors*	*Math Teachers*
Learning Climate: *Set up school bookstore, with student accountants, funded by donations.*	*Upper grade teacher*
Learning Climate: *Set up Math Displays in each classroom*	*Teachers*
Family and Community Involvement: *Parent workshops home math activities*	*Math Teachers*

Category: Increase science achievement with a core framework and consistent integration of reading and writing science **with differentiated instruction and formative evaluation**.

Activity	Person(s) Responsible
Instructional Leadership: *Establish core curriculum quarterly outcomes aligned with ISAT and EXPLORE and Common Core Science Framework*	*Principal*
Instructional Leadership: *Compare lesson plans and student work samples/assessments*	*Principal*
Instructional Leadership: *Principal sets up monthly math recognition for students who make math progress.*	*Principal*
Professional Capacity: *Clarify comprehensive core curriculum in summer institute and monthly workshops*	*Principal*
Professional Capacity: *Professional development on differentiated instruction and formative evaluation*	*Need Network support*
Professional Capacity: *Teacher workshops on science literacy including writing about science*	*English/Writing teacher*
Instruction: *Teachers analyze system data and local assessments, identify priorities, meet with parents to discuss*	*Teachers, Assistant Principal*
Instruction: *Collect and analyze weekly assessments of student work*	*Principal; grade level teachers*
Instruction: *Use formative evaluation to modify instructional plans.*	*Teachers*
Instruction: *Teachers analyze results of assessments, identify priorities, meet with parents to discuss*	*Teachers, Counselor*
Instruction: *Give mid and end of quarter assessments aligned with Common Core nonfiction literacy standards.*	*Need Network Support*
Instruction: *Give ISAT/EXPLORE-based assessments quarterly; discuss results with students and parents.*	*All teachers—grades 2-8*
Instruction: *Link classroom computers to on-line science sites; coordinate use with after-school programs; send list of links home for families to use*	*Grade Level Leaders*
Learning Climate: *Students prepare exhibits about what they learn.*	*Teachers*
Family and Community Involvement: *Parent workshop on helping your child with science fair projects*	*Science teacher*
Family and Community Involvement: *Family field trips to science museums*	*Assistant Principal*

Category: Increase social studies learning with a core framework and consistent integration of reading and writing social studies aligned with Common Core literacy standards **with differentiated instruction and formative evaluation**

Activity	Person(s) Responsible
Instructional Leadership: *Establish core curriculum quarterly outcomes aligned with Common Core Literacy Standards and national content standards (NCSS)*	*Principal*
Instructional Leadership: *Compare lesson plans and student work samples/assessments*	*Principal*
Professional Capacity: *Clarify comprehensive core curriculum in summer institute and monthly workshops*	*Principal*
Professional Capacity: *Professional development on differentiated instruction and formative evaluation*	*Need Network support*
Professional Capacity: *Teacher workshops on social studies literacy including writing about social studies.*	*English teacher*
Instruction: *Teachers analyze and local assessments, identify priorities, meet with parents to discuss*	*Teachers, Assistant* *Principal*
Instruction: *Collect and analyze weekly assessments of student work*	*Principal; grade level teachers*
Instruction: *Use formative evaluation to modify instructional plans.*	*Teachers*
Instruction: *Students read and write about the community and city and prepare weekly learning reports they take home to share.*	*Teachers*
Instruction: *Teachers organize service learning based on social studies concepts*	*Teachers*
Instruction: *Teachers analyze results of assessments, identify priorities, meet with* ***parents*** *to discuss*	*Teachers*
Learning Climate: *Students prepare exhibits about what they learn.*	*Teachers*
Family and Community Involvement: *Family field trips—starting with a tour of our own community to identify resources, then visiting Chicago places important to our children's progress.*	*Assistant Principal*

RESOURCES

Examples of Four-Quarter Frameworks

Differentiation Guides

Examples of Four-Quarter Frameworks

The following four-quarter charts set priorities for student learning aligned with the **Common Core** Standards and ISAT/ILS.

First Quarter ***Core***	*Second Quarter* ***Core***	*Third Quarter* ***Core***	*Fourth Quarter* ***Core***
❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies	❑ Content ❑ Skills ❑ Strategies

Based on the quarter's priorities, focus on topics, skills and strategies for each week.

week 1	week 2	week 3	week 4	week 5
CORE: Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies	**CORE:** Topic Skills Strategies

Use a Layered Curriculum approach:

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

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Preview ***Orient*** ***Inspire***	***Guide*** ***Develop***	***Guide*** ***Expand***	***Assess*** ***Clarify***	***Fix*** ***Finish*** ***Inspire***

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
READING Literary Texts 1B Skills and Strategies 1C Comprehend diverse texts Students **read with purpose**, then write about reading, including **extended response** and texts based on "mentor texts" each quarter. **Develop non-fiction reading abilities with science and social studies**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use illustrations to **interpret character, setting, plot** ❑ Identify **sequence, relate to cause-effect** ❑ Describe **traits, motives, feelings of characters and how they relate to events** ❑ Identify **main idea/theme and supporting details** ❑ **Compare/contrast** ❑ **Check for understanding with clarifying questions, re-reading** ❑ **Predict**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Use key details in stories, fables, folktales to identify **lesson or moral** ❑ **Analyze features** of legends, myths, folktales (e.g. heroes and villains; quests) ❑ **Infer traits, motives, feelings of characters, relate to actions** ❑ Distinguish **literal and figurative language** ❑ **Predict** ❑ **Infer word meaning** from context ❑ **Summarize**	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Identify words and phrases that supply **rhythm and meaning** in poems, stories ❑ Explain **central message** or lesson of a story ❑ **Compare/contrast fact/opinion** ❑ **Distinguish own point of view from that of characters in story** ❑ **Predict** ❑ **Summarize** ❑ **Infer word meaning** from context	❑ Read with purpose ❑ Answer questions with evidence from text ❑ Explain **central message or lesson of a story** ❑ Identify **characters, settings, key events** ❑ **Infer motives, feelings** ❑ **Classify** ❑ **Compare/contrast characters or events** from different stories addressing similar themes or by the same author ❑ **Predict** ❑ **Summarize**
GENRES ILS1C Distinguish and comprehend different text types 2ABC Interpret literature of different cultures ***Check the genres you will include each quarter.***	**Fiction/Literature:** _ story _ folk tale __humor __fable _ fantasy _poem __realistic fiction __mystery __historical fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __functional text (maps, charts, directions)	**Fiction/Literature:** _ story _ folk tale __humor __fable _ fantasy _poem __realistic fiction __mystery __historical fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __functional text (maps, charts, directions)	**Fiction/Literature:** _ story _ folk tale __humor __fable _ fantasy _poem __realistic fiction __mystery __historical fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __functional text (maps, charts, directions)	**Fiction/Literature:** _ story _ folk tale __humor __fable _ fantasy _poem __realistic fiction __mystery __historical fiction **Non-Fiction:** _topic/trade books _ biography _ history _ videos __functional text (maps, charts, directions)
Fluency ILS1B 4AB	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension	❑ Rate ❑ Expression ❑ Comprehension

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
WORD KNOWLEDGE IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.	❑ Use phonics and word analysis skills in decoding words ❑ sight words ❑ adjectives ❑ plurals ❑ homonyms ❑ use dictionary and glossary ❑ Use academic vocabulary	❑ pronouns ❑ root words ❑ prefixes ❑ synonyms ❑ literal and non-literal words and phrases ❑ Use academic vocabulary	❑ compound words ❑ suffixes ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary	❑ compound words ❑ antonyms ❑ multi-meaning words ❑ Use academic vocabulary
LEARNING TO WRITE WRITING TO LEARN Connect to content and reading 3A precision 3B clarity 3C vary formats	❑ Write and expand a **variety of kinds of sentences** with appropriate **subject-verb agreement** ❑ Use appropriate **verb tense** ❑ Organize and write **paragraph** with focus to explain an idea with examples ❑ Use **essential punctuation** ❑ **Journal**	❑ **Collect, select, and organize information** for essay (see social studies and science) ❑ Outline and write **expository essay** ❑ Improve essay—edit for focus ❑ Use **quotation marks** ❑ Align **pronoun and antecedent** ❑ Write **poem** ❑ **Journal**	❑ Outline, write, and edit **expository** essay ❑ **Organize and write narrative** for an audience (reinforces understanding of author's techniques) ❑ Gather information from experiences or texts to answer a question (relate to extended response) ❑ **Journal**	❑ Participate in **shared research and writing projects** ❑ Gather information from experiences or texts to answer a question (relate to extended response) ❑ Organize and write **persuasive** letter ❑ **Write to support opinion** about a topic with reasons, using words such as "because" to link opinions and reasons ❑ **Journal**
Art and Music Connect to math, reading, writing, and social studies.	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation	ART ❑ color ❑ line ❑ shape ❑ size ❑ Interpretation MUSIC ❑ Rhythm ❑ Interpretation

THIRD GRADE CORE: Set Priorities for Each Quarter

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

	1st quarter	2nd quarter	3rd quarter	4th quarter
SCIENCE ***> observe*** ***> read*** ***> do*** ***> list*** ***> draw*** ***> graph/chart*** ***> diagram*** ***> write*** ***> present***	Topic: ❑ **Locate information** ❑ **Collect data** ❑ **Classify** ❑ **Compare/contrast** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **graphs**	Topic: ❑ **Locate information** ❑ **Collect and organize data** ❑ **Sequence** ❑ **Gather information** to answer a question ❑ Make and interpret **table**s and **graphs** ❑ **Report on a topic**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ Use and make **glossary** ❑ Make and interpret **tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report on a topic**	Topic: ❑ **Collect and organize data** ❑ **Sequence** ❑ **Interpret data/observations** ❑ **Use and make glossary** ❑ Make and interpret **tables and graphs** ❑ **Use evidence to support conclusions** ❑ **Report on a topic**
SOCIAL STUDIES ***> read*** ***> act*** ***> build*** ***> list*** ***>illustrate*** ***> graph*** ***> chart*** ***> diagram*** ***> write*** ***> present***	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main topic, main ideas, and key details** of a text ❑ Ask and answer questions about **key information and events** in text. ❑ Use **illustrations** to clarify a text ❑ Interpret **maps, timelines, graphs** ❑ Use **text features** to locate information ❑ **Classify** information ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ Identify the **main focus of a text and paragraphs** within it ❑ Analyze and infer **cause-effect** relations ❑ Identify the main **purpose** of a text ❑ Explain **how and why a text is organized** ❑ Describe **logical connections** between paragraphs and between sentences ❑ Interpret **maps, timelines, graphs, diagrams** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Collect information** to answer a question ❑ Identify the **main topic, main ideas, and key details** of text ❑ **Summarize** ❑ Use and make **glossary** ❑ Describe how **events or ideas** in a text **relate** ❑ Interpret and make **maps, timelines, graphs, diagrams** ❑ Use **academic vocabulary**	Topic: **Nonfiction Reading** ❑ Read with **purpose** ❑ **Compare and contrast two texts** on same topic ❑ **Summarize** ❑ Interpret and make **maps, timelines, graphs, and diagrams** ❑ Use **academic vocabulary**

THIRD GRADE MATH CORE: Set Priorities for Each Quarter

Common Core: **Make sense of problems and persevere in solving them.**
Reason abstractly and quantitatively.

Each quarter lists Common Core elements of math. List your priorities for each quarter.
Include ISAT priorities listed on the next page.

For an example of a 4-quarter math framework aligned with ILS and CCSS go to teacher.depaul.edu.

Learning Skills: Listen ⇔ Follow Directions ⇔ Collaborate ⇔ Write Learning Reports ⇔ Use Graphic Organizers

1st quarter	2nd quarter	3rd quarter	4th quarter
❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry

FRAMEWORK RESOURCE: REPRESENTATIVE MATH CONTENT 3rd GRADE

*This chart lists terms from the Illinois Learning Standards and the **ISAT** sample.*

Operations/Problem Solving

all	amount
certain	compare
difference	digit
divide, divisible	division
each	estimate
factors	fewer
label	likely
multiply	number line numerals
operation sign	order, ordered pairs
place value	product
solve	subtract, subtraction
sum	total
unit	value

Fractions

denominator
fraction
greater than >
half, halves
less than <
numerator
decimal
decimal point
equal
equal to
equivalent
fraction bar

Analyzing Graphs and Data

average
bar graph
chart
circle graph
data
graph
line graph
mode
pattern
pictograph
pie graph
table
tally, tally chart

Geometry

cone	congruent
cylinder	cube, cubic
cup	diameter
figure	hexagon
line	line of symmetry
parallel, parallel lines	parallelogram
plane figure	polygon
prism	ray
rectangle, rectangular	shape
sphere	two-dimensional
vertex	vertical
vertices	volume

Measurement

exactly	farthest	size	temperature
height	inch	estimate	weight
gallon	gram	yard	degrees, Celsius, Fahrenheit
kilogram	kilometer	non-standard unit	ounce
mass	measure	pound	scale
perimeter	mile		

Teachers will find Common Core Math clarifies what they need to teach —and how to assess it.

Third Grade Operations and Algebraic Thinking—Common Core

Represent and solve problems involving multiplication and division.

3.OA.1.Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?

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

3.OA.5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
3.OA.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.7.Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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

3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.3
3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

The Math Progression

The Common Core Standards Shift as Students Develop

K	1 - 2
❑ Counting and Cardinality ❑ Operations and Algebraic Thinking ❑ Measurement and Data ❑ Geometry	❑ Operations and Algebraic Thinking ❑ Number and Operations in Base 10 ❑ Measurement and Data ❑ Geometry

3 - 4 - 5
❑ Operations and Algebraic Thinking ❑ Number and Operations in Base Ten ❑ Number and Operations—Fractions ❑ Measurement and Data ❑ Geometry

6 - 7 - 8
❑ Ratios and Proportional Relationships ❑ The Number System ❑ Expressions and Equations ❑ Geometry ❑ Statistics and Probability

Third Grade fraction note: Limited to fractions with denominators 2, 3, 4, 6, 8.
Fourth Grade notes:
Number in Base Ten: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.
Fractions: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

DIFFERENTIATION GUIDES

DIFFERENTIATION STRATEGIES MAKE THE DIFFERENCE IN EVERY CLASSROOM

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

The Responsive Teacher

What will you increase to make assessments work—to locate student learning needs and give students ways to make progress.

Kinds of differentiated assessments	
Kinds of feedback and support	

Locate the Problem 

Identify Causes 

RESPOND STRATEGICALLY ➡

Example of a format that teachers can use to develop a differentiated response guide.

Problem	Causes	Strategic Responses
...misreads question—answer has no relationship to question.		➡ ➡
... reads quickly without comprehension—cannot retell story.		➡ ➡
...does not "get" the theme or lesson of a story—gives the title instead.		➡ ➡
...lists facts not ideas when summarizing nonfiction.		➡ ➡
		➡ ➡

My Strategy Guide—Ways to Scaffold, Engage and Advance Learning

Developed through the ASPIRE Initiative of the Chicago Public Schools

Powerful Practices	**Teaching Strategies**	**Diverse Student Activities/Assessments**
❑ Graphic Organizers ❑ Cooperative Learning ❑ Using short segments of passages to teach vocabulary in context/writing ❑ Specific Informal Assessment ❑ Curriculum-Based "probes" to clarify thinking ❑ Reciprocal Peer Tutoring ❑ Explicit Timing ❑ Teacher Think-Alouds ❑ Peer Tutoring ❑ Using Response Cards During Instruction Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.	❑ model ❑ students demonstrate ❑ clear directions ❑ explicit objective ❑ illustrated word wall ❑ check for understanding daily ❑ week synthesis ❑ check daily for understanding ❑ work with pairs and small groups ❑ gradual release of responsibility ❑ ask challenging questions ❑ scaffold student learning progress to independence ❑ use differentiated assessments ❑ point out punctuation in context ❑ "fold-a-books" model writing with "mentor" texts	❑ write __letter __poem __article __story ❑ draw/write about music ❑ "read" paintings ❑ act out a story or history ❑ invent a game ❑ modify a story ❑ outline, write, illustrate a topic booklet ❑ make problem-solving guide ❑ build models ❑ create museum-like displays ❑ make portfolios ❑ present topics ❑ debate ❑ write songs ❑ word and number games ❑ make picture glossary

ENRICHMENT AND ACCOMMODATIONS for Individual Students

Student	Enrichment/Accommodations

Learning Activities with Examples

Take the Gradual Release of Responsibility—I do, We do, You do, **across Each Lesson.**
Guide to greater independence Monday through Friday--**Across the Week:**
Monday through Wednesday scaffold and guide
Thursday—formative assessment and immediate response to clarify and extend
Friday—guide students needing additional support while advanced students go farther/deeper

Adjust the planner to support your teaching style.

MATH	***Preview, Model, Interest***	***Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
This week's skill/strategy: This week's Math Terms: EXPLORE/ISAT connection: This week's data analysis	I do: model the strategy We do: Apply the strategy You do: **CORE:** __solve problem with partner or group, write steps __ _____ **ADVANCED:** __write a guide to solving problems with this week's focus _make up problems with this week's focus √ Check for understanding __math journal __Pair/Compare	I do: model the strategy We do: Apply the strategy You do: **CORE:** __solve problem with partner or group, write steps __ _____ **ADVANCED:** __write a guide to solving problems with this week's focus _make up problems with this week's focus √ Check for understanding __math journal __Pair/Compare	I do: model the strategy We do: __Apply the strategy __students model You do: **CORE:** __correct problem solution –identify and fix errors __ _____ **ADVANCED:** __make up/modify a game __write step-by-step guide √ Check for understanding __math journal __Pair/Compare	YOU DO: Formative Assessment—students will… √ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students needing support: __re-model the math __play math game __make step-by-step sequence chart __ _____ **ADVANCED:** __Write a guide to using this week's math __Extended response—make exemplary extended response that another student can learn from	T: Guides **students needing support**— __think out loud __make step by step guide __practice with a partner __ _____ **ADVANCED** Students who "meet" move up--activity: __write a math page/booklet __ask then answer challenging word problems __make math display __ _____ **SYNTHESIS:** **What rules, ideas, or patterns did we learn from this week's math?**

Reading Comprehension	***Preview, Model, Interest***	***: Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
CCSSR1: Answer questions with evidence—literal and inferential This week's reading: This week's Strategy/Skill:	I do: Read/Think Out loud We do: You do: **CORE:** **ADVANCED:** __write about passage __list ways writer helps you understand __write letter to writer √ Check for understanding __pair/compare __learning log	I do: Read/Think Out loud We do: You do: **CORE:** **ADVANCED:** __write about passage __list ways writer helps you understand __write letter to writer √ Check for understanding __pair/compare __learning log	I do: Read/Think Out loud We do: You do: **CORE:** **ADVANCED:** __write about passage __list ways writer helps you understand __write letter to writer √ Check for understanding __pair/compare __learning log	YOU DO: Formative Assessment—students will… √ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students who need support will … **ADVANCED:** __add to the passage __change the ending __write letter to writer	T: Guides **students needing support**— __use graphic organizer to clarify __think out loud with student(s) __apply same skill/strategy with an easier text **ADVANCED:** __Add a section to this week's text—a sequel or "prequel" __Illustrate this week's text with captions that analyze the important events and characters __write "HOT" questions – with answers, exchange. **Synthesis** What did we learn about reading this week?

Fluency Activities ILS1C: Expression; Rate;, Comprehension, diction **This week's Read Aloud:**	I DO Model reading with __expression __rate __diction __comprehension YOU DO __partner reading __choral reading __ ________________ **ADVANCED:** __Use symbols to show parts to emphasize __add lines to the reading	I DO Model reading with __expression __rate __diction __comprehension YOU DO __partner reading __choral reading __ ________________ **ADVANCED:** __Use symbols to show parts to emphasize __add lines to the reading	I DO Model reading with __expression __rate __diction __comprehension YOU DO __partner reading __choral reading __ ________________ **ADVANCED:** __make guide to reading __add lines to the reading	YOU DO--How I'll assess—students will… __read to a partner, check __expression __rate __fluency __diction I DO: clarify based on assessment. __Re-model the fluency __student models the fluency __reciprocal reading **ADVANCED:** __read new selection __model for other students	*T: Guides students needing support—* __guided practice with familiar passage __list steps to read with fluency, student demonstrates __pair and practice __ ____________________ **ADVANCED** __write about this week's read aloud __write another part of the reading __ ____________________ **Synthesis:** *What did we learn about fluency this week?*

SCIENCE	***Preview, Model, Interest***	***: Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
Topic: 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. Reading/Learning Strategy/Skill: This week's reading: vocabulary **EXPLORE/ISAT:** This week's data analysis—table/graph students will analyze	I do: Preview, ask BIG question or INQUIRY PROMPT: _____ We do: You do: Core: __locate, list important facts __start glossary **ADVANCED:** __make up Q and A chart __illustrate page—diagram with captions √ Check for understanding __pair/compare __learning report	I do: Model with graphic organizer We do: Use graphic organizer __classify information __compare/contrast __sequence __cause-effect __ _____ <u>You do:</u> Core: __list important facts to support idea __complete graphic organizer **ADVANCED:** __write summary __write own BIG question __make graphic organizer √ Check for understanding __pair/compare __learning report	I do: Model with diagram how to identify/infer relationships. We do: You do: Core: __outline concise report __complete graphic organizer __illustrate section of text **ADVANCED:** __write summary __add research to text __make Q and A—with challenging questions √ Check for understanding __pair/compare __learning report	YOU DO: Formative Assessment—students will… √ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students who need support will … **ADVANCED:** __outline report __constructed response __make up, exchange HOT questions	T: Guides **students needing support**— __use graphic organizer to clarify __think out loud with student(s) **ADVANCED:** __write report __investigate related career __make class "chapter" book **Synthesis: What did we learn about science this week?**

EXPLORE PREP: Analyze a science experiment or evaluate a science report for logic.

SOCIAL STUDIES	***Preview, Model, Interest***	***: Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
Topic: 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. Reading/Learning Strategy/Skill: This week's reading: This week's writing: vocabulary:	I do: Preview, ask BIG question: _____ We do: __locate facts __use graphic organizer *You do:* Core: __locate, list important facts __start glossary **ADVANCED:** __make up Q and A chart __illustrate page √ Check for understanding __pair/compare __learning report __glossary	I do: revisit BIG question We do: __use graphic organizer __make outline of section You do: Core: __list important facts to support idea __classify information **ADVANCED:** __write summary __write own BIG question √ Check for understanding __pair/compare __learning report __expand glossary	I do: demonstrate "how to" evaluate information for importance/relevance We do: __identify information to respond to topic/category You do: Core: __use graphic organizer __outline concise report **ADVANCED:** __constructed response __write own BIG question √ Check for understanding __pair/compare __learning report __expand glossary	YOU DO: Formative Assessment—students will… __answer questions with evidence __write answer to BIG question √ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students who need support will … **ADVANCED:** __outline report __constructed response __make up, exchange HOT questions	T: Guides **students needing support—** __use graphic organizer to clarify __think out loud with student(s) **ADVANCED:** __write report __investigate related career __make class "chapter" book **Synthesis: What did we learn about social studies this week?**

WORD KNOWLEDGE	***Preview, Model, Interest***	***Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
ILS1A **This week's word pattern:** **This week's vocabulary** include academic vocabulary; add words students infer **from context.**	I DO Model how to recognize and use this week's word pattern. We do—find example in a reading YOU DO CORE __make word chart __start word list __list examples of this word pattern in readings **ADVANCED:** __Make glossary __Write poem with words with this pattern Check for Understanding: __learning summary __Pair/Compare __ _____	I DO Model how to recognize and use this week's word pattern (different examples) We do—find example in a reading YOU DO CORE __list examples __write with key words **ADVANCED:** __Make glossary __Write poem Check for Understanding: __learning summary __Pair/Compare __ _____	I DO Model writing with this week's words. We do—find example in a reading YOU DO CORE __list examples of this word pattern in readings __write with words that show this week's pattern **ADVANCED:** __Make glossary __play/invent word game Check for Understanding: __learning summary __Pair/Compare __ _____	How I'll assess—students will… __*write sentences with words of the week* __*make chart of word-meaning* I DO I'll clarify based on how they respond to the assessment. __demonstrate with different examples __"student models"—students share their examples Students **who need support:** __ make list of what you need to know to recognize and use these words **ADVANCED** __write a paragraph or poem including words with this pattern	I DO Guides students needing support— __*match words and pictures* __*draw pictures to show words* __*use words in writing sentences* **ADVANCED** __*make glossary* __*make an alphabet booklet or page* **Synthesis:** __Students use this week's words to write. __Students create a word web

WRITING	***Preview, Model, Interest***	***: Model and Guide***	***Go Deeper***	***Assess and Clarify***	***Fix and Finish UP***
This week's word skill/strategy: **Kind of Writing:** **Topic:** **Punctuation to feature:** **Grammar to check/improve:**	I DO Model how to write well with this week's skill. We do: Students contribute to class example. YOU DO CORE start to use this week's writing skill ADVANCED Make good examples. Check for Understanding: __learning summary __Pair/Compare	I DO "Write out loud"—model We do: contribute to example YOU DO CORE Write with this week's focus skill/format ADVANCED Make good examples Check for Understanding: __learning summary __Pair/Compare	I DO Revisit the writing skill and format of the week with student-created example. YOU DO Improve this week's writing. ADVANCED Make checklist to make sure this week's skill and prior weeks' skills are all met Check for Understanding: __learning summary __Pair/Compare	S: students will… __write with this week's skill and format __edit to correct for this week's skill I DO clarify based on response. __List the steps to write __Re-model the writing skill __student models the skill __ _____ **ADVANCED:** Write how to write—include example and steps you took to write well.	I DO Guides students needing support— __list steps to write with this skill/format __pair and practice __ _____ A**DVANCED** _write a guide to writing this way _edit and complete exemplary work **Synthesis:** Students write about writing—what they accomplished.

How to Interpret a Poem: Gradual Release Responsibility as Students Develop Core Competence

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

Common Core Anchor Standards: 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. 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.

Monday **Preview Model Interest**	*Tuesday* **Model and GUIDE**	*Wednesday* **GUIDE and go farther**	*Thursday* **ASSESS and Clarify**	*Friday* **Fix Go Deeper Finish well**
I DO: Read first part of poem aloud. Thinks out loud—identifies any figurative language. Guides students to notice other techniques used. WE DO: Read rest of the poem, make symbol-word picture chart—word and symbol used in poem. Check for understanding: YOU DO: What is figurative language? Give one example from the poem. Start poet's glossary: Image Symbol Alliteration Narrator Rhyme Stanza	I DO: Think out loud—how writers use words and images to communicate a theme. Read different poem and think out loud with the students: what is the theme, how does the poet express it with techniques (images, rhyme, repetition, other elements) WE DO: Re-read poem and list evidence for the theme. *Draw a picture* of what poet "says" in poem to communicate the theme. Share/compare with other student. Check for understanding: YOU DO: continue poet's glossary: Theme Interpret Image Rhythm Repetition	I DO: List steps to interpret a poem—read different poem once to figure out topic; read it again to infer theme; read it 3rd time to identify techniques used to communicate theme. WE DO: Analyze a different poem, steps 1, 2, 3. Check for Understanding: YOU DO: Continue glossary: Simile Metaphor Write your own directions: how to interpret a poem.	ASSESSMENT YOU DO Independently read a different poem. Identify theme. List ways the writer has communicated it. I DO Check for Understanding—circulate and guide individuals needing assistance. Think Out Loud with Class or group: clarify any points students did not "get". **Students needing support:** Pair and compare lists, add more evidence of ways the poet communicates the theme. **Advanced Students**: Write about poem—letter to the poet or extended response—how did this poet create a mood or tone?	**Students needing support:** *Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.* ***Advanced Students:*** *Write your own guide to reading a poem—use this week's poem or another poem—could be a poem you write!* ***Class Synthesis:*** *What have we learned about interpreting poems?* *Recommended: Week 2—poetry writing week—students use the techniques they identified this week to create their own poems.*

POEM READER

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

Hope is the Thing With Feathers

Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words
And never stops - at all.

And sweetest--in the Gale--is heard,
And sore must be the storm,
That could abash the little Bird
That kept so many warm.

I've heard it in the chillest land,
And on the strangest Sea.
Yet, never, in Extremity
It asked a crumb--of me.

Esperanza es la Cosa Con Plumas
Emily Dickinson
Translated by Arturo Romero Rendon

Esperanza es la cosa con plumas
Que se asienta en el alma,
Y canta la melodía sin palabras
Y nunca se detiene -- para nada.

Y lo dulce –- en el Ventarrón –- se escuchó,
Y abatida debe estar la tormenta,
Que pudiera desconcertar a la pequeña Ave
Que guardaba mucho calor.

Lo he escuchado en las tierras gélidas,
Y en los mares místicos.
Mas, nunca en Extremo
Pidió una migaja –- mía.

Draw a picture that shows what this poem means to you.

What is the theme of the poem?

Why do you think that is the theme?

Common Core Anchor Standards for Reading: ART Parallels

Art Resources in Teaching

STANDARDS	Art Interpretation
KEY IDEAS AND DETAILS	
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**.	√ *What do you notice?* √ *What do you think the artist wanted you to look at?*
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize** the **key supporting details** and **ideas**.	√ *What is the theme?* √ *How does the artist communicate it?*
3. **Analyze** how and why **individuals, events**, and **ideas develop** and **interact** over the course of a text.	This only applies when there is a sequence of events in an artwork.
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**.	√ *What choices did the artist make? (Color, shapes, lines, other elements of art)* √ *How do those choices help you understand the artist's message?*
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**.	√ *How did the artist put it all together? (structure, balance, focal point if it's a painting or photograph)*
6. Assess how point of view or purpose shapes the content and style of a text.	√ *How do you think the artist wanted viewers to feel about the art?*
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.	√ *How is the artwork like a story or a poem?*
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**.	√ *What makes this a good artwork?*
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.	√ *How do two different artworks show the same idea?* √ *How are two artworks by the same artist alike? How are they different?*