Scaffold the Learning

Sequence and Structure Learning Progress

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

P Teacher previews the learning—sets a purpose for reading/listening, piques interest,

Q Teacher asks a Focus question of the week that the students will answer by reading, researching, thinking.

R and O Students read/research to find information relating to the FOCUS question.

Students Organize information and ideas with a graphic organizer.

S Students summarize and synthesize their learning.

T Students tell/teach what they have learned.
Make Common Core Sense: 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

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Summarize what your chart shows.

Compare and Contrast

Explain the important differences.

Sequence Important Events

Analyze Causes

cause \(\rightarrow\) effect

cause \(\rightarrow\) Infer Effects

Organize Information

Summarize the important information about the topic.

Explain how you decided which information is important?

Explain the direct causes and indirect causes.

Explain the direct effects and indirect effects.
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

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| 4      | □ Provides information for each part of the organizer  
         □ All information is correct  
         □ Gives organizer a title (if it does not have one)  
         □ Writes substantially based on the organizer—an explanation, summary, evaluation, or synthesis of what the organizer presents (complexity varies with grade level—from sentence through extended response)  
         □ Cites the source of the information (grades 5-8) |
| 3      | □ Provides information for each part of the organizer  
         □ All information is correct  
         □ Gives organizer a title  
         □ Writes concisely about the organizer |
| 2      | □ Provides information for most parts of the organizer  
         □ Most information is correct |
| 1      | □ Provides information for part of the organizer  
         □ Some information is correct |