Meet the PARCC/NWEA Challenge!

Focus on the Core.
Build Component Competencies.
Assess FORMATIVELY.
RESPOND PROGRESSIVELY.
Advance!

Polk Bros Foundation Center for Urban Education http://teacher.depaul.edu
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## Organize Your Progress

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<th></th>
<th>1st quarter</th>
<th>2nd quarter</th>
<th>3rd quarter</th>
<th>4th quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction and Assessment</strong></td>
<td>Weekly formative assessments aligned with NWEA/PARCC/ Common Core</td>
<td>Students set and monitor learning goals.</td>
<td>Students complete projects using the Common Core PARCC model</td>
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<tr>
<td></td>
<td>Use graphic organizers to guide/assess</td>
<td>Upper grade students debate issues relating to science and social studies</td>
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<td>Next grade prep</td>
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<td>Students draw and write about what they learn</td>
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<tr>
<td><strong>Increase student learning of more complex tasks (Domains 1 and 3)</strong></td>
<td>Ask sequentially more challenging questions. Organize engaging activities. Respond strategically to formative and summative assessments MTSS—differentiate in instruction and assessment</td>
<td>Enrich the Curriculum with arts (domains 2 and 3)</td>
<td></td>
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</tr>
<tr>
<td><strong>INTEGRATED CURRICULUM Domain 3</strong></td>
<td>Arts __visual __drama __music Technology/Media</td>
<td>Arts __visual __drama __music Technology/Media</td>
<td>Arts __visual __drama __music Technology/Media</td>
<td>Arts __visual __drama __music Technology/Media</td>
</tr>
<tr>
<td><strong>Learning Climate SEL Domain 2</strong></td>
<td>Learning Partners</td>
<td>Opportunities to self-select books and activities. Chess and other games of skill</td>
<td>Reciprocal tutors</td>
<td>Art Exhibit</td>
</tr>
<tr>
<td></td>
<td>&gt; Newsletters (ongoing) <strong>Homework that is engaging and clear.</strong></td>
<td>&gt; Parent involvement in use of technology</td>
<td>&gt;Parent involvement in student projects</td>
<td>&gt; Parent involvement in “next grade prep”</td>
</tr>
<tr>
<td><strong>Family and Community Involvement Domain 4</strong></td>
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</tbody>
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PARCC asks SEQUENTIAL QUESTIONS

A. Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.

<table>
<thead>
<tr>
<th>San Francisco Giants' Stadium:</th>
<th>Washington Nationals' Stadium:</th>
<th>San Diego Padres' stadium:</th>
</tr>
</thead>
<tbody>
<tr>
<td>41,915 seats</td>
<td>41,888 seats</td>
<td>42,445 seats</td>
</tr>
</tbody>
</table>

Write your answer to the following problem in your answer booklet

B. Compare these statements from two students.
Jeff said, “I get the same number when I round all three numbers of seats in these stadiums.”
Sara said, “When I round them, I get the same number for two of the stadiums but a different number for the other stadium.”

Can Jeff and Sara both be correct?
Explain how you know

C. When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.
What is the greatest number of seats that could be in this stadium?
Explain how you know.
Sequential Questions Guide Developing Greater Understanding when you read.

PARCC statement: Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in thorough comprehension of the concepts to provide models for the regular course of instruction.

- Good text dependent questions help students see something worthwhile that they would not have seen on a more cursory reading.
- An effective set of text dependent questions dives systematically into a text to guide students in extracting the key meanings or ideas found there.

They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole.
From Sixth Grade PARCC sample, PARCConline.org

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.

reckless       lively        imaginative     observant     impatient     confident

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below. (Student uses cursor to move sentence into box.)

Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below. (Student uses cursor to move sentence into box.)

Section with questions that require students to infer feeling and cause of feeling with evidence.

Part A
Based on the passage from Julie of the Wolves, how does Miyax feel about her father?
   a. She is angry that he left her alone.
   b. She blames him for her difficult childhood.
   c. She appreciates him for his knowledge of nature.
   d. She is grateful that he planned out her future.

Part B
Which sentence from the passage best shows Miyax’s feelings for her father?
   a. “She had been lost without food for many sleeps on the North Slope of Alaska.”
   b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”*
   c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
   d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”

Prose constructed response to fiction
In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.
PARCC emphasizes ideas

Example from PARCC (third grade; PARCConline.org)

Students read one text, “How Animals Live,” then answer these text-based questions.

Part A
What is one main idea of “How Animals Live?”
   a. There are many types of animals on the planet.
   b. Animals need water to live.
   c. There are many ways to sort different animals.*
   d. Animals begin their life cycles in different forms.

Part B
Which sentence from the article best supports the answer to Part A?
   a. “Animals get oxygen from air or water.”
   b. "Animals can be grouped by their traits."*
   c. "Worms are invertebrates."
   d. "All animals grow and change over time."
   e. "Almost all animals need water, food, oxygen, and shelter to live."

PARCC notes:
While this is an example of a less complex item—one where the main idea and details to support it are explicit and readily found—students must provide evidence for the accuracy of their answer in Part B, illustrating one of the key shifts: use of textual evidence.

The Common Core Standards Cluster for these two questions:

Specific CCSS alignment to:
   – RI.3.1 (evidence).
   – RI.3.2 (main idea).
   – RI.3.10 (complex text).
So does

Next Generation Science

Concept-Focused Science

CROSS-CUTTING CONCEPTS OF SCIENCE

www.nextgenscience.org/next-generation-science-standards

• Patterns
• Cause and effect
• Mechanism and explanation
• Scale, proportion, and quantity
• Structure and function
• Systems and system models
• Energy and matter: Flows, cycles, and conservation
• Stability and change
Read closely--comprehend, then infer logically.

EXPLORE
Find an animal that looks interesting. What do you like about it?

CLASSIFY
Find two animals that are alike. How are they like each other?

CONTRAST
Find two animals that are very different. How are they different?

ANALYZE, then INFER
- Find an animal that probably moves fast. What helps it move fast?
- Why would it need to move fast? Infer two answers.

SYNTHESIZE
Write a note from one of the animals. Tell how your parts help you live.

Which cross-cutting science concept does this activity develop? __cause and effect __systems __energy and matter __stability and change __structure and function __patterns
Learning Ideas about Animals

CCSS.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Next Generation Science Cross-Cutting Concept: Structure and Function

Animals are wonderful. If you look closely at how they live you will find surprises. Watching animals is a job that scientists do. It is called making observations. They have learned a lot about animals.

Scientists learned about tiny animals. They have studied insects. They found that some insects have tools they use to live. They learned about the sawfly. The sawfly is just one animal they have studied.

Imagine what the sawfly is like. It is a fly but not like many others. They call it the sawfly because it has a kind of saw. It's not a real saw, but it looks like one, and it works like one. It is part of the sawfly. The sawfly uses the saw to make places where the eggs will be safe. It saws at plants to make a place to hide the eggs.

Some insects have tools that work just like scissors. The poppy-bee is one of them. It is a bee that makes its home in wood. This bee has a drilling tool, too. It uses the tool to dig into old wood.

Scientists observe birds to learn about them. They have seen birds use their bills to get what they need. So their bills are like tools. Some birds use their bills to cut into wood. They have sharp bills that can cut a hole in a tree. They drill the hole to get inside the tree where insects live. Then they eat them.

Every animal is amazing. Even dogs and cats can surprise you. The more you look at animals the more you will learn. Nature is full of surprises. Every part of every animal has a purpose. Scientists learn more about them ever day.

EXPLAIN WHAT YOU LEARNED
1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

Start your summary this way:
The main idea of the passage is ____________________________________________.
Here is information that helps you understand that idea.
Then finish the summary. Include the information that helps explain the main idea.

Exceed!
Make your report a booklet or exhibit with pictures or diagrams with captions.
What important ideas did you learn about animals?
Collaborative Activity or Independent Assessment

<table>
<thead>
<tr>
<th>Idea</th>
<th>Example</th>
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</table>

Apply those ideas.
Invent an animal that lives on another planet.
It’s a warm and watery place.

Explain how it has adapted to live on that planet. Write about the animal.
Include each of the ideas you learned to explain how it lives.
Assess to Advance
Assess Positively

Meet and Exceed: Let’s do it.
This is what you learned.
This is what you can do better.
Here are the steps to take to do that.

I’m your coach.
Here is what you need to learn.
Here is an example of what it will look like.
Here is a way to succeed.

You’re the coach.
You did well.

Assessment Can Affect Feelings

| You did this part well. You need to do better on that part, and I’ll show you how. | You failed. This is wrong. |
| happy | sad |
| encouraged | discouraged |
| confident | worried |
| interested | uninterested |

Assessment Can Reinforce Traits

| Good job. Thank you for revising this. You did so well I am going to give you an even more challenging assignment. Your work can be a model for the class. You can help other students. | You failed. This is wrong. Wrong, wrong, wrong. |
| hardworking | lazy |
| cooperative | uncooperative |
| helpful | helpless |
| friendly | unfriendly |
## Classroom Commitments

What if you reframed classroom rules—as personal classroom commitments?

*Students can self-assess their current social emotional development.*

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

<table>
<thead>
<tr>
<th>Standards</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Identify and manage one’s emotions and behavior.</td>
<td></td>
</tr>
<tr>
<td>B. Recognize personal qualities and external supports</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrate skills related to achieving personal and academic goals.</td>
<td></td>
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</tbody>
</table>

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

<table>
<thead>
<tr>
<th>Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Recognize the feelings and perspectives of others.</td>
<td></td>
</tr>
<tr>
<td>B. Recognize individual and group differences</td>
<td></td>
</tr>
<tr>
<td>C: Use communication and social skills to interact effectively with others.</td>
<td></td>
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</tbody>
</table>

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

<table>
<thead>
<tr>
<th>Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Consider ethical, safety, and societal factors in making decisions.</td>
<td></td>
</tr>
<tr>
<td>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</td>
<td></td>
</tr>
<tr>
<td>C: Contribute to the well-being of one’s school and community.</td>
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</table>
RESPOND TO ADVANCE MORE

Danielson Domain 1e—Designing Student Assessment

The Assessment Question:
In order to truly meet the standard, what should they be able to do independently (transfer)?

Transfer is the key word:
Can the students take the concepts, skills, and strategies from the lesson—continue to apply them in new contexts.

Danielson Domain 3d
—Using Assessment in Instruction
FEEDBACK

Guiding students to adjust to make progress.

Danielson Domain 3e:
Responsiveness—
Response to Student Needs—Intervention and Adjustment
Assess to Advance: Respond to Expand Competence

*Forward Feedback is Essential for Formative Assessment*

**Forward Feedback is Specific feedback that:**
- Identifies strengths
- Guides students to take the next step

**Enables students to:**
- Feel positive
- Improve their work
- Clarify their thinking
- Go farther!

**EXAMPLES**

+ Your answer to the first question is clear and correct.
  - Read the passage again to find the information you need to answer the second question.

+ Your answer is close.
  - List the steps you took to get it—then check your work to figure out how you should change it.

+ Your chart includes correct information.
  - Go farther—write a summary of what your chart shows.

+ You started the extended response with a clear beginning.
  - Add more information from the passage that supports your answer.

+ You have written a complete summary—all the important parts.
  - EXCEED! Write directions for another student—explain how to summarize.

+ You have collected important information.
  - Re-read the question. Make sure you have got information you need to respond completely to each part of the question.

+ You have included some information from one of the passages.
  - The question asks you to use facts from the two passages. Underline information in the second passage that can help answer the question. Then add a paragraph to your answer using that information.

+ Your experiment report tells what you did very clearly.
  - Explain what you learned from the experiment.

Set learning targets and identify assessment “scaffolds” that will enable you to identify students’ status so you can respond with forward feedback.
Formative Assessment Enables Progress

<table>
<thead>
<tr>
<th>Locate the Problem</th>
<th>Identify Causes</th>
<th>Strategic Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ...does not “get” the theme or lesson/message of a story—gives the title instead. | □ Follows the plot, does not think about the story’s meaning/message  
□ Does not know what theme means  
□ Does not know how to figure out the message/lesson/theme of a story | ➢ model—think out loud—what is a theme, how do you figure it out—with a one-page story  
➢ list important parts of the story, analyze what the writer is trying to have you think/learn by telling you those events |
Differentiate Assessment

*Diversify instruction and assessment to respond to individual learning needs and styles.*

### Teach Explicitly

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Display words and pictures by patterns and topic</td>
</tr>
</tbody>
</table>

### Assess Diverely

- Draw pictures to show what words mean.
- Match words/pictures pictures/words.
- Chart word patterns.
- Make alphabet chart or book.
- Write sentence with word.
- Choose word to complete sentence.
- Make/complete grammar chart rule and example.

### Comprehension and Fluency

*Reading Transfer:*

- T: Read to--model, read with – guide students
- S: Re-read to find out more.

*PQROST:*

- T: Preview; ask BIG question
- S: Read, organize, show, tell

### Strategic Reading

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Think out loud—explain the strategies you use as you read</td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Demonstrate math</td>
</tr>
<tr>
<td>T: Post vocabulary and example/picture</td>
</tr>
</tbody>
</table>

### Content Knowledge

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Present topic, main idea, vocabulary;</td>
</tr>
<tr>
<td>S: Listen/look/read to learn information and understand ideas</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th><strong>Word Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Do a &quot;write aloud&quot; ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</td>
</tr>
<tr>
<td>Get on one kind of writing at a time.</td>
</tr>
</tbody>
</table>

### Assessment if done

- Independently
How will you RESPOND to Increase Student Learning?

CPS Teaching Framework domains: 3d Using Assessment in Instruction
3e responsiveness—response to student needs—**intervention and enrichment**

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>RESPONSES: Ways to help students who need support.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to read</td>
<td>__students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>__student explains the reading in own words paragraph by paragraph</td>
</tr>
<tr>
<td></td>
<td>__student draws pictures to show the situation</td>
</tr>
<tr>
<td></td>
<td>__multiple choice questions with just 2 responses, then expand to 3 and 4</td>
</tr>
<tr>
<td></td>
<td>__students complete graphic organizer</td>
</tr>
<tr>
<td>How to solve a math problem</td>
<td>__ students “peer coach”</td>
</tr>
<tr>
<td></td>
<td>__student writes guide to solving problems</td>
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<tr>
<td></td>
<td>__student corrects a problem solving example</td>
</tr>
<tr>
<td></td>
<td>__students work in pairs</td>
</tr>
<tr>
<td></td>
<td>__students solve problem and explain how</td>
</tr>
<tr>
<td></td>
<td>__students write guide to solving problems</td>
</tr>
<tr>
<td></td>
<td>__students complete “math path”</td>
</tr>
<tr>
<td></td>
<td>__students design and play math game designed to increase knowledge of math facts</td>
</tr>
<tr>
<td>How to write</td>
<td>__focus on one element of writing at a time</td>
</tr>
<tr>
<td></td>
<td>__students co-write</td>
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<tr>
<td></td>
<td>__class/group makes outline, then students write based on that outline</td>
</tr>
<tr>
<td></td>
<td>__students write a &quot;how to&quot; writing guide</td>
</tr>
<tr>
<td></td>
<td>__students use writing &quot;scaffold&quot;</td>
</tr>
<tr>
<td></td>
<td>__students write guide to writing</td>
</tr>
<tr>
<td></td>
<td>__students correct writing with errors, editing that, THEN editing their own</td>
</tr>
<tr>
<td>Content Area learning</td>
<td>__students complete graphic organizer</td>
</tr>
<tr>
<td></td>
<td>__students write based on graphic organizer</td>
</tr>
<tr>
<td></td>
<td>__students illustrate paragraph by paragraph</td>
</tr>
<tr>
<td></td>
<td>__students outline a passage</td>
</tr>
<tr>
<td></td>
<td>__students find information to support a position or conclusion</td>
</tr>
<tr>
<td></td>
<td>__students collaborate to write a booklet about the topic</td>
</tr>
</tbody>
</table>

**Enrichment: What challenge will you add?**
SUMMATIVE ASSESSMENT: PARCC

Unpack the PARCC to see the competencies that students need.
To respond to the PARCC challenge, start with this math standard.

Make sense of problems, then solve them persistently.
(MPS1)
⇒ What will I figure out?
⇒ How will I do it?
⇒ What information will I use?

It’s the key to understanding any problem, answering any question, meeting any challenge.
The PARCC Reading Challenge
What do the numbers of the Common Core Reading Standards mean?

a. They are a sequence—you teach them in this order.
b. They are clustered by kinds of thinking.
c. Standard 1 is the first step for all reading.
d. Standard 10 is our destination.

It’s b, c, d, e—use this chart to support that answer.

Common Core Anchor Standards for Reading

<table>
<thead>
<tr>
<th>KEY IDEAS AND DETAILS</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
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<thead>
<tr>
<th>CRAFT AND STRUCTURE</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATION OF KNOWLEDGE AND IDEAS</th>
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</thead>
<tbody>
<tr>
<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<thead>
<tr>
<th>RANGE AND LEVEL OF TEXT COMPLEXITY</th>
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<tbody>
<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
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</table>
Connected Standards

READING STARTS WITH STANDARD 1 BUT DOES NOT END THERE...

Statement from PARCConline.org
Standard 1 is always combined with the teaching of any of the other standards. PARCC items ask students to demonstrate combined competence—standard 1—read carefully and closely, with complex text (standard 10), plus at least one other standard.

Example from PARCC (Source: PARCConline.org)

Part A
What does the word "regal" mean as it is used in the passage?
   a. generous
   b. threatening
   c. kingly
   d. uninterested

Part B
Which of the phrases from the passage best helps the reader understand the meaning of "regal?"
   a. "wagging their tails as they awoke"
   b. "the wolves, who were shy"
   c. "their sounds and movements expressed goodwill"
   d. "with his head high and his chest out"

Specific CCSS alignment to:
   a. RL.6.1 (use of evidence).
   b. RL.6.4 (meaning of words and phrases).
   c. RL.6.10 (complex texts).
   e. Reflects a key shift, namely focusing on the words that matter most, not obscure vocabulary, but the academic language that pervades complex texts.
   f. Rewards careful, close reading rather than requiring the students to race through the passage to determine the meaning of an academic word by showing the context within the passage that helped them determine the meaning of the word.
So it’s not 1 or 2 or 3 or….

It’s  

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.

Or

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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Or

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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Or …

And the destination always is:

**RANGE AND LEVEL OF TEXT COMPLEXITY**

10. Read and comprehend complex literary and informational texts independently and proficiently.
PARCC USES THREE KINDS OF READING QUESTIONS
Two are questions that students respond to with evidence, requiring standards 1 and 10 and another standard.

**EBSR** Evidence Based Selected Response
Question A that asks students to select a response to a standards-based question. Question B that asks students to select evidence to support the response to question A.

**TECR** Technology Enhanced Constructed Response
A question that students respond to by moving text or highlighting text. Examples include completing a graphic organizer to sequence events, identifying the most important elements of a story or report for a summary and moving them into a graphic organizer, providing evidence to compare and contrast two characters in a Venn diagram.

**PCR** Prose Constructed Response
A task that requires students to write a response to a question that may focus on one reading or may require students to analyze two readings or two readings and a video. If the task requires students to respond to two texts or to two texts and a video the student first completes responses to questions about each reading or video.
Example of EBSR—Evidence Based Selected Response

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

a. She is angry that he left her alone.
b. She blames him for her difficult childhood.
c. She appreciates him for his knowledge of nature.
d. She is grateful that he planned out her future.

Which sentence from the passage best shows Miyax’s feelings for her father?

a. She had been lost without food for many sleeps on the North Slope of Alaska."
b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”* 
c. Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”
PARCC uses graphic organizers to assess students’ ability to organize what they read.

They are online, so they are called Technology Enhanced Constructed Responses (TECRSs).

PARCC Sample Questions that Ask Students to Use Technology to Construct Responses to Readings

3rd Grade
Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

4th Grade
Think about how “Just Like Home” and “Life Doesn’t Frighten Me” communicate ideas by using different structures. Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.

5th Grade
Using the list of events in the article by Lauren Tarshis, complete the diagram to show a cause, its effects, and then the response.

6th Grade
For the fable “Emancipation: A Life Fable,” use the story map to create a summary by dragging and dropping the correct details into the correct places.

7th Grade
Identify three details from “Conducting Solutions” in the list that should be included in a summary of the passage. Then, drag and drop your selections into the table in the order they should appear.

8th Grade
Here are some key steps in the experiment described by the two passages and the video. Drag and drop the key steps into the list so that they are in the order in which they were performed.

What are the implications for your students’ reading activities?
Use a variety of graphic organizers to guide students to analyze what they read—positioning evidence in graphic organizers to make sense.

Graphic Organizers Require Analytic Thinking
Use Graphic Organizers to Assess or Scaffold Learners

Small-scale examples you can adapt to include in your lessons.

| LIST | ✓ List five facts from the passage.  
|      | ✓ List two opinions from the passage. |
| CLASSIFY | ✓ List information about the setting in column 1.  
|         | ✓ List information about the characters in column 2. |
| SEQUENCE | ✓ Put the events in order on the timeline.  
|         | ✓ Then predict what will happen next. |
| COMPARE/CONTRAST | ✓ Compare and contrast the passage you read this week with the passage you read last week. |
| ANALYZE/INFER RELATIONSHIPS | ✓ What was the climax of the story?  
|                      | ✓ Write it in effect.  
|                      | ✓ What caused it? Note two causes in those circles. |
| INFER THE MAIN IDEA | ✓ Write the Main Idea in the big rectangle.  
|                      | ✓ Note two facts that support it in the boxes. |
| DRAW CONCLUSIONS | ✓ What was the most important change?  
| What I Think | ✓ Give two reasons for your conclusion.  
| WHY |
Graphic Organizers as Assessors and Intermediate Steps
Teachers can use graphic organizers to guide or assess—and students can use them to prepare to write a prose constructed response.

<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>[Diagram]</td>
<td>[Diagram]</td>
</tr>
</tbody>
</table>

Summarize what your chart shows.

Write to explain important differences and similarities.

<table>
<thead>
<tr>
<th>Sequence Important Events</th>
<th>Organize parts of a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Diagram]</td>
<td>[Diagram]</td>
</tr>
</tbody>
</table>

Write to explain your diagram.

Explain how the writer develops the theme.

<table>
<thead>
<tr>
<th>Support Inferences</th>
<th>Infer and Support Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts → Inference</td>
<td>Main Idea</td>
</tr>
<tr>
<td>[Diagram]</td>
<td>[Diagram]</td>
</tr>
</tbody>
</table>

Write to support your inference.

Explain how the writer communicates the main idea.
Graphic Organizer Assessment Rubric

The Graphic Organizer is a middle step—between the learning and reporting the learning. 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**

<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) or constructed response that extends or evaluates the content of a text (or texts)  
         | ☐ Cites the source of the information |
| 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 |
Graphic Organizer Task Constructor

Draw a graphic organizer here and the direction for what the student should do to respond to the text.

Directions:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**The Culminating TASK:**

**Prose Constructed Response (PCR)**

Why does PARCC complete each reading question sequence with a Prose Constructed Response?

To ensure that students have processed the text and then move to the level of standards 7-9—integration of ideas and information.

**There are three kinds of PCRs on PARCC:**

<table>
<thead>
<tr>
<th>The Literature Task</th>
<th>The Narrative Task</th>
<th>The Research Simulation Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays an important role in honing students’ ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</td>
<td>broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</td>
<td>is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through articles or multimedia, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an analytic essay.</td>
</tr>
</tbody>
</table>
The Prose Constructed Response Connects Reading and Writing Standards

PARCC Explanation (PARCCOnline.org)

Questions that require a written response:
• Allow students to elicit evidence demonstrating that they have understood a text or texts read
• Allow students to demonstrate that they can communicate that understanding well both in terms of written expression and knowledge of language and conventions
• Allow teachers the opportunity to provide feedback on how individual pieces of writing meet or do not meet the criteria for quality writing

WRITTEN RESPONSE TASKS
• Written tasks should require writing to sources rather than to a de-contextualized or generalized prompt

Grade 6 prose constructed response to fiction
In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended.
In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Specific CCSS alignment of the sample:

READING
– RL.6.1 (use of evidence);
– RL.6.3 (describe how characters respond to changes);
– RL.6.10 (complex text).

WRITING
– W.6.3 (narrative writing);
– W.6.4 (writing coherently).
– L.6.1-3 (grammar and conventions).

The prose constructed response tasks are complex tasks based on reading complex texts.
Sample PARCC Writing Task—7th Grade

Session 2—the Amelia Earhart Readings Continue
Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension. Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

“Biography of Amelia Earhart”
“Earhart’s Final Resting Place Believed Found”
“Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Specific CCSS alignment to:
- RI.7.1 (use of evidence);
- RI.7.8 (evaluate claims in a text);
- RI.7.9 (comparison of authors’ presentation);
- RI.7.10 (complex texts).
- W.7.2 (writing to inform and explain);
- W.7.4 (writing coherently);
- W.7.7 (conduct short research projects);
- W.7.8 (gather relevant information from multiple sources); W.7.9 (drawing evidence from texts).
- L.7.1-3 (grammar and conventions).

✓ Measures the ability to compare and synthesize ideas across multiple texts and the ability to analyze the strength of various arguments.
✓ Asks students to write to sources rather than write to a de-contextualized prompt.
✓ Focuses on students rigorously citing evidence for their answer.
✓ Requires students to delve deeply into multiple texts to gather evidence to analyze a given claim, simulating the research process.
✓ Requires students to demonstrate they can apply the knowledge of language and conventions when writing.
More PARCC Sample Writing Tasks

Each of these is a task that students complete after responding to a series of questions about the readings. If the question requires students to complete a task based on more than one reading, first they analyze each of the readings, responding to questions specific to each one. Then they respond to the task after they have thought through the readings.

In some of the items, students analyze readings and a video.

**Third Grade Constructed Response**
Old Mother West Wind and the Sandwitch both try to teach important lessons to characters in the stories. Write an essay that explains how Old Mother West Wind’s and the Sandwitch’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

This story tells about Derrick’s first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

**Fourth Grade Constructed Response**
Identify a theme in “Just Like Home” and a theme in “Life Doesn’t Frighten Me.” Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

Your class has been studying about the survival of the ponies on Assateague Island. Using information from the articles and the video, describe the roles that both the horses and humans play in the horses’ survival. Use evidence from the articles and the video to support your answer.

In “Those Wacky Shoes,” a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events. Imagine that you, like the girl in the story, find a pair of wacky shoes that won’t come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.
Fifth Grade Constructed Response
The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen. Write an essay describing how each narrator’s point of view influenced how these events are described. Be sure to use details from both stories.

Compare how the articles by Lauren Tarshis and Dyan deNapoli and the video describe penguin rescue efforts after oil spills. Support your essay with information from all three sources.

You have read a passage from “The Growin’ of Paul Bunyan.” Think about how the story would be different if it were told from Johnny’s point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

Sixth Grade Constructed Response
You have read the passage from *Boy’s Life* and “Emancipation: A Life Fable.” Both texts develop the theme of freedom. Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.

You have read two texts and viewed one video that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah’s house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.
Seventh Grade Constructed Response
You have read a passage from The Count of Monte Cristo and a scene from Blessings. Think about the similarities and differences in how the two authors develop the themes in each text.
Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

You have learned about electricity by reading two articles, “Energy Story” and “Conducting Solutions,” and viewing a video clip titled “Hands-on Science with Squishy Circuits.”
In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie’s mind about paying for Cromwell’s training. In writing your story:
• Consider what actions Kevin might take or what Kevin might say that would strengthen his case.
• Be sure to use what you have learned about the setting, characters, and plot of the passage.

Eighth Grade Constructed Response
In Confetti Girl and Tortilla Sun, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

Write an essay comparing the information presented in the video with that presented in the article “Elephants Can Lend a Helping Trunk” and the passage from “Elephants Know When They Need a Helping Trunk in a Cooperative Task.” Remember to use evidence from the video, the article, and the passage to support your answer.

Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?
Synthesis: Guides to Develop PARCC Competence and NWEA Skills
**Teach Nonfiction Reading to Learn Strategies!**

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview a passage</td>
<td></td>
</tr>
<tr>
<td>Establish a purpose for reading—ask a focus question, start with a reason to read.</td>
<td></td>
</tr>
<tr>
<td>Skim a text to detect major visual patterns—see how the pages are organized.</td>
<td></td>
</tr>
<tr>
<td>Use structure of text to locate information—use headings and sections to see the structure.</td>
<td></td>
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<tr>
<td>Use index, glossary, table of contents to locate information.</td>
<td></td>
</tr>
<tr>
<td>Adjust reading rate to level of text difficulty.</td>
<td></td>
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<tr>
<td>Annotate text to identify technical vocabulary and information and ideas.</td>
<td></td>
</tr>
<tr>
<td>Use word structure, context, and glossary to determine meanings of technical vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Take Notes as you read—stop to list what’s important.</td>
<td></td>
</tr>
<tr>
<td>Identify important ideas —then revisit the text to find examples that support them.</td>
<td></td>
</tr>
<tr>
<td>List information related to a topic or question.</td>
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<tr>
<td>Scan a text to locate information quickly.</td>
<td></td>
</tr>
<tr>
<td>Use structure of text to summarize.</td>
<td></td>
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<tr>
<td>Look for important ideas—stop after you read a section and figure out what’s important.</td>
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<tr>
<td>Re-read to clarify.</td>
<td></td>
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<tr>
<td>Use graphic organizers—“web”, Venn, cause-effect, other ways to analyze relationships in a text.</td>
<td></td>
</tr>
<tr>
<td>Combine information and ideas from different texts or other sources.</td>
<td></td>
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<tr>
<td>Evaluate the strength of evidence to support a position.</td>
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</table>

**Write based on what you read—**
- Summary
- Constructed Response
- Comparison/contrast
- Evaluate strength of claim
- Synthesis
Bloom’s Taxonomy can be aligned with performance assessments.

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

Common Core Anchor Reading Standard 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.

**TOPIC:** _________________________________________________

<table>
<thead>
<tr>
<th>WORD</th>
<th>Show what it means. Draw a picture.</th>
<th>Write a word that tells about your word. It could be an adjective or a word in another language.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Make the Writing Connection
Use your core vocabulary to write about this topic.
Guide and assess with Common NONFICTION QUESTIONS
You can use these questions to assess students’ reading of any nonfiction passage.

**Important Information**
What is the most important information in the first paragraph? Why do you think it is important?

**Features**
After reading the title, what should you expect to learn from this selection? What nonfiction features did the writer use? How do they help you learn from this passage?

**Supporting Ideas**
List the topics of the paragraphs.

**Main Idea**
What is the main idea of the selection? Why do you think that is the main idea?

**Structure of the Text**
How does the writer begin and end the passage? How does the beginning help you to figure out what you will learn? How does the ending help you understand what the writer wanted you to understand?

**Locate and Classify Information**
According to the passage, what is true about _____? Which of these facts is true?
Nonfiction Reader
Collaborative Activity or Independent Assessment

1. What is the main idea of the first paragraph?

__________________________________________________________

List two facts that support it most strongly. Paraphrase them in your own words.

__________________________________________________________

__________________________________________________________

2. Outline the passage—list the parts that the writer included. You may find them identified with boldface sub-headings. You may have to figure out what those are without that help.

3. What is a claim that the writer makes about the topic?

__________________________________________________________

__________________________________________________________

4. What is the strongest evidence the writer gives to support that claim? List two examples or facts that the writer includes that support the claim most strongly. Paraphrase them—write them in your own words.

__________________________________________________________

__________________________________________________________

__________________________________________________________
Learning Report

Name: ___________________________  Date: ___________________

What I learned today about ____________________________.

*Important words about it:*

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition or Example</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

*Important information:*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Collect Evidence to Support an Idea
CCSSR2 Competence: Support an idea with examples

TOPIC:__________________________________________________________

IDEA—what is an idea you have based on learning about this topic?

SUPPORT YOUR IDEA
Just write a few words or draw a picture in each box—give information or an example that helps make your idea clear.

<p>| | | |</p>
<table>
<thead>
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</tr>
</tbody>
</table>

Write a paragraph that makes your idea clear.
**Synthesis**

Collaborative Activity or Independent Assessment

What is the topic? __________________________________________

What is the BIG question?

_________________________________________________________________

What words will we use to answer it?

What ideas will we explain with examples?

<table>
<thead>
<tr>
<th>Idea</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write and draw to answer the BIG question.
Nonfiction Readers Look for Ideas
An idea is a way of thinking about something. For example, Chicago is the name of a city. But that is just a topic. It’s not an idea. Here is an idea about Chicago: Chicago is a big busy city.

You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

Read a nonfiction passage and tell what an important idea is that you learn. 
CCSSR2—Figure out ideas, support with examples (CCSSR1-evidence)

TOPIC: ___________________________________________________

An IDEA: ____________________________________________________

Examples the writer used to explain it.

Example

Example

Example

How did the writer help you figure out the ideas? (writer’s craft)
Put X next to the techniques the writer used. Then put the name of the technique next to the place in the passage where the writer used it.

<table>
<thead>
<tr>
<th>allusion</th>
<th>analogy</th>
<th>anecdote</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>captions</td>
<td>comparison and debate</td>
</tr>
<tr>
<td>contrast</td>
<td>data</td>
<td>debate</td>
</tr>
<tr>
<td>description</td>
<td>dialogue</td>
<td>examples</td>
</tr>
<tr>
<td>figurative language</td>
<td>graph</td>
<td>headings</td>
</tr>
<tr>
<td>humor</td>
<td>illustrations</td>
<td>imagery</td>
</tr>
<tr>
<td>narrative</td>
<td>quotations</td>
<td>sarcasm</td>
</tr>
<tr>
<td>satire</td>
<td>sequence of events</td>
<td>table</td>
</tr>
<tr>
<td>timeline</td>
<td>titles and subtitles</td>
<td>tone</td>
</tr>
</tbody>
</table>
Think BIG
Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

BIG IDEA: ________________________________________

Important Words

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Important Information

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</table>

Show your idea here in a drawing or graphic organizer.

Write a caption: _______________________________
Content Learning Connected to Literacy Progress

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.

CCSSW7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

What ideas did you learn?

Show them in your own guide to _________________
BIG Idea:
Nonfiction writers use facts and examples to explain ideas about a topic.

BIG question:
How do you read nonfiction?

Use the structure of the text and writer’s choices of what to emphasize and explain to identify
• The CENTRAL idea
• Supporting Ideas
• Relevant Examples
• Supporting Information
• The writer’s purpose—what does the writer want you to
NWEA Reading Informational Text Requirements

Text Features Of Nonfiction
✓ Diagrams/Charts/Graphs
✓ Maps
✓ Glossary
✓ Bibliography
✓ Author’s Biography
✓ Index/Table Of Contents

Locate Information, then Analyze and Infer
✓ Locate Information
✓ Compare/Contrast
✓ Sequence Of Events
✓ Infer meaning of words (context)
✓ Draw Conclusions
✓ Cause/Effect

Summarize Then Infer Main Idea And Author’s Purpose Based On Analysis Of Use Of Facts, Bias
✓ Summarize/Describe
✓ Key Details
✓ Main Idea
✓ Synthesize

Author’s Intent/Purpose
✓ Author’s Viewpoint/Bias
✓ Point Of View/Purpose
✓ Facts vs. Opinions
✓ Validity Of Information
✓ Author’s Style/Technique
✓ Persuasive Language
### During Reading

**Text Features**
What text features do you notice?  
How will they help you learn from this reading?

**Locate information**
What is a fact about ___ in paragraph ___.  
Find ___ in the table.

**Locate, then Analyze Information**
What did you learn about the topic in the first paragraph??  
What information tells you that?

**Infer from Context**
What does this word mean?  
Why do you think that?

**Paraphrase statements**
What is another way to say ________?  
(sentence or phrase from text)

**Use Visuals**
How does the ___ (chart, diagram, graph) help you understand the text?

**Main Idea of a Paragraph**
What is the main idea of this paragraph?  
What information supports it?

### After Reading

**Using Glossary and Index**
How does a glossary help you understand the reading?  
How does an index help readers?

**Compare and Contrast**
How is ___ like ___?  
How is ___ different from ___?

**Identify Opinion**
Look for a sentence that is an opinion.  Why do you think it is an opinion?

**Analyze Examples**
Why did the writer include this information in paragraph ____?  What was the writer trying to help you understand?

**Summarize**
The text:  
First, list important ideas you learned.  
Then write a short summary that tells the ideas and the most important examples.

**Identify/Infer the Main Idea**
What is the main idea of the whole passage?  
State it in a sentence.  
What parts of the passage support it?  
What is the best conclusion you can make based on what you read?

### Craft and Structure

**Structure of the text**
How did the writer organize the text?  
___ sequence or time order  
___ compare and contrast  
___ description  
___ cause-effect

**Author’s Purpose**
What does the writer want you to understand because you read this?

**Author’s Viewpoint/Tone**
How does the writer feel about the topic?  Why do you think that?  
What are some words that show how the writer feels about the topic?

**Author’s Techniques**
What text features did the writer use to help you learn about the topic?  
How does this technique help you understand the ideas?  
Why did the writer include a bibliography?  
What other techniques did the writer use?

Advanced: Compare two texts on the same topic—how are they alike, how are they different?
**Example Lesson Plan: How to Analyze Nonfiction**

**BIG Idea:** Nonfiction writers use information to communicate ideas. Readers analyze nonfiction to figure out important ideas.

**Big Questions:** How does a nonfiction writer organize a passage? How do readers analyze nonfiction?

<table>
<thead>
<tr>
<th>Preview</th>
<th>Model</th>
<th>Interest</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Students will be able to preview a nonfiction text and identify relevant information and words.</td>
<td>Target: Students will be able to identify relevant information.</td>
<td>Target: Students will be able to use structure of text to identify central idea and main ideas.</td>
<td>Target: Students will combine strategies and skills to process text independently.</td>
<td>Target: Students will increase complexity of response—raising rigor.</td>
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</table>

**I DO:** Introduce BIG question. Demonstrate and think out loud: How do I preview text—scan the passage and examine the illustrations to figure out what the passage is about and where I will find information to answer the question.

**WE DO:** List information we see in illustration or first paragraph—that we will use to answer the BIG question.

**YOU DO:**
- > Continue information list.
- > List content words that will help to answer the big question.

**Check for Understanding:**
- > **Start glossary** – define words from the word list you made.
- > Add to (if already started) Nonfiction Reader Glossary: title; headings; bold print; diagrams, illustrations, captions

**Students needing support:** Revisit response to question. Use another text or same text as read during week to figure out how to respond to a BIG question with evidence from a text—list or underline important information, decide which to include in response.

**Advanced Students:** Write and illustrate your own explanation of the topic—same central idea or another central idea.

**Class Synthesis:** What ideas did we learn about the week’s topic?

**What did we learn about how to answer a BIG question?**
COMMON NONFICTION QUESTIONS
You can use these questions to assess students' reading of any nonfiction passage.

Important Information
What is the most important information in the first paragraph?
Why do you think it is important?

Supporting Ideas
List the topics of the paragraphs.

Main Idea
What is the main idea of the selection?
Why do you think that is the main idea?

Structure of the Text
How does the writer begin and end the passage?
How does the beginning help you to figure out what you will learn?
How does the ending help you understand what the writer wanted you to understand?
### BIOGRAPHY QUESTIONS

**Before/At Beginning of Reading**

This is a biography. What makes it different from a story?

<table>
<thead>
<tr>
<th><strong>During Reading</strong></th>
<th><strong>Craft and Structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locate information</strong></td>
<td></td>
</tr>
<tr>
<td>What is a word the writer uses to describe ____? (person or place)</td>
<td></td>
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<tr>
<td><strong>Locate, then Analyze Information</strong></td>
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<tr>
<td>What did you learn about the place in this paragraph/part of the story?</td>
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<tr>
<td>What did you learn about the person’s life in this paragraph?</td>
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<tr>
<td><strong>Infer from Context</strong></td>
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<tr>
<td>What does this word mean?</td>
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<tr>
<td>Why do you think that?</td>
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<tr>
<td><strong>Rephrase statements</strong></td>
<td></td>
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<tr>
<td>What is another way to say _______? (sentence in biography)</td>
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<tr>
<td><strong>Cause-Effect</strong></td>
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<tr>
<td>What is something important that happened during this person’s life?</td>
<td></td>
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<tr>
<td>What caused it?</td>
<td></td>
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<tr>
<td>How problems or changes did it cause?</td>
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<tr>
<td>How did the person feel about it?</td>
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<tr>
<td>What did the person do because of it?</td>
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<tr>
<td><strong>Predict</strong></td>
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<tr>
<td>What do you predict will happen next?</td>
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<tr>
<td>Why do you think that?</td>
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<thead>
<tr>
<th><strong>During Reading</strong></th>
<th><strong>After Completing the Biography</strong></th>
<th><strong>After Completing the Biography</strong></th>
<th><strong>After Completing the Biography</strong></th>
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<td><strong>Sequence the events:</strong></td>
<td><strong>Sequence the events:</strong></td>
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<td>What were the important events in the order they took place?</td>
<td>What were the important events in the order they took place?</td>
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<td>What were the important events in the order they took place?</td>
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<td><strong>Why were they important to the person?</strong></td>
<td><strong>Why were they important to the person?</strong></td>
<td><strong>Why were they important to the person?</strong></td>
<td><strong>Why were they important to the person?</strong></td>
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<td><strong>Infer character traits</strong></td>
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<td>What are some traits of the person?</td>
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<td><strong>What information supports that inference?</strong></td>
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<td><strong>Problem-Solution/Conflict and Resolution</strong></td>
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<td><strong>Problem-Solution/Conflict and Resolution</strong></td>
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<td>What challenges did the person face?</td>
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<td>What challenges did the person face?</td>
<td>What challenges did the person face?</td>
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<td>How did he or she meet them?</td>
<td>How did he or she meet them?</td>
<td>How did he or she meet them?</td>
<td>How did he or she meet them?</td>
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<td>What resulted from that choice?</td>
<td>What resulted from that choice?</td>
<td>What resulted from that choice?</td>
<td>What resulted from that choice?</td>
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<td><strong>Identify/Infer the Main Idea or Theme</strong></td>
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<tr>
<td>What is the main idea or theme of the biography?</td>
<td>What is the main idea or theme of the biography?</td>
<td>What is the main idea or theme of the biography?</td>
<td>What is the main idea or theme of the biography?</td>
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<tr>
<td>State it in a sentence.</td>
<td>State it in a sentence.</td>
<td>State it in a sentence.</td>
<td>State it in a sentence.</td>
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<tr>
<td><strong>What parts of the biography support it?</strong></td>
<td><strong>What parts of the biography support it?</strong></td>
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<td><strong>What parts of the biography support it?</strong></td>
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| **Author’s Viewpoint/Tone** |  |
| How does the writer feel about the person and the challenges he or she faced? |  |
| Why do you think that? |  |
| What kinds of descriptions of the person or events does the writer use that tells you that? |  |

| **Author’s Techniques** |  |
| What technique does the writer use in this part of the biography? |  |
| After: Find an example of this technique in the biography. |  |
| **Story may include one or more of these:** |  |
| dialogue |  |
| foreshadowing |  |
| irony |  |
| sensory language |  |
| simile |  |
| symbolism |  |
| suspense |  |

How does this technique help you understand the biography?
### BIOGRAPHY Lesson Plan example

**Big Idea:** The central person in a biography changes as the events take place; those changes represent a theme.

**Big Question:** *How does the writer help you understand the person’s development; how does that help you understand the theme.*

**CCSSRL1.** Read closely, make inferences with evidence.  
**CCSSRL3.** Analyze character development  
**CCSSR2.** Infer theme

<table>
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<th>Preview</th>
<th>Model and INTEREST</th>
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<th>ASSESS and Clarify</th>
<th>Finish well</th>
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<tbody>
<tr>
<td><strong>Target:</strong> Infer traits.</td>
<td><strong>Target:</strong> Analyze development of a person</td>
<td><strong>Target:</strong> Infer theme of a biography</td>
<td><strong>Target:</strong> Relate personal development to theme.</td>
<td><strong>Target:</strong> Increase competence to relate character development and theme.</td>
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**I Do:**
Read part of biography aloud.  
Think out loud as you read: what trait does this choice/action show?

**We Do:**
Read another part of the biography.  Relate actions to traits.  Figure out the trait of person based on choices/actions.

**You Do:**
Draw character/person then give picture to another student, who infers who is pictured and tell traits the picture shows.

**Advanced: Write the steps to figure out character traits.**

**Assessment:**
List one of your own traits. Tell how your actions show it.

---

**I Do:**
Explain that in most biographies the central person changes.  The person learns a lesson.  Or the person makes a choice that changes his/her future.

Start a list: Choices the person made.  What does one choice show about how the person changed or learned something?

**We Do:**
Complete the list.  Analyze: What did the person learn or how did the person change?

**You Do:**
Write about one choice the person made.  Identify effects on the person.  Advanced: Write a note to the person about the choice.

**Assessment:**
Write a note to the person telling what you think about one choice he or she made.

**I Do:**
Demonstrate how to infer theme of a biography or story based on person’s choices and development.  Emphasize that the writer’s choices include the events included as well as techniques such as anecdotes, dialogue, comments.

**We Do:**
Debate different themes that are possible for the biography.  Find evidence to support different themes.

**You Do:**
Choose one theme to support and explain basis.

**Advanced:**
Write a note to the person about the choice.

**Assessment:**
Write steps to figure out the theme of a biography.

**You Do:** (Formative assessment)
Read a concise biography.  Infer trait with evidence.  Identify way(s) the central person changes.  Infer theme and support with evidence.

**I Do:**
Circulate, check and clarify, extend.

**Students needing support:**
Make diagram of choices and traits shown by choices.

**Advanced Students:**
List responses to the question: How does a writer help you understand a theme through the choices and actions of a person?

**I do:**
Start list of answers to the BIG question.

**We do:**
Students needing support--Teacher Guides: analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned.  Decide what theme could be developed through a story about it.

**INDEPENDENT** Advanced: Options:
> Write a reflection that the central person might have said about the theme.  
> Write scenario or dialogue for an important part of the biography that represents theme.

**Class Synthesis:**
Whole class dialogue, make list: How does a writer help you understand the theme of a biography?
Fiction Reader
Collaborative Activity or Independent Assessment

1. Who is the main character?

2. What is one trait of this character?

3. How does the writer communicate that trait? Underline parts of the story that show the trait or put a C1 on tiny pieces of paper next to those parts.

4. What is ANOTHER trait of this character?

5. How does the writer communicate that trait? Underline parts of the story that show the trait or put a C2 on tiny pieces of paper next to those parts.

6. What is the most important event in the story?

7. How does that event help you understand the characters?

8. What is the theme?

9. What events tell you that is the theme?

Write the next part. Be sure to keep the characters’ traits the same.
Start Clearly to Read a Story Closely

Common Core Reading Standard 1: Read closely, then make and support logical inferences. Supports standard 3—figure out what happens in a story.

Who and Where

When you start to read a story, draw a picture that shows the place.

Then add one or two characters who are part of the story.
Predict what will happen.
Then read to find out what the people do.
**I Can Sequence a Story**  
Use sequence to tell or retell a story  
CCSSR 1. Read carefully/closely to CCSSR3—sequence events in a story (plot).  
Use this chart to tell a story you make up or to report a story you read.

<table>
<thead>
<tr>
<th>First</th>
<th>Then</th>
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<table>
<thead>
<tr>
<th>Then</th>
<th>Then</th>
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<table>
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<tr>
<th>Then</th>
<th>At the end</th>
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Then write what you think about the story.  
What did you like about it?  
What parts of the story were most important?
I CAN COMPREHEND A STORY: SEQUENCE

CCSSR 1. Read carefully/closely to sequence events in a story (plot).

Draw pictures to show what happened. Number each box to tell the sequence. Put the page number on which you found the events.

EXCEED On another page retell the story your way. Add details. Add dialogue.
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.

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<thead>
<tr>
<th>TRAIT</th>
<th>SYNONYM</th>
<th>ANTONYM</th>
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<tbody>
<tr>
<td>brave</td>
<td></td>
<td></td>
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<tr>
<td>wise</td>
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Analyze, then Infer with evidence
CCSR 1 Read carefully/closely to figure out a character’s traits (CCSSR3)

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.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

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SMART CHART: FEELINGS

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>
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</tbody>
</table>

Analyze, then Infer with evidence
CCSSR1—read carefully, then infer causes and effects (CCSSR3)

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.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Story Reader: I figure out what goes on in a story.

CCSSR1. Read carefully/closely to figure out events (CCSSR3) in a story

As you read a story, note what you learn about the characters and events. Note what you learn in each box for each paragraph or page.

P. 1

P. 2

P. 3

P. 4

P. 5

What do you think is the most important event so far in the story?

_______________________________________________________________
Story Interpreter: Feelings
CCSSR 3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.

Feelings are part of every story. Think about one of the main characters in a story. How does the character feel in different parts of the story?

Character: ____________________________________________

<table>
<thead>
<tr>
<th>When</th>
<th>Feeling</th>
<th>Why the Character Feels this Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning</td>
<td></td>
<td></td>
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<tr>
<td>When something important happens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end</td>
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</tbody>
</table>

What does the character learn from what happens in the story?
___________________________________________________________________________

*If the character changes, explain how and why.*

How:
___________________________________________________________________________

Why:
___________________________________________________________________________
Story Reader

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. Supports CCSSR3—figure out the plot and characters.

Show the place.

Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
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</table>

What was an important event?

Tell how you think the characters felt about that event. Why do you think they felt that way?
Map a Story
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/infer cause-effect relations.
CCSSR1—read carefully to identify/analyze relationships (CCSSR3)

I can identify/infer cause-effect
Answer these questions about any story.
First, find an important action or choice someone makes.

- What do you find in the story that tells you what caused someone to do that?
  What do you infer caused it?

- What did that lead to—that is an effect.
  What does the story say happens because of that action?
  What do you predict it will lead to?
  What will people do next?

Analyze and Infer Causes and Effects
Write a few words in the triangle that name an event.
Write a few words in the boxes that tell causes of that event.
Then write a few words in the parallelograms that tell effects of that event.

Write what you think.
Explain what you think was the most important cause and why.
Explain what you think was the most important effect and why.
I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas. Students use the major events (CCSSR3) and writer’s choices of the parts of the story (CCSSR5) to conclude the theme.

**Draw or briefly tell the three most important parts of the fable.**

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
</table>

This is what I think the moral is.

______________________________________________________________________

This is what this fable shows about the culture’s values.

______________________________________________________________________
______________________________________________________________________

This is my evidence for that conclusion.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
READ THOUGHTFULLY, then THINK MORE!

READ THOUGHTFULLY.
The following diagram includes standards-based questions. They are good questions to ask about any story—even stories on TV! Choose a story. Read it and talk about answers to these questions.

CREATE!
• Write a preview for the story—tell why someone should read it.
• Illustrate the story. Draw pictures showing important events.
• Write a letter that someone in the story might have written.
• Choose music that the characters would like.
• Create the cartoon version.
• Tell about what might have happened before the story started.
• Write/draw the next part.
• Turn it into a play.
  > List the events and characters. Note the characters' traits.
  > Figure out the message or theme of the story. Then write the dialogue.
### Story Writer's Choices Framework

**Use to Plan and Write a Story—CCSS Anchor Writing Standards:**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<table>
<thead>
<tr>
<th>Theme</th>
<th>CCSS reading literature 2: Determine central ideas or themes of a text and analyze their development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td>CCSS reading literature 5: structure of the story</td>
</tr>
<tr>
<td>Characters</td>
<td>CCSS reading literature: CCSS 3: character development; 1: read closely, analyze, infer with evidence</td>
</tr>
<tr>
<td>Setting</td>
<td>CCSS reading literature 1: read closely, analyze, infer with evidence</td>
</tr>
<tr>
<td>Problem or Conflict</td>
<td>CCSS reading literature 3: plot; 5: structure</td>
</tr>
<tr>
<td>Point of View</td>
<td>CCSS reading literature 6: point of view</td>
</tr>
</tbody>
</table>

#### Theme
What is my theme—the central idea I want readers to understand?

#### Plot
- What will happen? (structure of a story)
  - How does it begin? (exposition)
  - How does it continue? (rising action)
  - What is the climax? (turning point)
  - What happens after that? (falling action)
  - How does it end? (resolution)

#### Characters
- Who are the main characters?
- What are their traits?
  - How does the writer communicate those traits?
    - Use dialogue to help my readers understand the characters?
    - Use actions they take to help readers understand their traits—and the theme?
    - Tell the character’s thoughts and feelings?
  - How do readers learn that? (relationships)
- How do they feel about each other? (relationships)
- How does a main character change?
  - What causes that change?

#### Setting
- Where and when does it take place? (setting)
  - How do readers “see” that place?
  - How do readers know what that time is?
  - How does the setting create a mood or atmosphere?

#### Problem or Conflict
- What problem or conflict do the characters face? How do they solve it or resolve it?

#### Point of View
- Who narrates?
  - A character from the story
  - A narrator who is just telling the events but not explaining the story (third person)
  - A narrator who is not part of the story but who tells us what the characters are thinking (third person omniscient)

For more information and examples of the elements of fiction, go to http://www.readwritethink.org/files/resources/interactives/lit
NWEA FICTION GUIDE/ASSESSMENT QUESTIONS

Plot Structure
What was the most important event?
Why?

Cause-effect
What was an important choice someone made?
What happened because of that choice?

Author's Techniques
How did the writer help you understand what the characters are like?

Theme or Message
What message or idea did the writer want you to understand by reading the story?

Identify/infer Stated and Implied Character Traits
Which of these is true of _____?
Which of these words describes _____?
Which trait does ____ show when he ________?

Analyze and Infer Motive
Who would most likely agree with the statement below?
Why does x feel _____?
Why does ____ say ______?

Analyze Relationships
What word best describes the relationship between ______ and ______?
How does _____ feel about ________?

Infer Word Meaning from Context
In the passage, what does ______ mean?
Which of these is the best definition of the word _____ as used in paragraph x?

Identify/Classify Sequence
Which event happened last?
Which event occurred before ________?

Identify/Analyze/Infer Causes and Effects
What caused ________?
Which of these occurs because ________?
At the end of the passage, why is ________?
FICTION
BIG Idea:
Writers write stories to tell a moral or message about life.

BIG question:
How do you read a story?
Common Fiction Questions
These questions can be used to assess students' comprehension of texts.

Plot Structure
How does the story start?
How does it end?
What was the most important event?

Cause-effect
What was an important choice someone made?
What happened because of that choice?

Author's Techniques
How did the writer help you understand what the characters are like?

Main Idea (NWEA) or Theme (Common Core)
What message or idea did the writer want you to understand by reading the story?
## NWEA Skills Categories: Reading FICTION

### PART 1: What does the story tell me?
- LOCATES INFORMATION
- INFERS MEANING
- MAKES PREDICTIONS
- DRAWS CONCLUSIONS

### Part 2: Getting the Message
The following NWEA skills relate to inferring the theme or moral of a story.
- SUMMARIZES
- INFERS/ANALYZES THEME
- LESSON/MORAL  Note: Usually is the theme.
- MAIN IDEA of a Story or other work of literature

### Part 3: How does the writer tell me the theme/message?
The author uses the plot and character development to communicate the theme. Setting usually supports development of the theme.
- SETTING
- CHARACTER
- PLOT

The plot is the key to understanding the theme-message-moral of a story. Plot analysis includes:
- SEQUENCE
- CAUSE AND EFFECT
- CONFLICT/RESOLUTION

### ANALYZING THE WRITER’S CRAFT
- AUTHOR’S VIEWPOINT
- TONE

### POINT OF VIEW

### AUTHOR’S STYLE/TECHNIQUE
- DIALOGUE
- FORESHADOWING
- IRONY
- MOOD

### FICTION AND POETRY TECHNIQUES:
May be used in poetry and in other genres.
- IMAGERY AND SENSORY LANGUAGE
- FIGURATIVE LANGUAGE
- SIMILES AND METAPHORS
- IDIOMS
- SYMBOLISM
# STORY QUESTIONS

**Before/At Beginning of Reading**  Which genre is this story?  **What kinds of features will be in it?**

<table>
<thead>
<tr>
<th>DURING READING</th>
<th>AFTER COMPLETING THE STORY</th>
<th>Craft and Structure</th>
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</thead>
<tbody>
<tr>
<td>Locate information</td>
<td>Sequence the story: What were the important events in the order they took place?</td>
<td>May be asked during or after reading.</td>
</tr>
<tr>
<td>Locate, then Analyze Information</td>
<td>Infer character traits</td>
<td><strong>Author’s Viewpoint/Tone</strong></td>
</tr>
<tr>
<td>Who are the important characters?</td>
<td>What is a trait of one of the characters?</td>
<td>How does the writer feel about the characters and events?</td>
</tr>
<tr>
<td>What did you learn about the setting in this paragraph/part of the story?</td>
<td><strong>Problem-Solution/Conflict</strong></td>
<td></td>
</tr>
<tr>
<td>What did you learn about the characters in this part of the story?</td>
<td>How did characters solve the problem (or conflict)?</td>
<td>Why do you think that?</td>
</tr>
<tr>
<td>What information tells you that?</td>
<td>How did they feel about that choice?</td>
<td>What kinds of descriptions of the characters or events does the writer use that tells you that?</td>
</tr>
<tr>
<td><strong>Infer from Context</strong></td>
<td><strong>Analyze Narrator</strong></td>
<td><strong>Author’s Techniques</strong></td>
</tr>
<tr>
<td>What does this word mean?</td>
<td>Who told the story? How do you think the narrator felt about the characters?</td>
<td>What is the feeling or mood of the story (or this part of the story)?</td>
</tr>
<tr>
<td>Why do you think that?</td>
<td><strong>Why do you think that?</strong></td>
<td>How does the writer set that mood?</td>
</tr>
<tr>
<td><strong>Rephrase statements</strong></td>
<td><strong>Summarize</strong> the story:</td>
<td>What technique does the writer use in this part of the story?</td>
</tr>
<tr>
<td>What is another way to say _______?</td>
<td>Who were the important characters?</td>
<td>Find an example of one of these techniques in the story.</td>
</tr>
<tr>
<td><strong>Identify Narrator</strong></td>
<td>What problem did they solve?</td>
<td>dialogue  foreshadowing  irony  sensory language  flashback  symbolism</td>
</tr>
<tr>
<td>Who is telling the story?</td>
<td>How did they solve it?</td>
<td><strong>How does this technique help you understand the story?</strong></td>
</tr>
<tr>
<td>How do you know?</td>
<td>How did they feel after they solved it?</td>
<td><strong>After reading two stories:</strong></td>
</tr>
<tr>
<td><strong>Cause-Effect</strong></td>
<td>What information tells you that?</td>
<td><strong>Compare Stories</strong></td>
</tr>
<tr>
<td>What is an important change or event?</td>
<td>Identify/Infer the Main Idea or Theme</td>
<td>Compare this story to another that has the same theme. <strong>How are they different? How are they alike?</strong></td>
</tr>
<tr>
<td>What caused it?</td>
<td>What is the main idea or theme or lesson learned? State it in a sentence.</td>
<td><strong>What parts of the story support it?</strong></td>
</tr>
<tr>
<td>How did characters feel about it?</td>
<td></td>
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</tr>
</tbody>
</table>
### Example Fiction Lesson Plan

**Big Idea:** The central character in a story develops as the events take place.

**Big Question:** How does the writer help you understand a character?

**CCSSRL1.** Read closely, make inferences with evidence.  
**CCSSRL3.** Analyze character development

<table>
<thead>
<tr>
<th>Preview</th>
<th>Model Interest</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Infer character traits.</td>
<td>Target: Infer character's feelings.</td>
<td>Target: Identify way(s) a character changes in a story.</td>
<td>Target: Interpret character development.</td>
<td>Target: Analyze character development.</td>
<td></td>
</tr>
</tbody>
</table>

**I Do:**
- Read part of story aloud.  
- Think out loud as you read-Who is an important character? What do I know about that character? How do I figure out a trait?

**We Do:**
- Read another part of the story. Figure out the trait of another character.

**You Do:**
- Draw one character, then give picture to another student.  
- Dialogue: Infer who is pictured and tell a trait the picture shows.

**Assessment:**
- List one of your own traits. Tell how your actions show it.

**I Do:**
- Start a story chart—how do I know how the main character feels during the story?

<table>
<thead>
<tr>
<th>Event</th>
<th>How I feel</th>
</tr>
</thead>
</table>

**We Do:**
- Continue the chart with input from students.

**You Do:**
- Complete the chart for another character.

**Assessment:**
- Tell how you can figure out a character’s feelings.

**I Do:**
- Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future.

- Make a list: Choices the main character made. What does one choice show about how the character changed or learned something?

**You Do:** (Formative assessment)  
- Read a short story or part of a story.  
- Identify main character and infer trait with evidence.  
- Identify way(s) the central character changes.

| I Do: Check and clarify, extend |

**We Do:**
- Analyze the list: What did the character learn or how did the character change?

**You Do:**
- Complete the chart for another character.

**Assessment:**
- Tell how you can figure out a character’s feelings.

**I Do:**
- Write about one choice the character made. What did it lead to?

**You Do:**
- Write a note to the character telling what you think about one choice the character made.

**Assessment:**
- Write a note to the character telling what you think about one choice the character made.

**Teacher Guides Students needing support:**
- We analyze an actual event; list choices the person made, infer trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.

**INDEPENDENT Advanced:**
- Options:
  - Write a reflection that the central character might have written—what I learned.
  - Write the next part of the story, showing that the character learned an important lesson.
  - Act out an important part of the story.

**Class Synthesis:**
- Whole class dialogue: How does a writer help you understand a character in a story?
Literature Lesson: Analyzing Theme

BIG Idea: Writers communicate a message or theme through a story. Readers analyze a story to figure out the message.

Big Questions: How does a writer communicate a message in a story? How do readers figure out the theme?

Common Core Anchor Standards: 1. Read closely and make logical inferences; cite specific textual evidence. 2. Determine themes of a text and analyze their development; summarize the key supporting details and ideas. 3.

<table>
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<th>ASSESS and Clarify</th>
<th>Finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DO: Read first part of story aloud. Think out loud—Who are the characters, what is the place?</td>
<td>I DO: Continue to read aloud and Think out loud—How actions help you figure out a character’s traits or characteristics. What does the writer do to help you understand the characters?</td>
<td>I DO: How to infer the theme of a story.</td>
<td>ASSESSMENT</td>
<td>Students needing support: Use story map from Thursday to answer extended response questions with evidence: How does the writer help you understand the theme?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WE DO: Begin story “map”—What is the setting, who are the characters, plot--how does the story start?</td>
<td>WE DO: Infer characteristics or traits of the characters from actions. What does the writer include to help you interpret them?</td>
<td>WE DO: Analyze the story—figure out the problem and solution; figure out the theme—how do the events help you understand it. How does the writer help you understand that?</td>
<td>S: Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis.</td>
<td>Advanced Students: Write extended response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YOU DO: Continue story map.</td>
<td>YOU DO: Complete the story if not already completed. List evidence to support the theme—events and information the writer includes.</td>
<td>YOU DO: Complete the story if not already completed. List evidence to support the theme—events and information the writer includes.</td>
<td>T: Check for Understanding—catalyze and guide individuals needing assistance.</td>
<td>Class Synthesis: What have we learned about interpreting stories?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check for Understanding: Start story glossary—explain what each word means and give an example from the story. plot setting character
**Example of a FICTION LESSON/LEARNING PLAN**

**BIG Idea:** Writers communicate a message through a story. Readers analyze a story to figure out the message. **Big Questions:** How does a writer communicate a message in a story? How do readers figure out the theme?

**Common Core Anchor Standards:**
1. Read closely and make logical inferences; cite specific textual evidence.
2. Determine themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

<table>
<thead>
<tr>
<th>Preview Model Interest</th>
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<th>ASSESS and Clarify</th>
<th>Finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Identify characters, plot, setting based on close reading of text.</td>
<td><strong>Target:</strong> Infer character traits based on actions.</td>
<td><strong>Target:</strong> Analyze characters and events to infer theme of a story.</td>
<td><strong>Target:</strong> Analyze a story to determine the theme.</td>
<td><strong>Target:</strong> Increase competence in story analysis</td>
</tr>
<tr>
<td>I DO: Read first part of story aloud. Think out loud—start to answer the questions, showing how to revisit a sentence or paragraph to get answers: Who are the characters, what is the setting?</td>
<td>I DO: Continue to read aloud and Think out loud—How actions help you figure out a character’s traits or characteristics from what he/she says/does.</td>
<td>I DO: Demonstrate How to infer the theme of a story—think out loud about the current story—if still being read then anticipate theme.</td>
<td>ASSESSMENT S: Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis.</td>
<td>Students needing support: Teacher guides to use story chart from Thursday to infer theme and cite basis for the inference.</td>
</tr>
<tr>
<td>WE DO: Begin story chart—What is the setting, who are the characters, plot—how does the story start? List answers, citing the text or illustration on which they are based.</td>
<td>WE DO: Infer characteristics or traits of the characters from actions. Clarify the difference between traits and feelings.</td>
<td>WE DO: Complete, then analyze the story—figure out the problem and solution; figure out the theme—how does the writer include events to help you understand it. How does the writer help you understand it through characters’ choices and changes?</td>
<td>T: Check for Understanding—circulate and guide individuals needing assistance.</td>
<td>Advanced Students: Options: &gt; Write the next part of the story, maintaining the theme. &gt; Add dialogue/illustrate important events that support the theme. &gt; Write scenario for another story that would communicate the same theme.</td>
</tr>
<tr>
<td>YOU DO Continue story chart. Assessment Start story glossary—explain what each word means and give an example from the story. plot, setting, character</td>
<td>YOU DO: List important characters and cite evidence for inference about one trait. Assessment Continue story glossary: Main or Central Character Characteristic or trait Infer Feeling</td>
<td>YOU DO: Revisit the parts of the story. List evidence to support the theme—events and information the writer includes. Assessment Summarize the story in 4 sentences including information/events that support the theme.</td>
<td><strong>Students needing support:</strong> Make chart of the story. <strong>Advanced Students:</strong> Illustrate and/or add dialogue to the event in the story that most strongly supports the theme.</td>
<td>Class Synthesis: Dialogue then list with partner responses to the Big questions; then contribute to class response to the big questions.</td>
</tr>
</tbody>
</table>
BIG Idea:
Poets use words and images to communicate about a theme.

BIG question:
How do you read a poem?
Poetry Interpretation
The following competencies are specified for poems.

**Compares content/concepts**
Analyze the mood
**Identifies specific forms**
Analyzes poems to determine the main idea
**Compares** poems to determine the common theme
Analyzes poems to identify the theme or main idea
**Identifies the mood** in a poem
**Infers the author’s viewpoint**
POETRY INTERPRETATION QUESTIONS

Before/At Beginning of Reading
What kinds of things does a poet do to write a good poem?

Students should read a poem at least two times so they appreciate it and then interpret it.

| After First Reading                                                                 | After Second Reading                                                     |
|------------------------------------------------------------------------------------|==========================================================================|
| **Infer from Context**                                                             | **Identifies specific form of poem**                                     |
| What does the word ______ mean?                                                    | Which kind of poem is it?                                               |
| *Why do you think so?*                                                             | (limerick, haiku, sonnet are examples).                                  |
|                                                                                   | How do you know?                                                        |
| **Analyze Mood**                                                                  | **Analyze Author’s Techniques**                                         |
| How does the poet want you to feel?                                               | What technique does the writer use?                                    |
| *Why do you think that?*                                                           | rhyme                                                                    |
|                                                                                   | repetition                                                               |
|                                                                                   | irony                                                                    |
|                                                                                   | sensory language                                                        |
|                                                                                   | simile                                                                   |
|                                                                                   | metaphor                                                                 |
|                                                                                   | symbolism                                                                |
|                                                                                   | figurative language                                                     |
| **Analyze Structure**                                                             | *How does that technique help the poet communicate the idea or theme of the poem?* |
| Why does the poet start with the first sentence—                                   | **Compare this poem to another poem or to a story with a similar theme.** |
|   what does the poet want you to think about because of that first sentence?      | *How are they alike?*                                                   |
| Why does the poet end with the last sentence?                                     | *How are they different?*                                               |
| What does the poet want to be sure you think about because of that last part?     |                                                                         |

<table>
<thead>
<tr>
<th>Identify/Infer the Main Idea or Theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the main idea or theme of the poem?</td>
<td>State it in a sentence. <em>What parts of the poem communicate that theme?</em></td>
</tr>
</tbody>
</table>
POEM LESSON PLAN EXAMPLE with gradual release of responsibility across the week.

BIG Idea: Poets use words to communicate. Readers analyze a poem to figure out the message.

Big Questions: How do poets communicate their ideas? How do readers interpret a poem?

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. (Insert standards specific to your grade level.)

<table>
<thead>
<tr>
<th>Preview</th>
<th>Model and GUIDE</th>
<th>ASSESS and Clarify</th>
<th>Fix</th>
<th>Go Deeper</th>
<th>Finish well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Explain how a poem is different from other kinds of literature.</td>
<td>Target: Analyze poem to determine its theme.</td>
<td>Target: Analyze how a poet communicates a theme</td>
<td>Target: Demonstrate and expand poetry interpretation competence</td>
<td>Target: Expand poetry interpretation competence</td>
<td></td>
</tr>
<tr>
<td>I DO: Read first stanza of poem aloud. Think out loud—How is a poem different from a story?</td>
<td>I DO: Think out loud—how do I infer the theme of a poem—how does the writer communicate it?</td>
<td>I DO: List steps to interpret a poem—read it once to appreciate the poem; read it again to infer theme; read it 3rd time to identify techniques used to communicate theme.</td>
<td>ASSESSMENT S: Independently read another poem. Identify theme. List ways the writer has communicated it. T: Check for Understanding—circulate and guide individuals needing assistance.</td>
<td>Students needing support: Read a new poem, use poem reader (graphic organizer) to show how the parts communicate a theme.</td>
<td></td>
</tr>
<tr>
<td>WE DO: Guides students to notice figurative language, other techniques used: alliteration, rhyme, repetition.</td>
<td>WE DO: Read poem and think out loud with the students: What is the theme of the poem? How does the poet help me understand it?</td>
<td>WE DO: Analyze different poem, steps 1, 2, 3.</td>
<td>Think Out Loud with Class or group: clarify any points students did not &quot;get&quot;.</td>
<td>Advanced Students: Write your poetry guide-- to reading a poem—use a different poem—could be a poem you write!</td>
<td></td>
</tr>
<tr>
<td>YOU DO: Choose your favorite parts of the poem. Tell what you like about how the poet communicates.</td>
<td>YOU DO: Re-read poem and list evidence for the theme. Draw a picture of what poet &quot;says&quot; in poem to communicate the theme. Share/compare.</td>
<td>YOU DO: Picture a poem--show the poet's idea. Make a &quot;key&quot; to your picture--Theme Images</td>
<td>Students needing support: Pair and compare lists, add more evidence of ways the poet communicates the theme.</td>
<td>Class Synthesis: What have we learned about interpreting poems? (Can be a guide to interpreting a poem.)</td>
<td></td>
</tr>
<tr>
<td>Check for Understanding: Start poet’s glossary: Include the terms identified in the analysis: alliteration onomatopoeia rhyme repetition stanza</td>
<td>Check for understanding: continue poet's glossary: theme interpret</td>
<td>Check for Understanding: Write your own directions: how to interpret a poem.</td>
<td>Advanced Students: Write about poem—letter to the poet or extended response—how did this poet create a mood or tone?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The next page provides a comprehensive poem assessor.
Poem Analyzer  
*Italicized items are NWEA specifications.*

Read a poem three times.

**First time, enjoy it!**
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.
Note what you like about the poem.
Draw a picture that shows what you see when you read it.

**Second Time: Interpret It.**
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
*(191) Analyzes poem to determine main idea. (NWEA uses main idea and theme.)*

What is the theme? ___________________________________________________

What is one statement from the poem that best represents that theme or main idea?
*(221) Evaluates statements to choose the one which best represents the main idea of a poem*

___________________________________________________________________________

How does the author feel about the topic? ________________________________________
*(191) Infers author’s viewpoint (term not used) in poems.*

What does the writer include that tells you that? ________________________________

___________________________________________________________________________

**Third Time, Analyze how the writer helps you understand the poem.**
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.

What is the mood of the poem? *(181) _____________________________________________

List one line that shows that mood. *(181) ____________________________________________

___________________________________________________________________________

Look for examples of these kinds of words and phrases. List one you find (if you find it). Tell what it means.

<table>
<thead>
<tr>
<th>simile (181)</th>
<th>metaphor (201)</th>
<th>image (201)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Think More**  Explain how the writer helps you understand the poem. *(191)***

**Do More**  Write your own poem about the same theme.
Common Core teachers will ask students to think about questions and to question answers.

Meaningful Math

Common Core STANDARDS FOR MATHEMATICAL PRACTICE

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

What do those practice standards mean?
That finding an answer is not the destination—it’s how you get there and the patterns you find as you solve a problem.
Strategic Problem Solvers Apply the Common Core Math Practice Standards

It’s about thinking clearly.
Two of the standards are essential every time students solve any problem, so they are outside the boxes. The standards in the boxes are important, but students need to move into the standards progressively, making one standard a continuing habit and then gaining fluency with another.

**MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM** (1)

- **Think Clearly**
  - Reason abstractly and quantitatively (2)
  - Construct viable arguments and critique the reasoning of others (3)

- **Use Models and Tools Strategically**
  - Model with mathematics (4)
  - Use appropriate tools strategically (5)

- **Recognize and Use Patterns and Structure**
  - Look for and make use of structure (7)
  - Look for and express regularity in repeated reasoning. (8)

**ATTEND TO PRECISION** (6)

*This diagram by the Center for Urban Education is based on “Grouping the SMPs” (McCallum 2011), Supporting Student Success, the Indiana Department of Education.*
The Connected Classroom--Learn who your learners are.

**Math Interest Survey**
1. What is an important math skill?
2. What is a good way to learn math?
3. What kind of math is difficult?
4. What kind of math is easy?
5. What do you like about math?
6. What don’t you like about math?

Put your answers in the boxes. Your teacher can organize this as a project—your class can make a bar graph if you cut the boxes and sort them with other students.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>4</td>
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<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
## MATH GLOSSARY

<table>
<thead>
<tr>
<th>Term or Symbol</th>
<th>What It Means</th>
<th>My Example</th>
</tr>
</thead>
<tbody>
<tr>
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Use words from your glossary to explain a math topic.
MATH ASSESSMENT CONTENT DEFINITIONS—EXAMPLE
You can set up this assessment with terms that your students learn or use it as a pre-assessment. This is an example of a comprehensive pre-assessment to start the school year.

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means—explain in your own words or put an example.</th>
</tr>
</thead>
<tbody>
<tr>
<td>perimeter</td>
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<tr>
<td>parallel</td>
<td></td>
</tr>
<tr>
<td>lines</td>
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<tr>
<td>congruent</td>
<td></td>
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<tr>
<td>shapes</td>
<td></td>
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<tr>
<td>symmetrical</td>
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</tbody>
</table>
I know my numbers from ____ to ____.

CCSS Math Practice Standard 2. Reason abstractly and quantitatively. 
This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Directions: Teachers tell students which numbers to write on the chart. It can be individualized based on different levels of student knowledge of numbers. Then students write those numbers and their names and draw circles to show them. It can be used to check on knowledge of number patterns such as adding by 10s or even, odd. For larger numbers students use different symbols. For example, circle stands for 10s, line stands for 1s.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Draw symbols to show how many this number means.</th>
</tr>
</thead>
<tbody>
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</table>

Exceed: Write a sentence using one of these numbers.
**Math Path**

ILS6A: I can investigate, represent and solve problems using number facts, operations

**PROBLEM:**

Solve the problem on the left side of the arrow. Explain your steps on the right side of the arrow.

*Why I solved it this way.*
**I can solve a word problem strategically!**

*Common Core Math Practice Standard 1: Make sense of problems and persevere in solving them.*

*Note to Teachers: This organizer is designed to guide a student. It also is an instant assessment. If students cannot complete steps 1, 2, or 3, the teacher learns what the kinds of help the student needs to comprehend a word problem and decide which strategies and skills to use.*

<table>
<thead>
<tr>
<th>What is the question asking me to figure out?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>How will I solve it?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What information do I need to solve it?</strong></td>
<td></td>
</tr>
</tbody>
</table>

Your teacher will tell you how to take the next step.

You may complete it by yourself or...

*pair and share*—work together with another student to solve it

or

*pair to compare*—solve it yourself then compare your work with another student’s
Math Problem Solver

**The Problem**—What will you figure out?

**Your Strategy**

**The Solution**

**Answer:**
**MATH SCAFFOLD**

*Common Core Math Practice Standard 1: Make sense of problems and solve them persistently.*

1. **What are you going to figure out?**

2. **How** will you solve the problem?

3. **What information** will you use?

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

5. **What is your answer?**

6. **How did you get it?** Tell what you did.

7. **Tell why** you solved it *this way.*

*This guide was developed through funding from the Institute for Education Sciences, US Department of Education*
**This Week’s Math**

This graphic organizer applies to all math standards and is designed to guide students’ clarifying of what they learn in math each week.

### Topic:

(Write what the focus of the work this week was.)

What are some important words to know when thinking about this math topic? There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

What’s important to know about this math topic?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________