Differentiate to
Make the Difference

These resources were developed in part through the Chicago Teacher Collaborative sponsored by the US Department of Education Office of Special Education Programs to the

Center for Urban Education
http://teacher.depaul.edu
**Action Plan for Differentiation**

The following examples are ways to build differentiated instruction and assessment into ongoing professional progress and student learning.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize gradual release of responsibility lesson structure.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Set up and use “response to learning needs” list of strategies for</td>
</tr>
<tr>
<td>students with learning difficulties</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Make Thursday RESPONSIVE Assessment Day—teachers check status of</td>
</tr>
<tr>
<td>students on Thursday, then adjust earning activities so students needing</td>
</tr>
<tr>
<td>guidance get it and students who can advance do so.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Focus weekly grade level meetings on analyzing assessments to identify</td>
</tr>
<tr>
<td>needs and responding to learning needs, remedial through gifted</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Collect examples of student work showing progress each week.</td>
</tr>
</tbody>
</table>
Our Action Plan

**Priority:** Differentiated Instruction and Assessment

<table>
<thead>
<tr>
<th>Action</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# START WITH CLARITY
Students Will Learn More in a Clear Classroom

<table>
<thead>
<tr>
<th>Elements of Effective Instruction</th>
<th>Demonstrations</th>
</tr>
</thead>
</table>
| Teacher Makes Learning Clear     | _teacher posts goals/objectives  
_teacher previews lesson  
_teacher “thinks out loud” about how to—read a story, solve a problem, read content  
_teacher asks students to clarify instructions  
_teacher posts directions and gives them orally  
_teacher models/demonstrates |
| Teacher Guides Actively           | _teacher maintains eye contact  
_teacher organizes activities so students work in pairs/groups as well as individually  
_teacher circulates to guide/coach/assess |
| Students Think Thoroughly        | _teacher uses a variety of questions  
_students ask questions  
_students paraphrase and illustrate learning  
_students make/complete graphic organizers to analyze and synthesize  
_students use skills/knowledge independently  
_students note what they learn—learning log or think-pair-share  
_at end of lesson teacher asks students to explain what they learned  
_Students model/demonstrate |
| Vocabulary Is Connected           | _word wall posted (and illustrated)  
_word wall vocabulary used in activities  
_phrases/sentences posted  
_students write explanations  
_students illustrate vocabulary  
_students use current vocabulary in writing |
| Writing Makes Sense               | _teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students  
_Students write what they learn across the curriculum  
_students write in a variety of formats  
_students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time |
# Structure clear learning paths

**Differentiate to Make the Difference—MATH EXAMPLE**  
Based on the work of Carol Tomlinson.

<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>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.</td>
</tr>
<tr>
<td>What will they learn?</td>
<td>I do: T models how to solve word problem.</td>
</tr>
<tr>
<td>What knowledge or skills do students need to learn?</td>
<td>A. What’s the question?</td>
</tr>
<tr>
<td></td>
<td>T demonstrates using <strong>drawing</strong> and equation with symbol for unknown number to represent the problem.</td>
</tr>
<tr>
<td></td>
<td>B. What information do I need?</td>
</tr>
<tr>
<td></td>
<td>C. How will I solve it—what strategy will I use?</td>
</tr>
<tr>
<td></td>
<td><strong>We do:</strong> Solve the problem in groups.</td>
</tr>
<tr>
<td></td>
<td><strong>You do:</strong> Students change the problem, solve with a partner.</td>
</tr>
<tr>
<td>Process</td>
<td>Product</td>
</tr>
<tr>
<td>How?</td>
<td>How will you assess?</td>
</tr>
<tr>
<td></td>
<td>Students write a page in their own math guide—how to solve this kind of problem.</td>
</tr>
<tr>
<td></td>
<td>What culminating projects do students need to complete in order to show what they have learned?</td>
</tr>
</tbody>
</table>
Structure Progressive Lessons

WORK ACROSS THE WEEK

Take the Gradual Release Across the Week

The Teaching/Learning Path

This sequence can structure a learning week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview</td>
<td>Model and</td>
<td>GUIDE and go</td>
<td>ASSESS and</td>
<td>Fix</td>
</tr>
<tr>
<td>Model</td>
<td>GUIDE</td>
<td>farther</td>
<td>Clarify</td>
<td>Go Deeper</td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td></td>
<td></td>
<td>Finish well</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>Models</td>
<td>Leads</td>
<td>guides</td>
<td>demonstrate/</td>
<td>complete with</td>
</tr>
<tr>
<td>Students</td>
<td>Students go</td>
<td>Students get</td>
<td>apply</td>
<td>independence.</td>
</tr>
<tr>
<td>begin.</td>
<td>farther.</td>
<td>clearer</td>
<td>Teacher</td>
<td>Teacher guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>clarifies and</td>
<td>students needing</td>
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<td></td>
<td></td>
<td></td>
<td>extends</td>
<td>additional</td>
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<td></td>
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<td></td>
<td></td>
<td>development.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I DO most</th>
<th>Students do</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>do ALL</td>
<td>ALL</td>
</tr>
</tbody>
</table>
Structure Progress toward Greater Abilities

The Gradual Release of Responsibility across the week:

**Outcome:** I can infer character traits and relate them to actions.

CCSSRL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3) CCSSRL3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Formative Assessment: Students will independently analyze the characters in a story, charting character, action, motive, and effect (of action).

Summative Students will write a letter from one of the characters in a story, explaining motive for an action and what it led to (effect).

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<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Preview</td>
<td>Model</td>
<td>Guide</td>
<td>ASSESS</td>
<td>Fix</td>
</tr>
<tr>
<td>Model</td>
<td>Guide</td>
<td>go farther</td>
<td>and Clarify</td>
<td>Go Deeper Finish well</td>
</tr>
<tr>
<td>Interest</td>
<td>and GUIDE</td>
<td>farther</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday**
- T: Read part of story aloud. Think out loud: how do the actions art part of plot.
- We Do: Start a story “timeline”— major events in the story.
- You Do: Draw 1 character, give picture to another student.
- S: Infer who is pictured and tell a trait the picture shows.
- Assessment: Write directions— how to figure out a character’s traits.

**Tuesday**
- T: Make chart: character and actions—based on story.
- We do: Continue the story timeline with input from students.
- You Do: Read more of story, choose character, chart actions.
- S: Infer who is pictured and tell a trait the picture shows.
- Assessment: Write directions— how to figure out a character’s traits.

**Wednesday**
- T: Explain that motive is a reason for an action.
- We do: Complete story timeline. Identify effects of the action.
- S: You Do make chart for a character’s action and motive.
- Assessment: Write about the action— why is it important, what did it lead to (effect).

**Thursday**
- S: Read new part of passage or another passage.
- S: You do Make chart: Person Action Motive Effect.
- T: Check and clarify, extend

**Friday**
- T: Students needing support— analyze an actual event; use graphic organizer to show what person did, infer motive, infer what traits that showed. Then revisit the story and complete chart for a different character in that story.
- Advanced: Write a letter from one of the characters in the story completed on Thursday. Tell your motive for an action you took.

*Whole class: What did we learn this week about reading? (Should include responses they share about plot, character, action, motive, effect of action)*
The Gradual Release of Responsibility across the week: How to interpret a poem.

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

(Common Core 4th Grade Standard: Determine a theme of a story, drama, or poem from details in the text; summarize the text. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.)

<table>
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<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preview</strong></td>
<td><strong>Model and GUIDE</strong></td>
<td><strong>GUIDE and go farther</strong></td>
<td><strong>ASSESS and Clarify</strong></td>
<td><strong>Fix</strong></td>
</tr>
<tr>
<td><strong>Model Interest</strong></td>
<td>T: What was the theme of last week’s story? Read first part of poem aloud. What do you think the theme is so far? S: Reads rest of poem. Draws a picture of what is “says”. Note what I think the theme is. Share with other student. T: Think out loud—how writers use words and images to communicate a theme.</td>
<td>T: Reads aloud another poem. Models how to figure out the theme of a poem. S: Read another poem and infer theme, list evidence for that theme.</td>
<td>S: independently read poem. Identify theme. List ways the writer has communicated it. T: Debrief class then ask what they figured out about poetry this week.</td>
<td>S: Write a poem that communicates a theme. Students needing assistance: Read a new poem, use graphic organizer to show how the parts communicate a theme.</td>
</tr>
</tbody>
</table>

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ONE WEEK’S CONTENT LEARNING PLAN

Focus/Big Question: __________________________________________________________

Important Vocabulary:

What will students read?

What will they write?

<table>
<thead>
<tr>
<th>Monday Make It Clear</th>
<th>Tuesday Get It</th>
<th>Wednesday Make It Clear</th>
<th>Thursday Check and Clarify</th>
<th>Friday Fix and Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Introduce the week's BIG question Preview key words, connect to prior knowledge. Read aloud about topic S: List or draw facts. Start glossary. HW: Write with vocabulary.</td>
<td>T: Model fact collecting. S: Read to locate and collect important facts.</td>
<td>S: Collect more facts, use graphic organizer to organize information, add more.</td>
<td>S: Write about this week's topic using this week’s words—--letter --paragraph --__________</td>
<td>S: Answer the BIG question--write summary of what you learned this week.</td>
</tr>
<tr>
<td>HW: Write about facts.</td>
<td>HW: Write about the organizer.</td>
<td>HW: Complete glossary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science Learning Activities and Assessments  
Topic: Simple Machines  
GOAL: Learn how simple machines work.  
READ: guide to simple machines—lever, pulley, inclined plane  
CCSS  X1 Read closely, answer with evidence X 4 develop academic vocabulary

Reading Skills/Strategy Emphasized: X analyze  __infer  __summarize

ORGANIZE -- use graphic organizer to organize what you learn—that’s a pre-writer!
WRITE to X report

Formative Assessment: students identify examples of simple machines and explain effects

<table>
<thead>
<tr>
<th>M Preview, Model, Interest</th>
<th>T: Model and Guide</th>
<th>W Go Deeper</th>
<th>TH Assess and Clarify</th>
<th>F Fix and Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do: Preview, ask</td>
<td>I do:</td>
<td>I do:</td>
<td>YOU DO: Formative</td>
<td>T: Guides students</td>
</tr>
<tr>
<td>FOCUS question or</td>
<td>Model with graphic</td>
<td>Model with diagram</td>
<td>Assessment—students</td>
<td>needing support—</td>
</tr>
<tr>
<td>INQUIRY</td>
<td>organizer—how a</td>
<td>how to identify/infer</td>
<td>will... Answer the</td>
<td>_use graphic</td>
</tr>
<tr>
<td>PROMPT: How do simple</td>
<td>simple machine</td>
<td>relationships—the</td>
<td>question of the week:</td>
<td>organizer to clarify</td>
</tr>
<tr>
<td>machines work?</td>
<td>works—the lever—</td>
<td>pulley.</td>
<td>How do simple</td>
<td>ADVANCED:</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>graphic organizer</td>
<td>We do:</td>
<td>machines work?</td>
<td>_make class</td>
</tr>
<tr>
<td>inclined plane.</td>
<td>is sequence chart—</td>
<td>Figure out how</td>
<td>With examples.</td>
<td>“chapter” book</td>
</tr>
<tr>
<td>We do:</td>
<td>before, after</td>
<td>the pulley</td>
<td>✓ I DO--RESPOND to</td>
<td>Student projects</td>
</tr>
<tr>
<td>Locate examples of</td>
<td>We do:</td>
<td>works.</td>
<td>assessment—clarify--</td>
<td>completed today can</td>
</tr>
<tr>
<td>inclined planes in school.</td>
<td>Use graphic</td>
<td>You do:</td>
<td>think out loud, give</td>
<td>include revision of</td>
</tr>
<tr>
<td>You do:</td>
<td>organizer to clarify</td>
<td>Core:</td>
<td>feedback on ways to</td>
<td>Thursday work.</td>
</tr>
<tr>
<td>Core:</td>
<td>topic—inclined</td>
<td>__outline concise</td>
<td>make greater progress.</td>
<td>Grade should be</td>
</tr>
<tr>
<td>_start glossary</td>
<td>plane; lever—</td>
<td>report</td>
<td>Students who need</td>
<td>based on Friday</td>
</tr>
<tr>
<td>ADVANCED:</td>
<td>effects they</td>
<td>ADVANCED:</td>
<td>support will ...</td>
<td>“finish”.</td>
</tr>
<tr>
<td>__illustrate page—</td>
<td>cause.</td>
<td>__write summary</td>
<td>Re-visit text and</td>
<td>Synthesis: What did</td>
</tr>
<tr>
<td>diagram with captions</td>
<td>You do:</td>
<td>✓ Check for</td>
<td>take notes about each</td>
<td>we learn about</td>
</tr>
<tr>
<td>✓ Check for understanding</td>
<td>Core:</td>
<td>understanding</td>
<td>simple machine.</td>
<td>science this week?</td>
</tr>
<tr>
<td>__learning report</td>
<td>__list important facts</td>
<td>__learning report</td>
<td>ADVANCED:</td>
<td>And/or</td>
</tr>
<tr>
<td></td>
<td>to support idea—</td>
<td>✓ Check for</td>
<td>__make up, exchange</td>
<td>What’s our answer</td>
</tr>
<tr>
<td></td>
<td>read about these</td>
<td>understanding</td>
<td>HOT questions</td>
<td>to the BIG</td>
</tr>
<tr>
<td></td>
<td>two simple</td>
<td>__write summary</td>
<td></td>
<td>question?</td>
</tr>
<tr>
<td></td>
<td>machines; list</td>
<td>✓ Check for</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>information that</td>
<td>understanding</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>tells how each</td>
<td>__learning report</td>
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</tr>
</tbody>
</table>

textbook.

Homework  
Identify inclined planes in your home—list them, tell how they help.  
Identify levers in your home—list and tell how they help.  
Identify pulleys in your home—list and tell how they help.  
Write a one-sentence statement about the purpose of simple machines.  
Look for science everywhere.
Example: SOCIAL STUDIES LESSON FOR A WEEK

Focus of the Week: American Laws
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.
CCSSWAnchor Writing Standard 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Content: Understand and explain basic principles of the United States government. (ILS14A)

Big Question: What does a law show about how democracy works in the US?

Vocabulary: government, democracy, legislative, congress, decision

Reading: Textbook chapter or books about US legislation.
Assessment: formative—make time line and use it to answer the BIG question
summative: Write to explain the journey of a bill from idea to action and explain how it shows how democracy works.

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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>T: Preview BIG question</td>
<td>T: Explain legislative branch, show its relationship to federal and judicial—refer to the text if appropriate</td>
<td>T: Make a flowchart showing how an idea can become a law—including the possibility of a veto.</td>
<td>S: ASSESSMENT make time line and use it to support your answer the BIG question</td>
<td>Meet/Exceed students: Write a narrative about how a bill becomes a law. Include drawings and explanations. Include a glossary.</td>
</tr>
<tr>
<td>We do: Students list facts they know about: laws</td>
<td>You do: Read and list important words. Start glossary.</td>
<td>We do: Choose a law they think is helpful to many people. Infer why legislators would have wanted it.</td>
<td>Advanced: List ways a dictatorship would work differently than a democracy—how the laws in a dictatorship would be made.</td>
<td>Students needing support: Outline the narrative including main idea and details.</td>
</tr>
<tr>
<td>You do: Read and list important words. Start glossary.</td>
<td>Advanced: Look for examples of how laws are important to US.</td>
<td>Advanced: Write letters to representatives recommending new law.</td>
<td>You Do: Write a letter to the President telling him why he should or should not veto a law.</td>
<td>Synthesis Summarize what they learned about how every law is part of US democratic system.</td>
</tr>
<tr>
<td>Homework: Ask family what are the most important laws.</td>
<td></td>
<td>Homework: Ask family what a good new law would be.</td>
<td>Homework: Make list of abilities and traits a legislator should have.</td>
<td></td>
</tr>
</tbody>
</table>

Homework: Ask family what are the most important laws.
## RESOURCE: DIFFERENTIATED ACTIVITIES/ASSESSMENTS

### Teach Explicitly

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
<th><strong>Teach and Assess Diversely</strong> Assessment if done independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Display words and pictures by patterns and topic</td>
<td>✔ Draw pictures to show what words mean.</td>
</tr>
<tr>
<td></td>
<td>✔ Match words/pictures pictures/words.</td>
</tr>
<tr>
<td></td>
<td>✔ Chart word patterns.</td>
</tr>
<tr>
<td></td>
<td>✔ Make alphabet chart or book.</td>
</tr>
<tr>
<td></td>
<td>✔ Write sentence with word.</td>
</tr>
<tr>
<td></td>
<td>✔ Choose word to complete sentence.</td>
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<tr>
<td></td>
<td>✔ Make/complete grammar chart rule and example.</td>
</tr>
</tbody>
</table>

### Comprehension and Fluency

<table>
<thead>
<tr>
<th><strong>DRTA:</strong></th>
<th><strong>PQROST:</strong></th>
<th><strong>Reading Transfer:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Preview; read; check prediction</td>
<td>T: Preview; ask BIG question</td>
<td>T: Read to, read with students</td>
</tr>
<tr>
<td>S: Predict</td>
<td>S: Read, organize, show, tell</td>
<td>S: Re-read to find out more.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DRTA:</strong></th>
<th><strong>PQROST:</strong></th>
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### Strategic Reading

<table>
<thead>
<tr>
<th><strong>Strategic Reading</strong></th>
<th><strong>Teach and Assess Diversely</strong> Assessment if done independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Think out loud—explain the strategies you use as you read</td>
<td>✔ Think out loud.</td>
</tr>
<tr>
<td></td>
<td>✔ List what’s important</td>
</tr>
<tr>
<td></td>
<td>✔ Ask yourself questions as you read</td>
</tr>
<tr>
<td></td>
<td>✔ Apply the same strategy to different sections or texts.</td>
</tr>
<tr>
<td></td>
<td>✔ Draw what you read</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th><strong>Math</strong></th>
<th><strong>Teach and Assess Diversely</strong> Assessment if done independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Demonstrate math</td>
<td>✔ Draw the problem and solution</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
<td>✔ Act out the problem and solution</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
<td>✔ Write math—examples, explanations, “Math Path”.</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
<td>✔ Make up math problems.</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
<td>✔ Make math glossary.</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
<td>✔ Write a math guide</td>
</tr>
</tbody>
</table>

### Content Knowledge

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Teach and Assess Diversely</strong> Assessment if done independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ List important words, add pictures.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ List information about one category.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ Draw pictures that show facts about this topic.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ Complete graphic organizers.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ Give facts that support an idea.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ Identify or choose an idea that facts support.</td>
</tr>
<tr>
<td>T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</td>
<td>✔ Write and/or draw about a topic.</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th><strong>Teach and Assess Diversely</strong> Assessment if done independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Do a “write aloud”</td>
<td>✔ Work on one kind of writing at a time.</td>
</tr>
<tr>
<td>✔ Focus on one format at a time.</td>
<td>✔ Focus on one criterion for good writing at a time.</td>
</tr>
<tr>
<td>✔ Emphasize one criterion at a time.</td>
<td>✔ Edit writing for that one focus.</td>
</tr>
<tr>
<td>✔ Work on one kind of writing at a time.</td>
<td>✔ Illustrate your own writing.</td>
</tr>
<tr>
<td>✔ Work on one kind of writing at a time.</td>
<td>✔ Make punctuation posters</td>
</tr>
</tbody>
</table>

---
### Powerful Practices

The following practices were identified as correlated with increased learning in a study of the effective instructional programs on the What Works website of I.E.S.

- Graphic Organizers
- Cooperative Learning
- Using short segments of passages to teach vocabulary in context/writing
- Specific Informal Assessment
- Curriculum-Based “probes” to clarify thinking
- Peer Tutoring; Reciprocal Peer Tutoring
- Explicit Timing
- Teacher Think-Alouds
- Using Response Cards during Instruction

### Teaching Strategies

#### Focus Clearly
- survey students—pre-assess for learning interests, knowledge, skills
- clear directions, posted and explained with examples
- set explicit objectives and criteria

#### Develop with Depth
- ask challenging questions with “think time” (not wait time)
- guide learning strategies—listening; collaboration; organizing notes; time management
- model with “mentor” texts and graphic organizers
- incorporate games
- gradual release of responsibility
- students demonstrate
- student-constructed HOT questions
- students write to clarify and apply what they learn
- emphasize transfer of knowledge and skills

#### Assess to Advance
- students choose from differentiated assessments
- students self-assess
- pair to compare
- check for understanding daily
- specific feedback—how to improve or advance
- weekly synthesis

### 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 letter home about learning progress and plans
- make up a CRAFT writing plan—content, role, audience, format, what you will tell about the topic.

#### auditory
- draw/write about music
- clap syllables
- listening to learn games

#### kinesthetic
- pantomime to communicate
- “fold-a-books”
- create a collage
- make/build a model

#### visual
- "read" paintings
- illustrate a reading
- create symbols to represent ideas
- construct graphics—with captions

#### 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.
Our Plan

What are some structures and kinds of activities—such as learning centers; such as think-pair-compare—that will help students work collaboratively so that students who “get it” go farther and students who need coaching get support from peers?

<table>
<thead>
<tr>
<th>Collaborative Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Such as learning centers, think-pair-compare—that will help more students learn more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinds of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>That will enable more learners to “get it” through different kinds of access—such as visual, kinesthetic</td>
</tr>
</tbody>
</table>
What can teachers do when the student doesn’t “get it”? 
LOCATE, THEN SOLVE PROBLEMS
What are some strategies to locate and solve learning problems for your subject?

**Your Subject:** ____________________________________________

<table>
<thead>
<tr>
<th>LOCATE</th>
<th>SOLVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Locators</strong></td>
<td><strong>Problem Solvers</strong></td>
</tr>
<tr>
<td>Ways to Identify Needs</td>
<td>Ways to Support Greater Learning</td>
</tr>
<tr>
<td>1. Students respond to open-ended questions.</td>
<td>1. Peer coach.</td>
</tr>
<tr>
<td>2. Students answer multiple choice question and explain the reason for the choice.</td>
<td>2. Teacher models, step by step.</td>
</tr>
<tr>
<td>3. Students complete a graphic organizer.</td>
<td>3. Students model.</td>
</tr>
<tr>
<td>4. Students write explanations of how to use a skill.</td>
<td>4. Give clear written steps to follow</td>
</tr>
<tr>
<td>5. Students write daily response about what they learn.</td>
<td>5. Give examples—more than 1.</td>
</tr>
<tr>
<td>7. Students make a booklet/short report on what they learn.</td>
<td>7. “break down” the content or skill—break it into smaller parts using task analysis</td>
</tr>
<tr>
<td>8. ______________________</td>
<td>8. Partially complete a graphic organizer.</td>
</tr>
<tr>
<td>9. ______________________</td>
<td></td>
</tr>
<tr>
<td>10. ______________________</td>
<td>9. ______________________</td>
</tr>
<tr>
<td>11. ______________________</td>
<td>10. ______________________</td>
</tr>
<tr>
<td>12. ______________________</td>
<td>11. ______________________</td>
</tr>
</tbody>
</table>
ASSESS TO IDENTIFY NEEDS, THEN RESPOND

MATH EXAMPLE

KNOW WHAT: Math Facts

<table>
<thead>
<tr>
<th>Teach Clearly—and Respond to Learning Difficulties</th>
<th>How to assess</th>
<th>Ways to help students learn more</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Post math words and symbols with pictures/examples</td>
<td>❑ Complete a fact chart.</td>
<td>Students write math fact booklets.</td>
</tr>
<tr>
<td>❑ “Practice Pack”—students make their own facts on small pieces of paper, match them with words and examples—take it home to practice.</td>
<td>❑ Answer question with correct fact.</td>
<td>Students use math facts to create an exhibit.</td>
</tr>
<tr>
<td>❑ “Math Fact of the Day”</td>
<td>❑ Match fact with question (as in Jeopardy)</td>
<td>Students write math fact songs and poems.</td>
</tr>
<tr>
<td>❑ Fact “Bingo”</td>
<td>❑ Make a glossary chart.</td>
<td></td>
</tr>
<tr>
<td>❑ Act out the facts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KNOW HOW: Math Processes

<table>
<thead>
<tr>
<th>Teach Clearly—and Respond to Learning Difficulties</th>
<th>How to assess</th>
<th>Ways to help students learn more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build these practices into your lessons so you can move to column 3—exceed.</td>
<td>❑ Solve problem correctly, circle answer.</td>
<td>Students make math guides.</td>
</tr>
<tr>
<td>❑ Teacher “Thinks out loud”</td>
<td>❑ Answer multiple choice question, explain why you chose answer.</td>
<td>Students present math “models”</td>
</tr>
<tr>
<td>❑ Model different ways to solve same problem</td>
<td>❑ Write steps to solve the problem.</td>
<td>Students make their own math problems and give to each other to solve.</td>
</tr>
<tr>
<td>❑ Peer coach</td>
<td>❑ Daily Math Journal</td>
<td></td>
</tr>
<tr>
<td>❑ Student models problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Learning “partner”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Work in groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Post example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Post a path—steps to follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ “Math Smart Pack”—practice with cards that hold numbers and symbols.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Draw the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Start with simpler problem, build in more challenges.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Locate the READING Problem

### Identify Causes

**RESPOND STRATEGICALLY**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Strategic Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>...misreads question—answer has no relationship to question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...reads quickly without comprehension—cannot retell story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...does not “get” the theme or lesson of a story—gives the title instead.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...lists facts not ideas when summarizing nonfiction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Solve Common Learning Problems**

Usually, the obstacle is not one isolated skill—the student has a learning limit. Figure out ways to respond to student learning needs that affect more than one subject.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has difficulty</td>
<td>1. Ask student to restate directions</td>
</tr>
<tr>
<td>staying on task.</td>
<td>2. Write directions on board.</td>
</tr>
<tr>
<td></td>
<td>3. Students work in pairs.</td>
</tr>
<tr>
<td>Student cannot work</td>
<td></td>
</tr>
<tr>
<td>independently.</td>
<td></td>
</tr>
<tr>
<td>Student is not</td>
<td></td>
</tr>
<tr>
<td>interested.</td>
<td></td>
</tr>
</tbody>
</table>
PLAN INCLUSIVELY: Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- Have once-a-month parent “open house” at your classroom.
- Send home a list of words of the month for parents to reinforce.
- Use “Family Math” or another resource and send one activity home each week.
- Make a parent preview, listing topics, skills, and activities children will work on.
- Call one parent each day to discuss one student’s progress.
- Have children write to their parents each week, telling them what they are learning.
- Make a schedule for home activities that can be done regularly based on what your class is studying, such as:
  - Monday: Draw pictures to show what you read today.
  - Tuesday: Use this week’s math skill to solve problems you make up.
  - Wednesday: Make up questions about this week’s content.
  - Thursday: Write about this week’s content topic.
  - Friday: Make a quiz about what you learned this week.

- Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example. (http://teacher.depaul.edu)

Note your own parent involvement plans here:
**OUR GRADE’S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS**

Teachers can collaborate by grade level to organize a “bank” of resources.

<table>
<thead>
<tr>
<th>Examples</th>
<th>What We’ll Organize for Home Learning Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand Vocabulary</strong></td>
<td>Example: word lists</td>
</tr>
<tr>
<td>• Make vocabulary “flashcards”.</td>
<td></td>
</tr>
<tr>
<td>• Make your own pictionary.</td>
<td></td>
</tr>
<tr>
<td>• Play word games.</td>
<td></td>
</tr>
<tr>
<td><strong>Read and Discuss Stories</strong></td>
<td>Example: Questions to ask about any story</td>
</tr>
<tr>
<td>1. Talk about what happens and why in a story you read—or watch on TV.</td>
<td></td>
</tr>
<tr>
<td>2. Predict what could happen next.</td>
<td></td>
</tr>
<tr>
<td><strong>Learn More Social Studies and Science</strong></td>
<td>Example: List of TV shows to watch this month.</td>
</tr>
<tr>
<td>• Watch TV programs about science or history.</td>
<td></td>
</tr>
<tr>
<td>• Talk about what you child is learning.</td>
<td></td>
</tr>
<tr>
<td>• Go to a museum to learn more.</td>
<td></td>
</tr>
<tr>
<td>• Use the library or Internet to learn even more.</td>
<td></td>
</tr>
<tr>
<td><strong>Make More Math Progress</strong></td>
<td>Example: List of math skills to practice.</td>
</tr>
<tr>
<td>• Practice math with your child. For example, use flashcards you make to review math facts.</td>
<td></td>
</tr>
<tr>
<td>• Play math fact matching games.</td>
<td></td>
</tr>
<tr>
<td>• Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be.</td>
<td></td>
</tr>
</tbody>
</table>
Scaffolds

The following pages can be used to

Scaffold individual learning—for
Think, then pair and compare

or

guide collaborative learning
with a partner

or

assess individual
learning progress.
SMART CHART: CHARACTER TRAITS

Remember, a character trait is how a person is all the time—traits don’t change. List three more character traits. Then write the synonym and the antonym for each one.

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>brave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyze, then Infer with evidence

CCSSR Anchor 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.

Write about a character or person who has one of the character traits in your chart. Use examples of what the person does to explain how you know that character or person has those traits.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Remember, a feeling is what a person thinks at one time or another. It is how a person feels because something happens or someone says something or because the person wants something. Feelings change.
List three more feelings. Then write the synonym and the antonym for each one.

<table>
<thead>
<tr>
<th>FEELING</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyze, then Infer with evidence

Write about person who has one of the feelings in your chart. Tell why the person feels that way. Explain what caused the person to feel that way.
**INFERENCES DEVELOPER: Read Stories Closely**

Common Core 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.

**Infer Character Traits**

Draw pictures of characters in the story. **Show a trait of each one in your drawing.**

trait: ___________________   trait: ___________________   trait: ___________________

**INFER:**

*What is an action one character takes?*

*What do you think the character’s motive is?*

*How do you think another character feels about that action?*

*Why do you think that? Use evidence from the story.*

*What do you think happens next in the story? Why do you predict that based on information from the story?*
Story Illustrator
CCRL2.3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Draw three persons who are in it. Show their traits by the details you put in the pictures.

Sequence the Events. Draw or tell how it started, what happened next, how it ended.

INFER: What is the message or lesson of the story?

Why do you think that is the message the writer wants you to understand?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Expand a Story: Infer Evidence-Based Dialogue

Common Core Anchor 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.

Story: __________________________________________________

List three different characters.

1____________________  2____________________  3_____________________

INFER FEELINGS

How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _________________ because ________________________________.

Person 2 felt _________________ because ________________________________.

Person 3 felt _________________ because ________________________________.

Write what you think each one might have said about what happened?

1                                        2                                          3

EXCEED:

What do you think the author would have said about the lesson you can learn from the story.
INFER THE DIALOGUE
Write a Play to Communicate the Theme of a Story

CCSSR 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.

Story: ______________________________________________________

What happened—list the important events.

How it starts: __________________________________________________________

What happens next? ____________________________________________________

How it ends. __________________________________________________________

What’s the theme of the story?

_________________________________________________________________

Why do you think that is the theme? Support your answer with evidence from the story.

Theme: __________________________________________________________

Evidence: _____________________________________________________________

_____________________________________________________________________

Who are the important characters?

<table>
<thead>
<tr>
<th>Who</th>
<th>Trait</th>
<th>Action that Shows that Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Write the play. Include important events. Make sure to keep the theme important.
Make Inferences with Evidence
These questions can be asked about any story, history, or current event.
CCSSR 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.

<table>
<thead>
<tr>
<th>INERENCE</th>
<th>QUESTION</th>
<th>ANSWER</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer from context</td>
<td>What does __________________ mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer feelings</td>
<td>How do you think __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>felt about __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer traits</td>
<td>What is a trait of __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer motive</td>
<td>Why did ____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>do this—___________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer cause-effect</td>
<td>What caused __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer predictions</td>
<td>What do you think happened next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infer the main idea</td>
<td>What is the main idea of the passage?</td>
<td></td>
<td>Underline parts of the passage that give you that idea.</td>
</tr>
</tbody>
</table>
EXPAND CONTENT VOCABULARY

CCSSR4. 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.

TOPIC: ________________________________

<table>
<thead>
<tr>
<th>WORD</th>
<th>Show what it means. Draw a picture.</th>
<th>Write another word that tells about this word.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**THINK WITH YOUR WORDS.** Use them to tell what you think about this topic.
Graphic Organizers Scaffold Thinking on Paper

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.

**Analyze logically** to infer and conclude with evidence. Then, write to **explain your thinking**.

<table>
<thead>
<tr>
<th>Classify to Clarify</th>
<th>Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Category</td>
</tr>
<tr>
<td>Summarize what your chart shows.</td>
<td>Write to explain important differences and similarities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
<th>Classify to Clarify</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Venn Diagram)</td>
<td>(Table)</td>
</tr>
</tbody>
</table>

**Sequence Important Events**

<table>
<thead>
<tr>
<th>Sequence Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to explain your diagram.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence Important Events</th>
<th>Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze Causes</td>
<td>Write to explain your diagram.</td>
</tr>
<tr>
<td>cause</td>
<td>effect</td>
</tr>
<tr>
<td>cause</td>
<td>Infer Effects</td>
</tr>
</tbody>
</table>

**Support Inferences**

<table>
<thead>
<tr>
<th>Support Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to support your inference.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Inferences</th>
<th>Infer and Support Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>Inference</td>
</tr>
<tr>
<td>Fact</td>
<td>Fact</td>
</tr>
</tbody>
</table>

**Infer and Support Ideas**

<table>
<thead>
<tr>
<th>Infer and Support Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how the writer communicates the main idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Infer and Support Ideas</th>
<th>Support Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>Facts</td>
</tr>
<tr>
<td>Fact</td>
<td>Fact</td>
</tr>
</tbody>
</table>
Think Clearly: Support a Position

Common Core Anchor 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**

---

Supporting Reasons and Facts:

---

**Another Position**

---

Supporting Reasons and Facts:

---

**MY POSITION:** What is your position?

---

Write to explain your position and defend it against the opposition.
Graphic Organizer Assessment Rubric

Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to writing about a topic or situation or organizing more ideas and information for a unit or presentation.

It can be a “pre-writer” that students use to focus their writing. Even if the student only writes a sentence or paragraph based on the graphic organizer, that writing step is essential to ensuring that the student thinks through the ideas and information in the graphic.

Students should meet the following criteria when making a graphic organizer:

✓ Is it complete?
✓ Is it correct?
✓ Is it clear?

The following rubric can be used as a checklist for making sure that the organizer is complete and useful as students base their writing on the information they have organized. Students can improve their responses so they reach the top level.

SHOW CLEAR THINKING

<table>
<thead>
<tr>
<th>Rating</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 4      | □ Provides information for each part of the organizer  
        □ All information is correct  
        □ Gives organizer a title (if it does not have one)  
        □ Writes about the organizer—an explanation, summary, or application 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 |
| 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 |
MATH SCAFFOLD
Math Practice Standard 1: Figure out the problem, then solve it persistently

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are you going to figure out?</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>How</strong> will you solve the problem?</td>
<td></td>
</tr>
<tr>
<td>3. <strong>What information</strong> will you use?</td>
<td></td>
</tr>
</tbody>
</table>

4. Solve it here. If you need more space use the back of the page.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>What is your answer?</strong></td>
<td></td>
</tr>
<tr>
<td>6. <strong>How did you get it?</strong> Tell <strong>what you did.</strong></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Tell why</strong> you solved it <strong>this way.</strong></td>
<td></td>
</tr>
</tbody>
</table>

This guide was developed through funding from the Institute for Education Sciences, US Department of Education.