ACTION PLAN

What will we do to strengthen:

Vocabulary development

"Close" reading

Ability to analyze decisions—in fiction and reality

Interest in and ability to answer BIG questions through reading

Educate parents about Common Core priorities—and ways they can help their children meet them.

What Kinds of Activities Will You Organize?

Kind of Thinking	Actions	Products
Knowledge*	define, describe, duplicate, identify, label, locate, list, memorize, name, recall, repeat, state, translate	glossary, label, list
Comprehension	Identify, collect, classify, describe, explain, illustrate, match, paraphrase, recognize, restate, summarize	caption, chart, drawing, explanation, sequence chart, timeline
Application	adapt, apply, change, choose, classify, demonstrate, illustrate, interpret, operate, sketch, solve, use	illustration, matrix, model, plan, report
Analysis	analyze, categorize, compare, contrast, differentiate, examine, experiment, infer, organize	diagram, flowchart, presentation, report
Evaluation	assess, critique, defend, evaluate, judge, rank, rate, select, sort, support, weigh	editorial, rating, report, recommendation, speech
Synthesis	combine, connect, create, design, integrate, inter-relate, produce	artwork, article, booklet, exhibit, poem, report, speech, story
Creativity New category added in the 1990s, may not be a different level—could be a kind of synthesis.	create, design, develop, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story

*Learning starts with knowledge—it is an essential base to move to greater thinking—Common Core Standard 1 **starts with** "**read closely to determine what the text says explicitly** and make **logical** inferences…" that you support with evidence—from that close reading. There are levels of knowledge, too—from the basics such as sight words through formulas and the relationships they represent.

How will you inspire students to learn more?

POSITIVE AND PROGRESSIVE FEEDBACK

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!

+ This part is clear and correct.
➢ Read the passage again to check this part.

+ Your answer is close.
➢ List the steps you took to get it—figure out how you should change it.

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

+ You started your report with a clear focus.
➢ 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 a story.

Progress Report

Name: _____   Date: _____

Activity: _____

Quality	Exemplary	Appropriate	Could Improve
✓ Collaborated positively			
✓ Followed directions accurately			
✓ Solved problems constructively			
✓ Communicated appropriately			
✓ Helped others			

What I liked about today's activity:

_____

_____

What I learned:

_____

_____

_____

_____

How will you connect art and the Common Core?

The ART PLUS: Examples of ways students can integrate illustrations so they think more as they respond to the questions.

CCSS Standard	Kinds of Questions
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.	Where did this story/history take place? What kind of place was it? Who was part of it? How did they feel? What do you think the writer wants you to understand because of what the writer put into the story/history? *Support your answers with evidence from the text.* *The ART PLUS: You can show your answers with illustrations and captions.*
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	What do you think is the central or main idea of this story/history? Summarize the important information that supports your conclusion. *Support your answer with evidence from the text.* *The ART PLUS: Create a symbol that shows that central idea.*
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	What is a problem people faced? Why was it important to people? What choices did people make? How did they affect other people? *Support your answer with evidence from the text.* *The ART PLUS: Illustrate the situation—make sequential drawings.*
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	What are 5 key words in this passage? Why are they important to understanding the ideas? *Support your answer with an example from the passage.* How can you figure out what a word means when you read? *Use the text to show an example.* *The ART PLUS: Draw pictures to show what the words mean.*
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	How does the first paragraph prepare you to read the rest of the passage? Choose another important paragraph. Tell why it is important to understanding the passage. *Support your answers with examples from the passage.* *The ART PLUS: Draw illustrations for important paragraphs.*

Parent Workshop Planner

Focus: _____

Date and Time:_____

Location: _____

Outcomes—What will the workshop result in?

_____

_____

_____

_____

_____

Who will we invite?

_____

_____

How will we invite them?

_____

_____

_____

What we will emphasize in the invitation:

_____

_____

How we will remind parents about the workshop

_____

_____

_____

Who will present? _____

Who will facilitate? _____

Activities: What will participants do?

_____

_____

_____

_____

_____

Materials: What will they receive?

_____

_____

Follow up: How we will follow up on the session

_____

_____