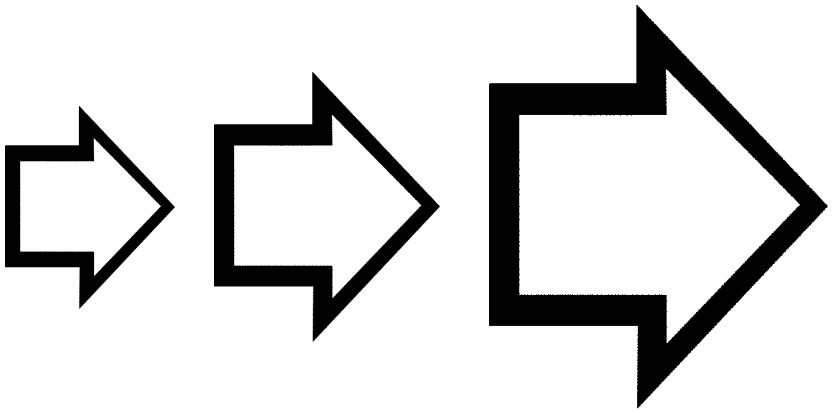
Expand Learning Progress



2015-2016
Priorities and Resources

Polk Bros. Foundation Center for Urban Education
Teacher.depaul.edu

Contents

All resources are posted on teacher.depaul.edu.

Meet the 2016 Challenge!

How will we expand progress?

> Persistent learners
> Informed and involved parents
> School Day/After-School/Home Connections
> Comprehensive Structures

Teach transferrable ideas and abilities:

Teach concepts clearly in accessible contexts;
assess students' ability to apply them to new contexts.

Where are we?

Where are we going?

How will we get there?

What do we need to reach the destination successfully?

What will we do when we hit potholes?

Where are we?

Common Core Land

What does Common Core require?

Clear and careful thinking about more **complex texts** and **math problems** that **challenge** students more than the previous curriculum did.

Strategic thinking as students analyze complex situations in every subject.

Clear and focused communication as students **respond to tasks** that require them to construct responses **to more rigorous questions and apply concepts, skills, and strategies in more challenging contexts.**

At each grade, complexity increases as rigor rises:

Complexity of **Text/Context**

Complexity of **Task**

Complexity of **Concepts**

CONCEPTS in CONTEXT

People learn concepts through situations--contexts.
Concepts are abstract—they can be applied to different contexts.

Structure is a concept.
So is **function**.

Together they make sense of many things.

These two concepts are part of every subject.

- ❖ A paragraph has structure.
- ❖ So does a story.
- ❖ Fractions have structure.
- ❖ Governments have structures.
- ❖ Economies have structures.
- ❖ Fish have structures.

Those structures help them function.

Identify an object that is an example of a structure people have designed to accomplish a function. They all are!
So identify one you think is especially useful.

What did the designer consider—how did the designer structure the object so it would function well?

Object: _____

How did the designer structure it so it functions well?

_____

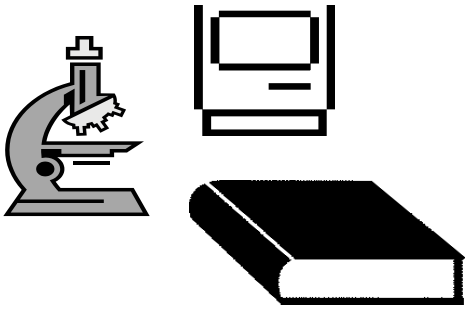
_____

THE KEY TO BIG THINKING: CONCEPTS

THE WAY TO LEARN THEM: CONTEXTS

THE WAY TO ASSESS THEM: TRANSFER THEM TO NEW CONTEXTS.

CONNECT: Reading/Thinking\Writing
LEARNING
Across the Curriculum



- ✓ **Research/Analyze/Respond Thoughtfully**
- ✓ **Use** Academic Vocabulary to clarify concepts
- ✓ **Write to Learn More**

Scaffold thinking with core posters.

How do you read nonfiction?
➔ Preview the text and graphics.
➔ Learn ideas *through* examples.
➔ Identify the structure of the text.
➔ Figure out the central idea.
➔ Infer the writer's point of view.

How do you read a story?
➔ Identify important events.
➔ Analyze actions to infer characters' traits.
➔ Analyze plot to infer theme.
➔ Identify ways the writer helps you understand the story.

CORE HISTORY QUESTIONS
> What challenges did people face?
> What choices did people make?
> What effects did they have?
What ideas can we learn by thinking about this history?

Solve problems and answer questions with clear thinking.
⇒ What will I figure out?
⇒ How will I do it?
⇒ What ideas and information will I use?

You'll get 10 posters today to reinforce core thinking.

How do you interpret history?

Use Cross-Cutting Concepts of History to frame it.

change	**causes and effects**	**challenge**
choice	**context**	**continuity**
identity	**Innovation**	**pattern**
relationships	**structure**	**values**

Identify a change you made that caused a positive effect.

_____

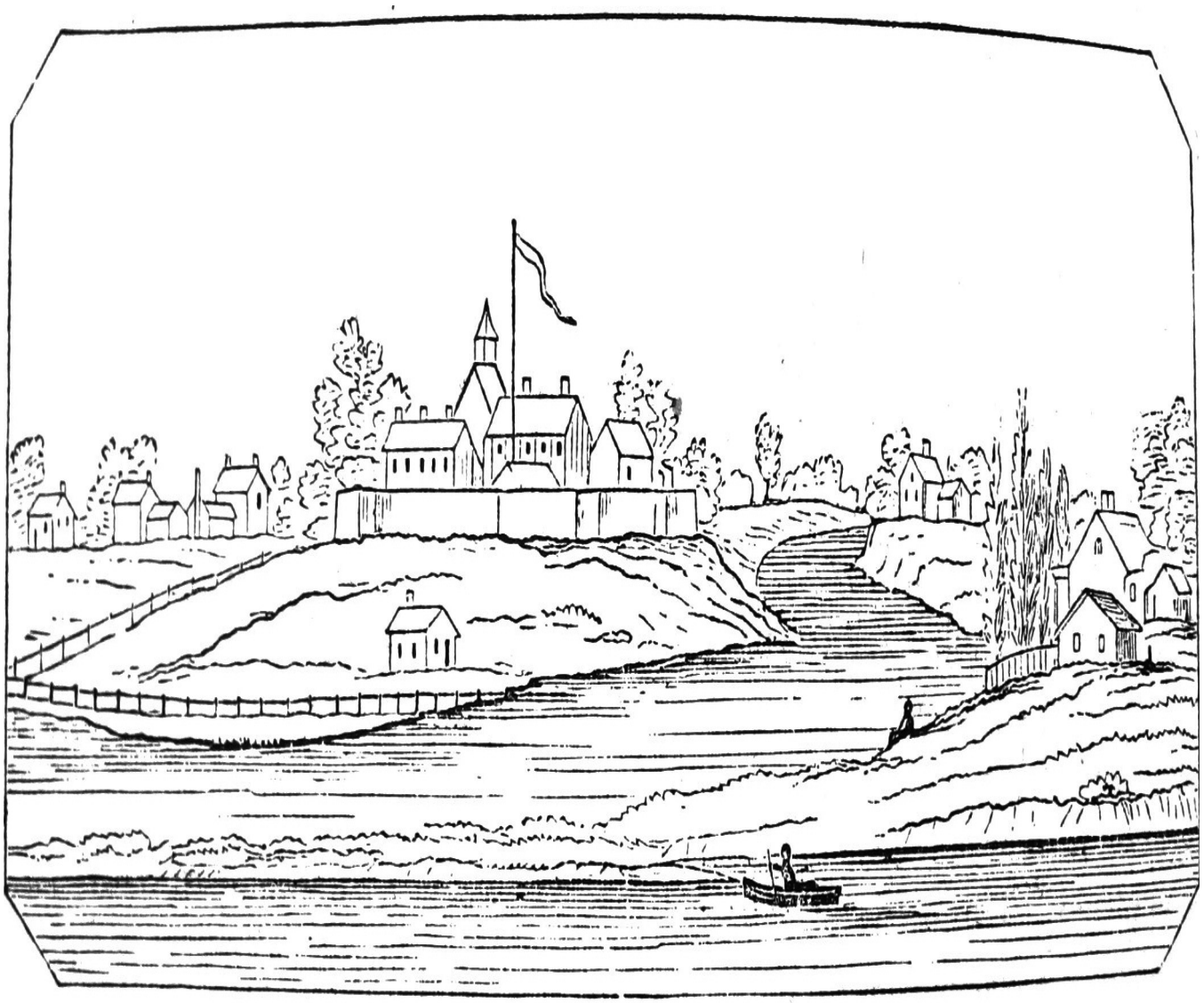
Which of these was important to that progress?

collaboration	creativity	**determination**
flexibility	**focus**	independence
open mind	*perspective*	***resilience***
responsibility	**vision**	

Which of those will you need to meet the 2016 challenge?

Where are we going? Chicago 2016.

Concept: PIONEER
History can illuminate the present—and the future.



This picture/map shows Chicago in 1831.

View of Chicago in 1831 by Barber and Howe, 1865.
Source: http://commons.wikimedia.org/wiki/File:Chicago_1831_Barber_1865p286.jpg

What would a student in Chicago need to learn in 1831?

Pioneers moved to Chicago. What would they need in 1831?

Imagine you're moving to Chicago from Boston in 1831. Choose just five of these things to take with you to help you set up your home.

What I'll Bring	Why
potatoes	
bucket	
bowl	
coffee beans	
hammer	
knife	
flour	
first aid kit	
lantern	
table	
shovel	
axe	
fishing rod	
guitar	

What five things would a family moving to Chicago today need to bring?

This activity is based on a Chicago History Museum project by Jeanine Stec

Where are we going?

NGSS territory

What do the Next Generation Science Standards require?

Clear and careful thinking with concepts about each discipline of science.

Strategic thinking as students analyze complex situations

Clear and focused communication as students **respond to tasks** that require them to construct responses **to more rigorous questions and apply concepts, skills, and strategies in more challenging contexts.**

Where were we?
In ISBE territory—here are the main ISBE science content standards:

12A. Know and apply concepts that explain how living things function, adapt and change.
12B. Know and apply concepts that describe how living things interact with each other and their environment.
12C. Know and apply concepts that describe properties of matter and energy and interactions between them.
12 D. Know and apply concepts that describe force and motion and the principles that explain them.
12E. Know and apply concepts that describe the features and processes of the Earth and its resources.
12F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

What four words are in each standard?

Good news: ISBE emphasized concepts!
Not such good news: ISBE stopped testing science.
Bad news: NGSS is new.
Better news: NGSS emphasizes thinking.

How will Next Generation Science Standards change science education? It's about applying ideas.

A Framework for K-12 Science Education:
Practices, Crosscutting Concepts, and Core Ideas

Scientific and Engineering Practices
1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts
1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

Disciplinary Core Ideas
Physical Sciences
PS1: Matter and its interactions
PS2: Motion and stability: Forces and interactions
PS3: Energy
PS4: Waves and their applications in technologies for information transfer

Life Sciences
LS1: From molecules to organisms: Structures and processes
LS2: Ecosystems: Interactions, energy, and dynamics
LS3: Heredity: Inheritance and variation of traits
LS4: Biological evolution: Unity and diversity

Earth and Space Sciences
ESS1: Earth's place in the universe
ESS2: Earth's systems
ESS3: Earth and human activity

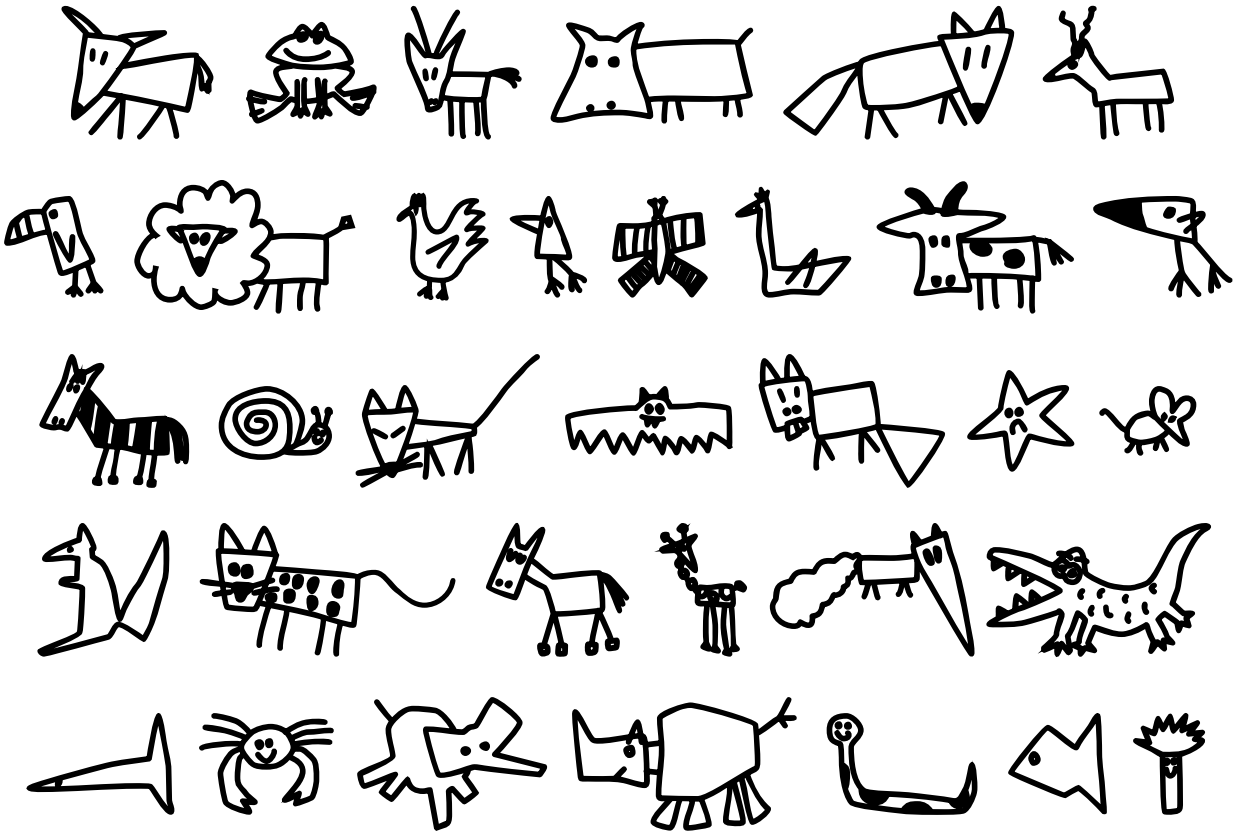
Engineering, Technology, and Applications of Science
ETS1: Engineering design
ETS2: Links among engineering, technology, science, and society

Crosscutting Concepts of Science—NGSS—apply to every part of science.

- Patterns
- Cause and effect: Mechanism and explanation
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter: Flows, cycles, and conservation
- Structure and function
- Stability and change

Source: A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas
http://www.nap.edu/catalog.php?record_id=13165

Analyze Animals



Concept: Structure and Function

Find an animal you like.

- What is a structure that helps it move?
- How does the shape of that structure help it—why is that structure the shape it is?

Find an animal that looks very different from the first animal.

- What structure helps it move?
- How does the shape of that structure help it—why is that structure the shape it is?

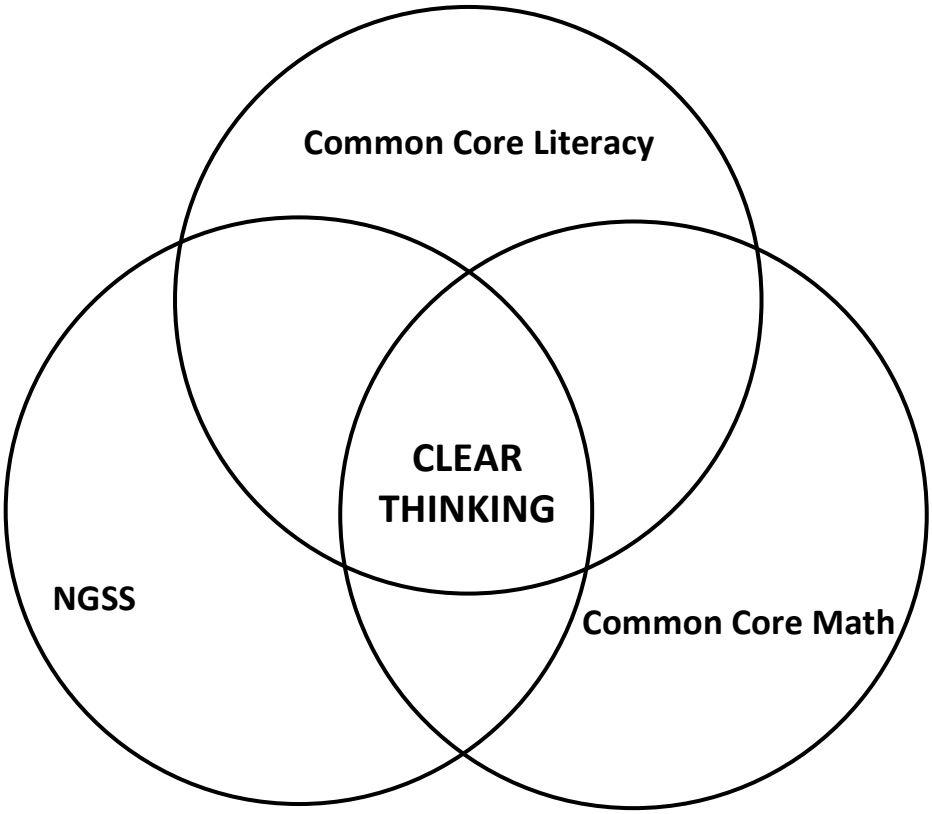
Think more:

- What is a vehicle people use to travel?
- What structures did engineers use to enable it to move?
- How do the shapes of those structures help it to me?

You're a PARCC/NGSS/Common Core Pioneer

What do you need to enable your students to succeed?

The Core Connection



What is at the Core?
Concepts!

KNOW WHAT plus KNOW HOW = COMPETENCE

Knowledge can be developed and deepened at all levels of Bloom's Taxonomy.

http://oregonstate.edu/instruct/coursedev/models/id/taxonomy/#table
Designer/Developer - Dianna Fisher

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Caption: As one can see from the Oregon State chart above, the intersection of the six Cognitive Process defined dimensions (Remember, Understand, Apply, Analyze, Evaluate, and Create) with the four Knowledge Dimensions (defined as Factual, Conceptual, Procedural, and Meta-Cognitive) forms a matrix that shows the potential for content development/application across the levels of the Taxonomy.

Note: Each of the cells contains a hyperlinked verb that launches a pop-up window containing definitions and examples.

LEVELS OF KNOWLEDGE COMPLEXITY/ABSTRACTNESS

While Knowledge is at the lowest level of the Taxonomy, learning more requires a starting place—knowledge is the beginning.
As the following clarification indicates, there are different levels of knowledge.

KINDS OF KNOWLEDGE
Source: Intel Teach Program

Factual Knowledge—Basic information
Knowledge of terminology--Vocabulary terms, mathematical symbols, musical notation, alphabet
Knowledge of specific details and elements--Components of the Food Pyramid, names of congressional representatives, major battles of WWII

Conceptual Knowledge—The relationships among pieces of a larger structure that make them function together
Knowledge of classifications and categories--Species of animals, different kinds of arguments, geological eras
Knowledge of principles and generalizations--Types of conflict in literature, Newton's Laws of Motion, principles of democracy

Knowledge of theories, models, and structures
Theory of evolution, economic theories, DNA models

Procedural Knowledge—How to do something
Knowledge of subject- specific skills and algorithms--Procedure for solving quadratic equations, mixing colors for oil painting, serving a volleyball

Knowledge of subject- specific techniques and methods--Literary criticism, analysis of historical documents, mathematical problem-solving methods

Knowledge of criteria for determining when to use appropriate procedures--Methods appropriate for different kinds of experiments, statistical analysis procedures used for different situations, standards for different genres of writing

Metacognitive Knowledge—Knowledge of thinking in general and your thinking in particular

Strategic knowledge--Ways of memorizing facts, reading comprehension strategies, methods of planning a Web site

Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge--Different reading demands of textbooks and novels; thinking ahead when using an electronic database; differences between writing emails and writing business letters

Competence = Know What and Know How

What concepts and abilities do these TASK EXAMPLES from PARCC require?

Transferrable Nonfiction Constructed Response Questions

These are adaptable to any text. They are based on PARCC models.

- *CCSSR2 and 6—analyze how a writer uses information to support an idea.* Identify the information from the passage that strongly supports the central idea.
  Then explain how the writer helps you understand that idea with the examples.

- *CCSSR6—Analyze how articles accomplish different purposes.*
  Compare two articles about the same topic. Identify the purpose of each article.
  Then tell how the kind of information each writer tells you is different or alike.

- *CCSSR8—Evaluate strength of support for a claim.* What is a claim that the writer makes? What evidence does the writer use to support the claim? Which information provides the strongest support?

- *CCSSR9—compare two sources.* Compare one article and one video. What kinds of information do both include? What kinds of information is only in the video or only in the article?

- *CCSSR9—Contrast 3 sources.* Compare how two articles and one video explain the same situation. Support your essay with information from all three sources.

- *CCSSR9—Compare development of same theme in two histories.* After you read two histories with the same theme, think about how they develop it.

- *CCSSR8—Evaluate the strength of evidence used to support arguments in two texts.* Compare and contrast two articles that make the same claim. Write an essay that compares and contrasts the evidence each source uses to support this claim. Analyze the strength of the arguments. Remember to use textual evidence to support your ideas.

- *CCSSR6—Analyze how writers use sources to accomplish a purpose—in two texts (CCSCSR9).* After you read two different articles on the same topic, write an essay comparing the purposes of the two sources. Then analyze how each source uses explanations and descriptions to accomplish its purpose. Support your response with evidence form each source.

- *CCSCSR8—Evaluate the support for a claim in two different sources.* Compare an article and a video that both make the same claim. Evaluate the evidence each one uses to support the claim.

What is the learning destination? Competence--

Independent application of expanded concepts and abilities.

How do you know you reached the destination? With tasks.
Turn the bulletin board into a learning exhibit
so students focus on BIG ideas and share what they learn—that's a culminating task that will expand everyone's learning.

Choose or design a BIG question for your exhibit.

MATH
- How do you solve math problems?
- How do you measure?
- How do people use _____ (insert part of math)?

- _____

SCIENCE
- How do scientists analyze data?
- How do structures enable these functions?
- How does the _____ system work?

- _____

SOCIAL SCIENCE
- How have people changed Chicago?
- How have people solved problems?
- What values are important in _____?

- _____

LITERATURE
- How do you figure out the theme of a story?
- How do writers help readers understand characters?
- How are these genres --_____ and _____
  alike and how are they different?

- _____

SOCIAL EMOTIONAL DEVELOPMENT
- What traits do people need to succeed?
- How does our school community collaborate?
- How do you overcome obstacles?

- _____

What is Common Core math competence?

It's in the content standards and the practice standards.
In applying concepts in contexts.

The Common Core STANDARDS FOR MATHEMATICAL PRACTICE apply to any problem.

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**.

Which math practice standards would these tasks apply?

Design a birdhouse.

Construct a bridge.

Plan a playground.

Add more—what else could students plan, construct, design that would strengthen math knowledge and abilities?

It's Your Money!

CCSS Math Practice Standard 1. Make sense of problems and solve them persistently.

Choose a job from the table on the next page. Figure out your weekly wage. Make a budget for one week. If you get to the bottom line and have spent too much money, go back and change some of the numbers. You live at home, so you do not pay rent.

Budget Category	**Cost**	**How Much Money I Have**
Entertainment		
Lunch		
Haircuts		
Clothes		
Transportation		
Books		
Other Things:		

Surprise! You need to save $100 a week to get ready to buy furniture when you move out of your home. If you need to, change your budget.

Another surprise! Your family decides you should pay $75 a week to help pay for the costs of living there. Change your budget to add that
weekly cost.

Chicago Jobs 2015

CCSSR1 Competence: Locate information in a data table. Math Practice Standard 4—Model with mathematics.

The first column lists just a small number of the jobs in the Chicago area.
The second column lists the number of jobs in the Chicago area in each field.
The third column lists the hourly wage.
If you don't find a job you want on this list, look at the complete list at
http://www.bls.gov/oes/current/oes_16974.htm#%284%29

Career Area	Number of Jobs	Hourly Wage
Computer Programmers	16,480	$36.41
Software Developers, Applications	21,170	$40.82
Web Developers	2,610	$31.89
Computer User Support Specialists	13,790	$25.25
Computer Network Support Specialists	4,290	$30.58
Architects,	3,140	$35.12
Landscape Architects	230	$25.77
Surveyors	750	$30.08
Aerospace Engineers	230	$45.84
Electrical Engineers	3,220	$43.03
Environmental Engineers	820	$38.70
Architectural and Civil Drafters	2,390	$21.81
Electrical and Electronics Drafters	420	$28.44
Environmental Engineering Technicians	360	$26.21
Surveying and Mapping Technicians	630	$23.90
Food Scientists and Technologists	410	$33.08
Soil and Plant Scientists	460	$32.42
Microbiologists	160	$40.66
Chemists	1,700	$34.97
Materials Scientists	210	$36.66
Survey Researchers	830	$27.26
Urban and Regional Planners	360	$36.87
Geographers	80	$43.97
Agricultural and Food Science Technicians	370	$20.99
Forensic Science Technicians	320	$38.85
Educational, Guidance, School, and Vocational Counselors	5,930	$31.51
Mental Health Counselors	2,950	$22.85
Child, Family, and School Social Workers	9,430	$26.42
Healthcare Social Workers	2,760	$24.42
Health Educators	1,190	$25.63
Architects	3,140	$35.12
Social and Human Service Assistants	5,750	$14.17
Community Health Workers	1,870	$18.31
Clergy	1,180	$20.04
Lawyers	23,310	$65.83
Judicial Law Clerks	420	$25.82
Arbitrators, Mediators, and Conciliators	200	$36.78
Paralegals and Legal Assistants	10,470	$24.10
Dancers	420	$19.31
Choreographers	40	$24.20

My Own Math Guide

Dear Teacher,
Please guide students to prepare a "step by step" guide they can use to solve math problems. Ask them to include an example to show how to take those steps.

Kind of Problem: _____

Steps to Solve It:

Put an example of a good solution on the back of this page.

I applied this math practice standard to accomplish this progress:

_____

How do students develop reading concepts? By connecting reading and writing.

Common Core Literacy Standards: A Concise Listing
The following statements list the focuses of each of the Reading and Writing standards.

Reading Standards

Ideas and Information

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

Craft and Structure

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

Integration of Ideas and Information

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

Writing Standards

Text Types and Purposes:

1. Argumentative 2. Explanatory 3. Narrative

Research to Build and Present Knowledge

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

Production and Distribution of Writing

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

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

Reading/Writing Tasks that connect texts read to texts written:

1. Start with the "mentor" text.
2. Analyze the writer's craft.
3. Then write your own.

Read: What does the sentence say?
Write a clear sentence

Read: Figure out what different kinds of sentences say.
How does a writer use punctuation, adjectives, and verbs?

Write different kinds of sentences
How do I use punctuation, adjectives, and verbs to communicate clearly?

Read: Figure out what a paragraph explains
Organize and write a paragraph that explains

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

Read: Figure out how the fiction writer uses the parts of a **story** to tell the theme.
Write: Organize and draft a narrative. Then improve it.

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

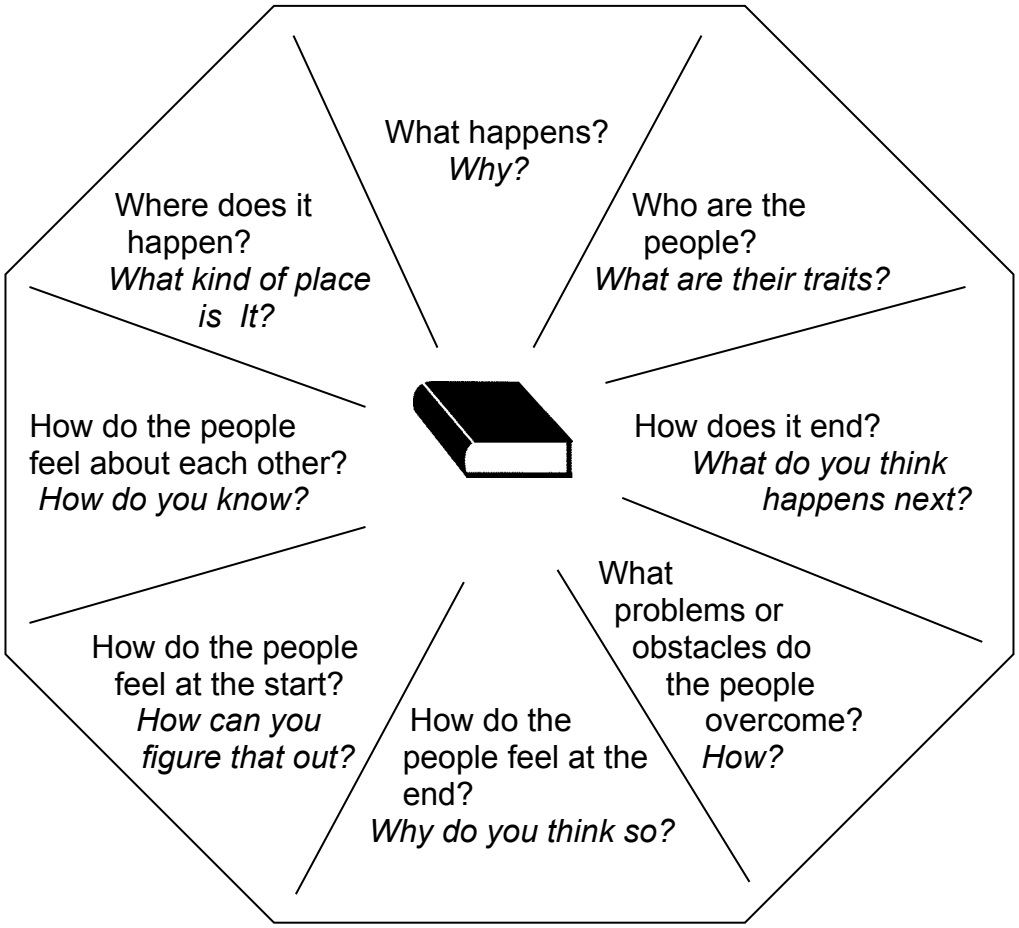
Read: Figure out how the nonfiction writer uses the parts of a **history to make the central idea clear and support it with main ideas and examples?**
Write: Organize and draft a science narrative. Then improve it.

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

Write: Organize and draft a persuasive text.

Creative tasks increase thoughtful reading and thinking.
What creative tasks will you integrate across the curriculum?

The following standards-based questions ask you to think thoroughly about any story.
Choose a story. Choose a question. Answer it with evidence from the story.
Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.



CREATE!
After you read the story, think more!

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

Focus ➡ Organize √ Expand Progress ↱

What concepts does NWEA READING require readers to know and apply?

alliteration	analogy	anecdote
anthology	antithesis	aphorism
archetype	assonance	author's purpose
characteristics	characterization	cliché
climax	colloquialism	conclusion
conflict	connotation	consonance
context	detail	dialogue
diary	drama	emotion
entertain	evaluate	event
evidence	exaggeration	example
excerpt	exposition (fiction)	fable
falling action	fantasy	feeling
fiction	fictional	figurative language
figure of speech	first person	flashback
folk tale	foreshadowing	genre
historical fiction	humor	hyperbole
iambic pentameter	idiom	illustration
image	imagery	irony
legend	literary device	literary element
literature	main character	metaphor
meter	minor detail	mood
moral	myth	narrate
narrative	narrator	novel
omniscient	onomatopoeia	order of events
oxymoron	parable	paradox
paragraph	parallelism	passage
pathetic fallacy	phrase	play
plot	poem	poet
poetry	point of view	predict
problem and solution	pun	qualities
repetition	resolution	resolve
rhyme	rhythm	riddle
rising action	satire	scansion
scene	second person	selection
sensory detail (senses)	sequence	setting
short story	simile	sonnet
stanza	structure	summarize
summary	support	suspense
symbol	symbolism	symbolize
synecdoche	tale	tall tale
theme	third person	third person objective
third person omniscient	title	title page
tone	trait	viewpoint
voice	word play	world literature

Focus ➡ Organize √ Expand Progress ↱

YOUR TASK

Organize Progress: Organize a Comprehensive Coordinated Structure

	1st quarter	*2nd quarter*	*3rd quarter*	*4th quarter*
Instruction and Assessment Math Reading Science Social Sciences				
INTEGRATED RELEVANT CURRICULUM				
Learning Climate				
Family and Community Involvement				
EXTENDED DAY ✓ Enriched Curriculum ✓ SEL ✓ Parent Education				

Example of a Coordinated School Community Connections Plan

	1st quarter	*2nd quarter*	*3rd quarter*	*4th quarter*
Instruction and Assessment Math Reading Science Social Sciences	✓ Weekly formative assessments aligned with NWEA and PARCC ✓ School-wide use of graphic organizers to guide and assess	✓ Students set and monitor learning goals. ✓ Students analyze issues in science and social studies ✓ Weekly synthesis writing	✓ Students complete projects using the Common Core PARCC model—integrating sources.	✓ Synthesis ✓ Writing to synthesize learning ✓ Creative writing based on mentor texts ✓ Next grade prep
INTEGRATED RELEVANT CURRICULUM	Arts Technology/Media Physical Education Chicago Science Careers	Arts Technology/Media Physical Education Chicago Government Careers	Arts Technology/Media Physical Education Chicago Communication Careers	Arts Technology/Media Physical Education Chicago Technology Careers
Learning Climate	▪ Learning **Partners** ▪ Opportunities to self-select books and activities. ▪ Chess and other games of skill	▪ Learning Teams ▪ Reciprocal tutors ▪ Students "teach" on Friendly Fridays	▪ Debates ▪ Black History and Women's History speeches	> Service Learning > Cinco de Mayo mosaics
Family and Community Involvement	> Open House >Parent resource center > Workshop series begins > Website of the week > Newsletters > Agency network	> Family Art Fair > Health forum/fair > Computer workshops > Parent book club > Workshop series > GED sessions	> Workshop series > Parent Field Trips > Family Fridays	> High School Prep > Volunteer Recognition > Summer Planning
EXTENDED DAY ✓ Enriched Curriculum ✓ SEL ✓ Parent Education	Enrichment projects and activities (ongoing) SEL Focus on Collaboration Parent education sessions	Emphasize integrated arts and technology SEL Focus on goal setting and persistence	SEL focus on Problem solving	SEL focus on communicating progress

Example of a Comprehensive Coordinated Literacy Progress Plan

Improve literacy achievement with a Common Core set of learning outcomes and **differentiated instruction with formative evaluation-based responses** to learning progress and needs.

Activity	Person(s) Responsible
Instructional Leadership: *Establish core curriculum quarterly outcomes and differentiated assessments.*	*Principal and ILT*
Instructional Leadership: *Principal reads aloud to each class on a weekly or monthly basis.*	*Principal*
Instructional Leadership: *Analyze lesson plans and student work samples/assessments; recommend strategies.*	*Principal, ILT, Grade and Dept. Teams*
Professional Capacity: *Extended day and school day staff collaborate on curriculum during grade level/department meetings.*	*Principal*
Professional Capacity: *Professional development focuses on differentiated instruction and formative evaluation.*	*ILT*
Professional Capacity: *Teacher teams and extended day staff integrate social emotional development into learning plans.*	*Teacher Leaders*
Professional Capacity: *Provide staff development on integrating writing into reading across the curriculum.*	*Teacher leaders*
Instruction: *Emphasize learning content from different sources including reading and writing based on texts, Internet, videos.*	*Principal, Grade Level Leaders*
Instruction: *Teachers analyze data and local assessments, identify priorities,* ***meet with parents*** *to discuss.*	*Teachers, Coordinated by Assistant Principal*
Instruction: *Align computer resources with identified literacy needs; website of the month for home and school.*	*ILT/Classroom Teachers*
Instruction: *Collect weekly assessments of student reading, vocabulary development, and writing. Analyze for rigor.*	*Grade level teachers and content teachers.*
Instruction: *Use formative evaluation to modify instructional plans; emphasize response to identified needs.*	*Grade level teachers.*
Instruction: *Align after-school enrichment and remediation programs with core literacy curriculum.*	*Principal and ILT*
Learning Climate: *Upper grade students read with primary students and parents on "friendly Fridays".*	*Assistant Principal*
Learning Climate: *Awards to students for effort and achievement are high-interest books*	*Assistant Principal*
Learning Climate: *Students dramatize stories and histories.*	*Teachers, Extended Day*
Learning Climate: *Students construct "learning exhibits".*	
Learning Climate: *Students present speeches, debates.*	*Teachers, Extended Day*
Family and Community Involvement: *Monthly reading "tips" for parents; internet sites of the month;*	*Teachers*
Family and Community Involvement: *Quarterly family literacy "nights" with book fair*	*Assistant Principal*
Family and Community Involvement: *Parent Book Club meets monthly; parent computer sessions during/after school.*	*Teacher Leader*

Job-Embedded Professional Development is the key to learning progress.

What will you emphasize in your professional development?

How will you make sure it is job-embedded?

How will you make sure it expands teacher capital—the knowledge and abilities of teachers?

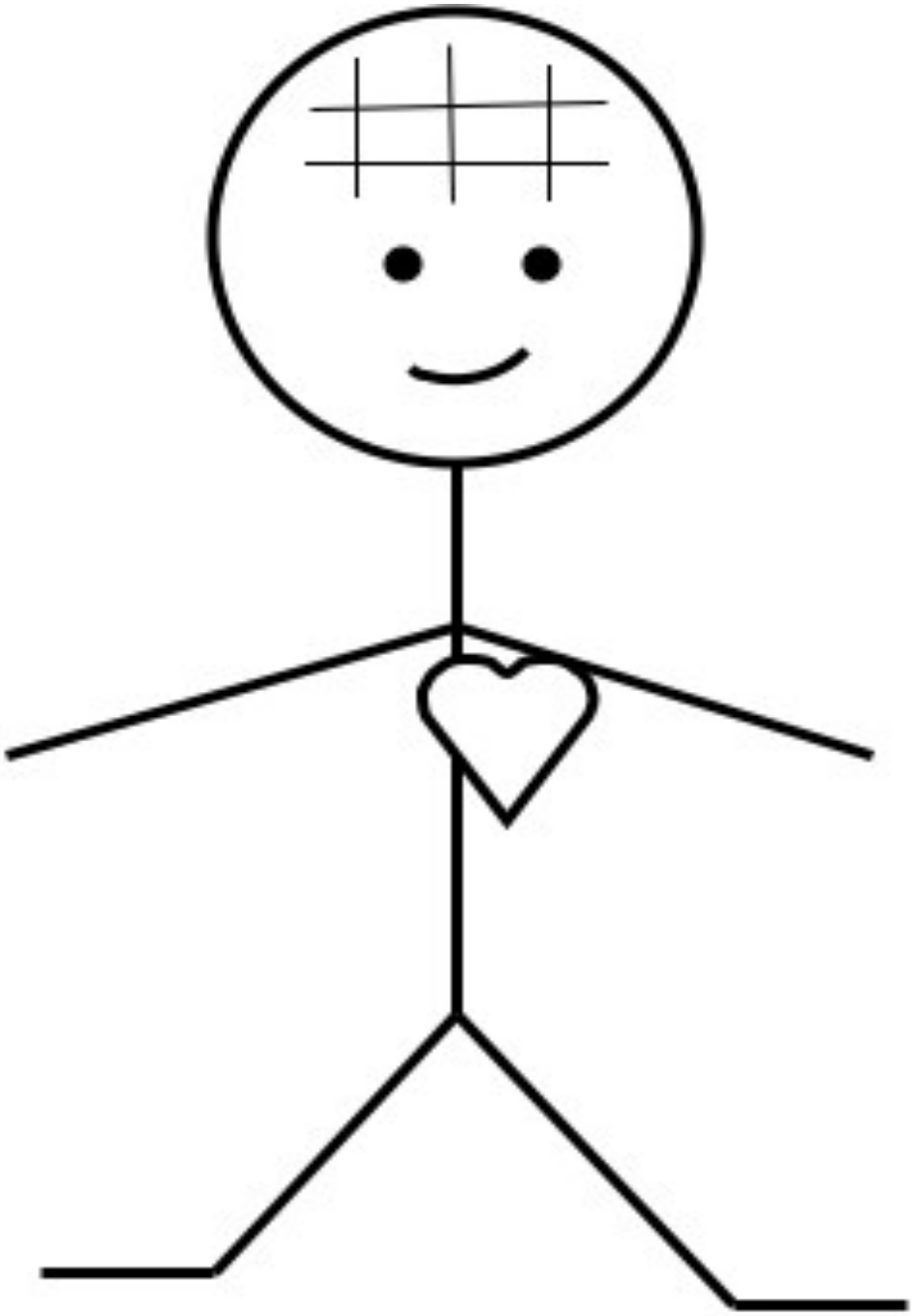
Professional Practice Standards:

Clear Teaching and Responsive Assessment

Aligned with Chicago Framework for Teaching Domain 3: Instruction

Essentials	Best Practices
Teacher Makes Learning Clear	__teacher posts objectives/today's "target" __teacher previews lesson __teacher "thinks out loud" about **how to**—read a story, solve a problem, read content to learn ideas ("I do") __teacher asks students to clarify instructions __teacher posts directions and gives them orally __teacher models/demonstrates
Teacher Guides and Assesses Actively	__students work in collaborative pairs/groups __teacher circulates to guide/coach/assess __teacher checks for understanding frequently and responds with clarifications so that students can move ahead __teachers uses a variety of assessments __teacher organizes challenging activities
Students Think Thoroughly ▪ *Collaboratively* ▪ *Independently*	__teacher uses a variety of kinds of questions __teacher asks "second step" questions—"What is your evidence?" "Why do you think this is the best answer?" __students ask questions __students model/demonstrate __students illustrate learning __students make or complete graphic organizers to analyze __students use skills/knowledge independently __students note what they learn—learning reports __students "think on paper", then pair to compare, repair __students work on "tasks" that require integration of abilities and ideas
Vocabulary Is Connected	__current academic vocabulary is posted and used __phrases/sentences posted __students write explanations __students illustrate vocabulary __students speak with and write with current academic vocabulary
Writing Expands Learning	__students write to explain what they learn across the curriculum __students write in a variety of formats __students integrate grammar and punctuation into their writing and use mentor texts to identify correct examples. __students construct responses that integrate information and ideas from different sources

What about social emotional development?



Embed concepts that strengthen self-esteem and positive traits across the curriculum.

Take Positive Core Concepts Across the School *an example*

Challenges and Choices	Causes and Effects	Challenges and Persistence	Connections
Literature: What choices do characters make? What effects do they have? **Writing:** What choices do writers make to help readers understand their ideas? **Social Studies:** What choices do people make? What causes them to make them? What effects do they have? **Science:** What choices do scientists make when they experiment? **Math:** How do you choose the best answer? **Arts:** Analyze then create art/music/drama that communicates about choices.	**Literature:** How do characters change in a story? How does the writer help you understand that? **Writing:** How do writers help readers understand how characters change? **Social Studies:** What changes have people made? What caused them? What effects have they had? **Science:** How do scientists study variables? **Math:** What changes when you _ (add, multiply..) **Arts:** Analyze then create art/music/drama that communicates about change.	**Literature:** What challenges characters face? What lessons can we learn from their responses? **Writing:** How do writers help people understand about challenges? **Social Studies:** How have people overcome challenges in the past—and/or today? **Science:** How do scientists meet challenges? **Math:** What strategies enable you to meet math challenges? **Arts:** Analyze then create art/music/drama that communicates about challenge.	**Literature:** How do different writers communicate about the same theme? **Writing:** Write to communicate about a theme from a "mentor" text. **Social Studies**: How is history part of today? **Science:** What careers apply the science you learn? **Math:** Make math real—explain how the math you learn is part of real problem solving. **Arts:** Create art/music/drama that represents the same theme as a story or poem.
SEL: What is important to think about when making a choice?	**SEL:** What changes do I want to make?	**SEL:** How do I meet challenges?	**SEL:** What are my school, family, and school connections?

PERSISTENCE is essential to academic progress.
How will you develop persistent learners?

PARCC challenges students to stay the course.

Fable: The Turtle and the Rabbit Adapted from the Traditional

All reading includes standard 1. Figure out what it says and then infer about it.
When students read a story, they can think more—they can figure out a BIG idea it tells them. That's standard 2. Fables are great opportunities to figure out the BIG idea.

Rabbits can run fast. Usually they can't talk. But in this fable, one does. A fable is a story with animals instead of people in it, and the story it tells teaches a lesson. Here is the story.

Rabbit was boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I run as fast as I can. I challenge any one here to race with me. I am the best."

Turtle said quietly, "I accept your challenge. I am tired of your bragging. I believe that I can beat you."

"That is a good joke," said Rabbit. "I could dance around you all the way. You will never be able to speed past me. You will not win. What a foolish turtle."

"Keep your boasting till you've beaten me," answered Turtle. "Shall we race? I know that I can defeat you."

So they set up the race. It would follow a curved path along a hill with rocky ground, trees, and bushes.

Rabbit darted speedily at once, but soon stopped and, believing that the Turtle could never catch him, lay down for a nap by some bushes at the top of the hill. Turtle never stopped, but went on with a slow but steady pace straight to the end of the racecourse.

When Rabbit awoke from his nap, he looked down and saw the turtle just near the finish line at the bottom of the hill. Rabbit ran as fast as he could, but it was too late. He saw Turtle had reached the goal. He was very surprised. Then Rabbit said,

_____.

Read Closely--OBSERVE: What do you know about the place? Underline words that tell about it. What do you know about the hare? List words that tell about the hare.
INFER: What do you think happened next?
SUMMARIZE: Every fable has a moral—a lesson you can learn.
What is a lesson this fable teaches?
ILLUSTRATE: Draw pictures to show the fable. You can make it a cartoon.
CREATE: Write your own fable!

What Characters Say Can Show Feelings.

CCSSR3—analyze feelings

Quote	Feeling It Shows
Who_____ said what?	
Who_____ said what?	
Who_____ said what?	

Think More: Write to answer these questions.

How do the characters feel about each other?

What do they say that tells you that?

Choices

CCSSR3—analyze motives, relationships.

List choices that characters make.
List at least one reason for each choice.
Then tell how the choice affects other characters.

Character: _____

Choice	Reason(s)	Effects on Others

Character: _____

Choice	Reason(s)	Effects on Others

What is the theme of the story?

_____

How do the characters' choices help communicate that theme?

_____

_____

Example of a way to clarify and expand progress that integrates SEL with academic learning.

This Week's Progress

These are four kinds of progress I made this week.

1	2
3	4

These are some words that tell about how I learned them.

___working together ___following directions ___being careful

___ thinking clearly __ _____

This is a word that describes me: _____.

Visuals = Representing Thinking

REPRESENT: The visual arts connection!

Artists' Ideas about Art

"When my daughter was about seven years old, she asked me one day what I did at work. I told her I worked at the college - that my job was to teach people how to draw. She stared at me, incredulous, and said, 'You mean they forget?'"

Howard Ikemoto

"There are painters who transform the sun into a yellow spot, but there are others who, thanks to their art and intelligence, transform a yellow spot into the sun." Pablo Picasso

"If I could say it in words there would be no reason to paint." Edward Hopper

"Drawing is like making an expressive gesture with the advantage of permanence."

Henri Matisse

"The aim of art is to represent not the outward appearance of things, but their inward significance."

Aristotle

"Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen."

Leonardo da Vinci

"I try to apply colors like words that shape poems, like notes that shape music."

Joan Miro

"When the subject is strong, simplicity is the only way to treat it." Jacob Lawrence

"I found I could say things with color and shapes that I couldn't say any other way--things I had no words for." Georgia O'Keeffe

"And after all, isn't it possible to make the most marvelous picture with only a pencil on any piece of paper?" Jose Clemente Orozco

"Shouldn't the definition of artist include the ability to make a conscious choice about what is produced?" Joyce Owens

"Every child is an artist. The problem is how to remain an artist once he grows up."

Pablo Picasso

"Painting is silent poetry." Plutarch

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.

TASKS: What are the main ideas in this set of quotations?
Group them by idea. There are at least three different main ideas.
YOUR IDEA: ***Write your own one-sentence idea about art. Then show what you mean in a symbol.***

How can you recognize and expand learning and educate others? Transform the Bulletin Board into an Exhibit!

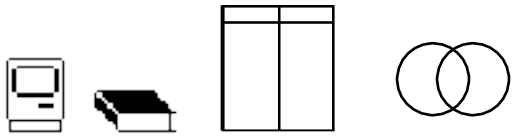
Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

BIG QUESTION: _____

_____

OUR RESPONSES

Learning Exhibits



Goal:
To establish a structure to expand, recognize, and share learning. This work is designed to reinforce the work of schools in meeting Common Core Reading Standard 7—integrate ideas and information from different sources and Writing Standard 7, respond to a focus question through research. It aligns with the "backwards" design in that the focus can be framed by the "essential question" or (in social science) the "compelling question".

Structure:
One topic at a time, through graphics and text, a topic will be exhibited with a month-long process. This work can take place in the library and inclassrooms. Students and teachers can continue to use this approach in their learning about other topics.

Students locate information and examples from a variety of sources. They can contribute to the exhibit during the month, so that it changes each week asstudents learn and add information and illustrations.

Exhibits can be put on display in the library, in hallways, and in other areas of the school. They can be posted on the school's website so they continue as a resource.

Examples:
- How do values influence choices?
- How do people solve problems?

Exhibit Calendar

Month	Focus
September	
October	
November	
December	
January	
February	
March	
April	
May	

PLANNING RESOURCES

For extended day and classroom learning centers.

Expand Progress:

Build Common Capacity through Peer to Peer Presentations.

Share Strategies

What is the focus of the presentation?

_____

What are the most important ideas you want to communicate?

_____

_____

_____

What materials will you use?

_____

_____

What are the parts of your presentation?

How will you start? _____

Explanation/Demonstration/Activity(ies):

Conclusion: _____

Extended Day/Learning Center Planner:
Math Activity Inventory

How will our extended day program help students apply the math practice standards?

Practice Standard	*Kinds of Activities*
Model with mathematics.	*Real-world math—games with money.* *Design a _____ (bridge, birdhouse)*
Make sense of problems and persevere in solving them.	*Math "partners".* *Math problem solving guides.*
Attend to precision	*Measurement tools.* *Use calculator to check your work.* *Construct a _____.*

Extended Day/Learning Center Planner
Literacy Task Inventory

You can use this format to identify the alignment between your activities and the literacy standards—and to plan tasks to expand literacy competence.

Standard	Tasks
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**.**	Add dialogue to a story or drama. Make a cause-effect diagram based on reading.
CCSSR2. Determine central ideas or themes **of a text and** analyze their development**;** summarize **the** key supporting details **and** ideas**.**	Illustrate a story's theme. Make a children's book—same ideas, different words and illustrations.
CCSSR3. Analyze **how and why** individuals, events**, and** ideas develop **and** interact **over the course of a text.**	Dramatize a story or history. Illustrate a story or history, showing how the participants change.
CCSSW1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. PLUS: SEL3A Consider ethical, safety, and societal factors in making decisions.	Create a poster to support good choices. Dramatize a choice-making situation. Make cause-effect diagram showing reasons for and effects of a good choice.

Extended Day/Learning Center
Science Task Inventory
What activities do we/will we include to strengthen science learning?

NGSS Component	Tasks
Planning and carrying out investigations	
Analyzing and interpreting data	
designing solutions (for engineering)	

How can teachers avoid potholes?

Make practical plans that structure thinking progressively as students focus on the destinations.

GROW PLANNER for NONFICTION LEARNERS

Topic: _____

BIG Idea: _____

State the idea you want students to use to analyze the information they find. It should be a transferrable idea—an idea they can use to analyze the current topic and apply to other topics.

FOCUS Question: _____

Restate the idea as a question—as a focus for collecting, organizing, and analyzing information related to the BIG idea.

Goal EXPAND Knowledge	Learn: _____ Core Vocabulary (CCSSR4):
Read EXERCISE Skills	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas CCSSR7: Integrate ideas and information from different kinds of sources Read/Listen to these Resources: _____ _____ _____
Organize EXAMINE	Make a __glossary ___ list ___chart ___diagram __timeline __ _____
Write EXPLAIN	CCSW 2—Explanatory/Informative Text Write __ sentences __ paragraph __ letter __ poem __booklet __ _____ ___Draw pictures/symbols with captions

EXPAND: Synthesize/Create

CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

__make an exhibit/display __dramatize __write a brochure ___present a lesson

__ _____

EXAMPLE GROW PLANNER for NONFICTION LEARNERS

Topic: Pioneers

Cross-Cutting Concept: Challenge

BIG Idea: Pioneers overcome challenges.

FOCUS Question: What qualities enable pioneers to meet challenges successfully?

Goal	Learn more about: the characteristics of pioneers Core Vocabulary: (CCSSR4) challenge collaboration persistence pioneer
Read CCSSR1, 2	CCSSR1: Read closely, then infer with evidence CCSSR2: Identify important ideas Read/Listen to histories of pioneers including primary sources.
Organize CCSSR3	Show what you learn. Make a picture picture glossary list chart diagram timeline map
Write, Illustrate	Explain (CCSW 2—Explanatory/Informative Text) Write ❖ histories ❖ booklet ❖ pictures and captions ❖ constructed response

Synthesis: Create a play about pioneers of the past—or today.

Focus ➡ Organize √ Expand Progress ↱

GROW PLANNER for NONFICTION LEARNERS

Benae Cartright © 2015 Middle School

Topic: ___Chicago Innovations _____

BIG Idea: ___An innovation is a change in the way a group of people work or live. *State the idea you want students to use to analyze the information they find. It should be a transferrable idea—an idea they can use to analyze the current topic and apply to other topics.*

FOCUS Question: ___How has Chicago continued to be a city of innovation? Restate the idea as a question—as a focus for collecting, organizing, and analyzing information related to the BIG idea.

<table>
<tr><td>**G**oal

EXPAND Knowledge</td><td>Learn about important Chicago innovators and their contributions to Chicago progress.

Core Vocabulary (CCSSR4):
Innovation, grit, collaboration, progress</td></tr>
<tr><td>**R**ead

EXERCISE Skills</td><td>CCSSR1: Read closely, then infer with evidence
CCSSR2: Identify important ideas
CCSSR7: Integrate ideas and information from different kinds of sources

Read/Listen to these materials:
<table>
<tr><td>Group 1
“DuSable: Creating Chicago Possibilities” (Informational)
“Early Chicago: Trading Mystery” (Literature)
“Do You Know Chicago’s First President Jean Baptiste Pointe Dusable” (Youtube)</td><td>Group 2
“Social Innovation” (Informational)
“Progressivism: Angelo’s Saturdays” (Literature)
“Jane Addams & Hull House” (Youtube)</td><td>Group 3
“Reversing the Chicago River: An Engineering Innovation” (Informational)
“My Father’s Miracle” (Literature)
“The Reversal of the Chicago River” (Youtube)</td></tr>
</table></td></tr>
<tr><td>**O**rganize

EXAMINE</td><td>Make a

➢ Diagram of how the innovation shows grit and collaboration and why it is an innovation
➢ Timeline of challenges and events that made the innovation possible</td></tr>
<tr><td>**W**rite

EXPLAIN</td><td>CCSW 2—Explanatory/Informative Text

Write
➢ Constructed Response that describes how the innovation continues to impact our lives
➢ Letter to the innovator describing the effects of his/her innovation up to present times
➢ Draw pictures/symbols with captions that describes how the innovation came to be and continues to impact our lives</td></tr>
</table>

EXPAND: Synthesize/Create
CCSSW7. Conduct short as well as more sustained research projects based on focused questions.

__make an exhibit/display
__write a brochure

Week-to-Week unit planner--can be used with any unit planning format.

UbD Stage 3: Learning Plan "What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?"

	Weekly Focus	*Learning Activities*	*Formative assessments*
week 1	**Focus:** **Vocabulary:** **Resources:**	*List activities based on outcomes you identified.*	__make glossary __daily learning report __weekly summary __graphic organizer with analysis __illustrate text __respond to big question with text-based evidence __ write _____ __ _____
week 2	**Focus:** **Vocabulary:** **Resources:**		__make glossary __daily learning report __weekly summary __graphic organizer with analysis __illustrate text __respond to big question with text-based evidence __ write _____ __ _____
week 3	**Focus:** **Vocabulary:** **Resources:**		__make glossary __daily learning report __weekly summary __graphic organizer with analysis __illustrate text __respond to big question with text-based evidence __ write _____ __ _____

Add rows for additional weeks.

The focus of the week in which the culminating/comprehensive assessment takes place is that comprehensive task or set of tasks. It should include that assessment and opportunities to improve responses to the assessment so that all students complete the unit with greater competence.

What know how and know what do our students need to bring to the NWEA READING checkpoint?

GENRES MAKE A DIFFERENCE on NWEA

List compiled by the Center for Urban Education (teacher.depaul.edu) based on DesCartes statements. This list is provided not as "test prep" but because students should read a variety of genres so they can develop the abilities to learn across the genres—and appreciate the diversity of literature.
Recommended: Students should write as well as read in these genres to develop greater reading and writing competence.

These lists are set up as a chart so that you can check the genres that your students know how to read and identify genres to expand their reading experience.

The NWEA RIT levels are included to indicate levels at which NWEA will require students to respond to questions about texts in the genres.

	NWEA INFORMATIONAL TEXT GENRES		NWEA LITERATURE GENRES
	reference material 221-230		narrative 221-230
	persuasive 211-220		autobiography 211-220*
	true story 211-220**		*biography 211-220**
	book review 211-220		folk tale 211-220
	journals and specialized periodicals 211-220		poems 201-210
	persuasive 211-220		folk tale 201-210
	personal writing 211-220		fables 201-210
	advertisements 211-220		myths 201-210
	textbook 211-220		tall tale 201-210
	encyclopedia 201-210		historical fiction 201-210
	thesaurus 201-210		fantasy 191-200
	informational magazines 191-200		story 191-200
	atlas 191-200		poems 191-200
	encyclopedia 191-200		fable 191-200
	weather reports 191-200		memoir 191-200*
	advertisements 191-200		play 191-200
	informational magazines 181-190		play 191-200
	dictionaries 181-190		stories as "make-believe" 181-190
	informal notes 181-190		story 181-190
	letters 181-190		poems 181-190
	journal entry 181-190		fairy tale 181-190
	lists 181-190		fairy tale 171-180
	newspaper 171-180		stories as "make-believe" 171-180
	dictionary 171-180		stories that could happen 171-180
	lists 171-180		
	thank you notes 161-170 and 171-180		
	dictionary 161-170		
	short informational passage describing events 161-170		

What makes genres different?
The writer's choices: content and techniques.

Readers need to know how writers of different genres use techniques to communicate—so they "get" the writer's message clearly.

NWEA and PARCC ask students to analyze the author's techniques.

After students read in a genre, ask them to identify techniques the writer used and to figure out how that technique helps communicate clearly

Story Writers	Poets	Nonfiction Writers	Biographers
character traits dialogue figurative language flashback foreshadowing hyperbole imagery irony metaphor mood narrator • first person • second person • third person onomatopoeia plot twist repetition satire sensory detail simile story within a story suspense symbolism narration tone	alliteration figurative language hyperbole imagery irony metaphor meter mood onomatopoeia paradox personification repetition rhyme rhythm satire sensory detail simile suspense symbolism tone voice	allusion analogy anecdote argument captions comparison and contrast data debate description dialogue examples figurative language graph headings humor illustrations imagery narrative quotations sarcasm satire sequence of event table timeline titles and subtitles tone voice	challenges character traits commentary conflict dialogue foreshadowing history context hyperbole imagery irony metaphor mood repetition satire sensory detail simile suspense tone

Then ask students to write in that genre using techniques from the list.

Write in a Variety of Formats To Learn More about Genres and Develop Greater Communication Competence

The following examples are a sample of the kinds of writing that students should be able to produce by the time they complete elementary school. This list is based on the list PARCC gave to item writers—it includes kinds of texts that students may find on PARCC.

Add more sub-genres to enrich your curriculum.

Analyze, then write:

Students should start with an analysis of a mentor text—identifying the ways the writer of a text in the genre helps the reader understand it.

Then students should organize and construct their own writing in that genre.

Adventure story	Autobiography	Biography
Book review	Brochure	Character Sketch
Description	Diary (of a character or actual person)	Encyclopedia entry
Essay	Explanation (combined with diagrams or illustrations)	Fable
Fantasy story	Fiction	Folktale
History	Historical Fiction	How-to-do-it article
Humorous story	Legend	Letter
Magazine article	Myth	Narratives of science experiments
Opinion statement	Pamphlet	Persuasive essay
Persuasive letter	Play (a scene or addition of dialogue/dramatization of a story or history)	Poem
Realistic Fiction	Report	Review
Report	Review	Short Story
Science article	Science report	Science fiction
Sequel	Speech	Travel guide

UNIT BLUEPRINT – Interpreting Literature and Nonfiction

BIG Ideas ("enduring understandings")	**Essential Questions (BIG Questions)**
CENTRAL IDEA: Writers make choices about the words, techniques, and examples they use to communicate ideas. GENRE-SPECIFIC IDEAS: 1. Poets create poems that communicate a theme. 2. Writers construct biographies, and histories that communicate ideas. 3. A nonfiction writer explains important ideas about a topic. 4. Writers construct stories that communicate a theme.	*COMPREHENSIVE QUESTION:* *What kinds of choices do writer make?* *GENRE-BASED QUESTIONS:* 1. *How do readers interpret a poem?* 2. *How do readers identify the important ideas in nonfiction?* 3. *How do readers learn when they read nonfiction texts?* 4. *How do readers figure out the theme of a story?*

Common Core Anchor Reading Standards

Ideas and Information

1. Figure out the central idea (nonfiction) or theme (literature)
2. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure

3. What choices did the writer make—techniques, components, structure?
4. What is the writer's purpose?

Integration of Ideas and Information

5. Compare and contrast different presentations of the same topic or theme or different texts by same writer.

Note: Standard 1 (read carefully) and 10 (complexity of text) are embedded in all activities.

Integrated NWEA-Aligned Skills: Identify, Analyze, Infer…author's techniques; story sequence; story structure; metaphor, simile; character traits; theme; main idea;

Assessments

Daily/Weekly:

> Construct glossary of literary terms.
> Complete text analyses, including graphic organizers and short responses, with evidence.
> Construct literary (poems and narratives) and nonfiction responses–with evidence/examples from the passages interpreted each week.

Comprehensive Task Assessment Tasks:

❄ Constructed Response: (CCSSR9). **Analyze** how two or more **texts address similar themes** or **topics** --**compare** the **approaches** the authors take.
Answer with evidence.

- *What is the theme they both communicate?*
- *How do you figure that out?*
- *How are the two alike? How is each different?*
- *What techniques did each writer use?*

❄ Make Genre Guide: Explain with Examples: What kinds of choices do writers make: of poetry; of stories; of biographies; of histories; of articles? Cite text-based examples.

Learning Activity *Examples*

Poetry

Picture the **important words** in the poem—words that give the reader an image.
Analyze a poem, **restate the meanings of important lines**.
Make **metaphor or simile** chart: word in column 1; picture in column 2.
List **examples of techniques** the poet used. Explain how they helped communicate the theme.
Write a poem that **communicates** the same **theme.**

Nonfiction

Use **nonfiction features** to **identify important ideas and information**. Then make a "learner's guide"—how do you learn when you read nonfiction?
Clarify structure of a text: **Outline passage**, identifying **important ideas** and **supporting information**. **Identify central idea**. **Summarize** the passage, stating **central idea.**
Analyze Cause-Effect: Make timeline of important events in a **nonfiction narrative**--biography or history. Explain an important **choice, causes** and the **effects** of that choice.
Integrate information: Identify **relevant information** from two different articles to respond to a **constructed response prompt**.
Compare and contrast ideas and content of two different texts on same topic.

Fiction--Elements of Fiction—Author's Choices

Sequence--make timeline of events in a story--identifying important actions. Identify **causes and effects** of an event.
Complete "map" a story", **characters** and **setting**; **problem** and **solution**.
Write concise **summary**. Decide which event(s) are most important and how the writer uses them to communicate the **theme.**
Infer the theme of the story and **support analysis with evidence** based on the author's choices. (NWEA uses main idea and also theme in different questions.)
Compare and contrast two stories with same theme.
Plan a story to communicate a theme (or main idea—NWEA term).

Fiction--Character Development

Also can apply to biography analysis.

Complete **character analysis** chart: how author communicates the **traits** and **feelings** of characters in the story--**actions, dialogue, reactions** of characters.
Add **dialogue** to a story—what might the characters have said at different points?
Dramatize a story, **selecting events important to the character's development** and adding dialogue that communicates how the central character develops.
Analyze how the author uses the character's development to support the theme of the story.
Synthesis: Write the next part of the story—tell what the character does next.

Focus ➡ Organize √ Expand Progress ↱

SCIENCE/LITERACY BLUEPRINT **Topic: _____**

Cross-Cutting Concepts:

__cause-effect relations __adaptation __interdependence __patterns
__structure and function __stability and change __ _____

BIG Ideas (also called "enduring understandings")	**FOCUS Questions**

Read to Learn: Common Core Reading 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**.
7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Write to Learn More: Common Core Writing Anchor Standards
2. Write **informative/explanatory texts** to **examine a topic and convey ideas**, **concepts, and information** through the through the **selection, organization, and analysis of relevant content**.
7. Conduct short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation.

Literacy Outcomes: Students will increase ability to…
__ comprehend: summarize
__ read analytically: locate classify compare contrast sequence
__ infer with logic/support
__ read strategically, focusing on big question(s)
__ interpret visuals, relate to text
__ cite evidence to support an idea or justify a conclusion
__ synthesize from different sources
__write and/or illustrate to explain ideas _explanatory _narrative _persuasive texts
__ _____ __ _____

Content Outcomes: Students will expand knowledge of concepts they can explain and apply to analyze topics of science.

Summative Assessment: ___Make presentation ___Make display __Debate
__make booklet ___Write a _____ ___Illustrate a _____ __Create ____
__Outline then write response to BIG question __ _____

Social Science Unit BLUEPRINT Topic_____
with Integrated Literacy Development

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources.

Concepts: These are some of the core concepts that apply to many social studies topics.
__ *choices* ___*challenges* ___*cause-effect relations* ___*change*
__ _*interdependence* __*values* __*community* __ *determination* __ *justice* __ *rights*
__*responsibilities* ___*leadership* ___ *collaboration* __ _____

BIG Ideas (also called "enduring understandings")	**Compelling Questions**

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

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Literacy Outcomes: Students will increase ability to…
__ comprehend: summarize
__ read analytically: locate classify compare contrast sequence infer with logic/support
__ read strategically, focusing on big question(s)
__ interpret visuals, relate to text
__ cite evidence to support an idea or justify a conclusion
__ synthesize from different sources
__write and/or illustrate to communicate ideas _explanatory _narrative _persuasive texts
__ _____ __ _____

Content Outcomes: Students will expand knowledge of core concepts they can explain and apply.

Summative Assessment: ___Make presentation ___Make display __Debate __make booklet ___Write a _____ ___Illustrate a _____ __Create ____
__Outline then write response to BIG question __ _____

CIVICS/LITERACY UNIT BLUEPRINT

Middle School Plan by BenaeCartright ©2015
Unit Topic: Progress (Grade 6)

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources.

Core Concepts: These are some core concepts that apply to many social science topics.
challenges change legacy determination collaboration

Unit Theme: Engineering Chicago

BIG Ideas	BIG/COMPELLING Questions
Innovation is an important part of progress for a community/city/ country.	How have individuals accomplished innovations in a community, city, or country?
There are many kinds of innovations.	How have innovations affected government, transportation, and communication?
Progress can affect more than just the community where it originates.	How do innovations have effects that expand to other places and across time?

Read to Learn: Common Core Reading Anchor Standards
CCSSRI6.1. **Cite** textual **evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
CCSSRI6.2. **Determine** a **central idea** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal **opinions** or judgments.
CCSSRI6.7. **Integrate** information presented in different media or formats (e.g., **visually**, quantitatively) as well as in words to develop a coherent understanding of a **topic** or issue.

Write to Learn More: Common Core Writing Anchor Standards
CCSSW6.2. Write **informative/explanatory texts** to **examine a topic and convey ideas**, **concepts, and information** through the through the **selection, organization, and analysis of relevant content**.
CCSSW6.7. Conduct short **research projects** to **answer a question**, drawing on **several sources** and **refocusing the inquiry** when appropriate.

Literacy Outcomes: Students will increase ability to…

- ✓ read analytically: compare/contrast infer with logic/support
- ✓ read strategically, focusing on big question(s)
- ✓ cite evidence to support an idea or justify a conclusion
- ✓ synthesize from different sources (informational, literature, audio-visual)
- ✓ write and/or illustrate to communicate ideas

Content Outcomes: Students will expand knowledge of core concepts they can transfer to analyze a situation.

Unit Assessment
✓make a display/collage about an innovation that originated in Chicago, including why it is important and what legacy it leaves behind
✓write a newspaper article that examines a recent innovation and its expected outcomes for the community; be sure to include both pros and cons of the innovation

HISTORY/LITERACY BLUEPRINT

Middle School Plan by Benae Cartright ©2015

Unit Topic: Progress (Grade 7)

Content Standard: Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

Core Concepts: These are some core concepts that apply to many history topics.
challenges change legacy determination collaboration

Unit Theme: __Becoming A City of Progress_____

BIG Ideas (also called "enduring understandings")	**Compelling Questions**
Cities face many challenges to become major centers.	What kinds of challenges do cities face?
Determination and collaboration are essential to urban progress.	How did Chicago become a major city?

Read to Learn: Common Core Reading Anchor Standards
CCSSRI.7.1. **Cite** several pieces of textual **evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
CCSSRI.7.2. **Determine** two or more **central ideas** in a text and **analyze** their **development** over the course of the text; provide an objective **summary** of the text.
CCSSRI.7.3. **Analyze** the interactions between individuals, **events**, and **ideas** in a text (e.g., how **ideas** influence individuals or **events**, or how individuals influence **ideas** or **events**).
CCSSRI7.7. **Compare** and **contrast** a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Standards-Aligned Reading Skills Development: Students will increase ability to…
___synthesize ___report learning ___compare and contrast ___identify and cite evidence to support an idea or position ___interpret and create visuals ___analyze/infer causes/effects

Write to Learn More: Common Core Writing Anchor Standards
CCSSW7.2.Write **informative/explanatory texts** to **examine a topic and convey ideas, concepts, and information** through the **selection, organization, and analysis of relevant content**.
CCSSW7.7.Conduct short **research projects** to **answer a question**, drawing on **several sources** and **generating additional related, focused questions** for further research and investigation

Performance Assessment for the Unit:
make a display/collage about an important change in Chicago's history that enabled the city to progress
make a brochure to illustrate the history Chicago using pictures, a timeline, and captions

Social Science UNIT BLUEPRINT with Integrated Literacy Development
Middle School Plan by Benae Cartright ©2015
Unit Topic: **Progress (Grade 8)**

Content Standard: Ask questions and seek answers by collecting and analyzing data, images and other literary and non-literary sources.

Core Concepts: These are some core concepts that apply to many social science topics.
challenges change legacy determination collaboration

Unit Theme: Being the Change I Seek

BIG Ideas	BIG/COMPELLING Questions
Through grit and collaboration, people become innovators to progress forward.	How did we (Chicago) get to "now"?
Change is an important part of growing, both as an individual and as a society.	How can we continue to progress as individuals? A community? A society?

Read to Learn: Common Core Reading Anchor Standards
CCSSRI8.1.**Cite** textual **evidence** to **support analysis** of what the text says explicitly as well as **inferences** drawn from the text.
CCSSRI8.2.**Determine** a **central idea** of a text and **analyze** its **development** over the course of the text, including its **relationship** to **supporting ideas**; provide an objective **summary** of the text.
CCSSRI8.7.Evaluate the **advantages and disadvantages** of using different mediums (e.g., print or digital text, video, multimedia) to present a particular **topic** or **idea**.

Write to Learn More: Common Core Writing Anchor Standards
CCSSW8.2.Write **informative/explanatory texts** to **examine a topic and convey ideas, concepts, and information** through the **selection, organization, and analysis of relevant content**.
CCSSW8.7.Conduct short **research projects** to **answer a question** (including a self-generated question), drawing on **several sources** and **generating additional related, focused questions** that allow for **multiple avenues of exploration.**

Literacy Outcomes: Students will increase ability to…
- ✓ read analytically: compare/contrast infer with logic/support
- ✓ read strategically, focusing on big question(s)
- ✓ cite evidence to support an idea or justify a conclusion
- ✓ synthesize from different sources (informational, literature, audio-visual)
- ✓ write and/or illustrate to communicate ideas

Content Outcomes: Students will expand knowledge of core concepts they can transfer to analyze a situation.

Summative Assessment:
- ✓ Create a presentation to describe grit, collaboration, and innovation from the past, present, and future to show younger learners
- ✓ Make a display/diagram of an original innovation that would help continue Chicago's progress

How can teachers put it all together?

Organization of the Core Structure for Comprehensive Instruction and Assessment

The Center for Urban Education has organized a four-quarter structure that includes week-to-week progress.

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

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

week 1	week 2	week 3	week 4	week 5
CORE: Concepts Skills Strategies	**CORE:** Concepts Skills Strategies	**CORE:** Concepts Skills Strategies	**CORE:** Concepts Skills Strategies	**SYNTHESIS**

Assess to Advance

✓ Each week all students learn the **core**.
✓ Each day and week teachers assess formatively to respond to learning needs.
✓ Each week students have opportunities to exceed—to learn and do more.

The transfer of knowledge and abilities from teacher to student

- Show me (I do—teacher demonstrates)
- Help me (We do—students work in teacher-guided groups)
- Watch me (Students work collaboratively, then individually, applying the knowledge, skill, or strategy)
- Let me …! (Students apply the new knowledge, skill, or strategy independently to a new context)

Every mid-quarter and end-of-quarter week there is a comprehensive synthesis of what students have learned to reinforce and expand competence and provide formative assessment information so teachers can respond to students' learning progress each week and at mid-point and end-of-quarter.