

Plan Clear Learning

The following pages provide guides to standards-based planning:

Design Focused Units of Instruction

Think by the Week

Structure Active Learning

Assess to Improve

Teacher's Choices

- ❖ What's important to teach—what are the relevant goals and standards?
- ❖ How do my students learn?
- ❖ How will I organize the unit, lesson, and assessments?

Teacher's Strategies:

1. Think by the week

2. Choose varied activities.

Visual Verbal Active Interactive

Individual Pairs Teams Whole Class

3. Demonstrate, then coach the learners.

4. Check the learning.

5. Check the teaching:

- ✓ Was I clear?
- ✓ Did I give directions in more than one way?
- ✓ Did I give examples?
- ✓ Did I ask students to re-state directions in their own words?
- ✓ Did I ask students to explain what they were learning?
- ✓ ...

6. Choose responses to individual needs:

—re-model *differently*

—revisit with different kinds of activities

—involve students as peer coaches

...

ACTIVITIES TO SUPPORT READING/WRITING/LEARNING

<p>WORD KNOWLEDGE Instructional Activities: ✓ Teacher displays words and pictures by phonics/structural patterns and topic. ✓ Teacher develops student vocabulary through weekly vocabulary building activities. ✓ Teacher lists and then develops vocabulary in each content area.</p>	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ Draw words or pictures to explain vocabulary ❖ Chart word-picture-word or word/synonym word/antonym ❖ Find word in newspaper, book ❖ Write sentence with word ❖ Make/complete grammar chart or glossary ❖ Make/complete prefix-suffix chart/guide ❖ Build vocabulary in the content areas ❖ Write with the 'words of the week'
<p>FLUENCY Instructional Activities: ✓ Teacher reads aloud, thinks aloud. ✓ Teacher coaches reading. ✓ Teacher models fluent reading of a variety of kinds of texts.</p>	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ Read aloud from texts and their own writing ❖ Re-read texts individually and in groups ❖ Partner reading ❖ Poetry reading across the curriculum
<p>COMPREHENSION Instructional Activities: Teacher uses a variety of strategies, including:</p> <ul style="list-style-type: none"> • DRTA (directed reading-thinking activity) • Content Reading: PQROST (preview, question, read, organize, synthesize, tell) • Reading Transfer—read to, read with students; students re-read to learn more. <p><i>Teacher reads aloud and thinks aloud to demonstrate effective strategic reading, learning, and enjoying what you read.</i></p>	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ Illustrate text ❖ Construct and explain graphic organizers ❖ Answer questions; justify answer choice ❖ Make up questions (and provide answers) ❖ Sequence events in pictures or words (may use time-line) ❖ Write or match sentences that describe or explain _____. ❖ Infer and explain basis of inference ❖ Paraphrase ❖ Summarize ❖ Identify main idea or theme and explain its basis in text ❖ Write the next part ❖ Write a paragraph, poem, booklet, letter about topic ❖ Make Reader's guide—write explanation of strategies.
<p>WRITING Instructional Activities: ✓ Teacher focuses on one feature/element at a time ✓ Teacher does "write aloud". ✓ Teacher integrates writing into reporting learning in all subjects.</p>	<p><i>Student Activities</i></p> <ul style="list-style-type: none"> ❖ Write with focus, organization, support, coherence, and clarity ❖ Edit writing ❖ Write in a variety of formats—letters, poems, diaries, fiction, non-fiction, booklets ... ❖ Make Writer's Guide—explains how to write

Think by the Week—example of a developmental learning sequence

What's Important?	Monday <i>Make It Clear.</i>	Tuesday <i>Take it, use It.</i>	Wednesday <i>Work with It.</i>	Thursday: <i>Think More.</i>	Friday Fix and Finish
Word Knowledge --This week's focus	Today's words Begin word chart.	Today's words Add to chart	Today's words Expand chart.	Today's words Write sentences.	Today's words Use to write poem/story.
Reading Comprehension Use the basal; expand with this week's strategy/skill emphasis FLUENCY Teacher models, students develop	Read Aloud/Think Aloud (model fluency and comprehension) Teacher-Guided Reading Activity: Student Fluency:	Read Aloud/Think Aloud (model fluency and comprehension) Teacher-Guided Reading Activity: Student Fluency:	Read Aloud/Think Aloud (model fluency and comprehension) Teacher-Guided Reading Activity: Student Fluency:	Read Aloud/Think Aloud (model fluency and comprehension) Teacher-Guided Reading Activity: Student Fluency:	Read Aloud/Think Aloud (model fluency and comprehension) Teacher-Guided Reading Activity: Student Fluency:
Math This week's math skill	Teacher models Students apply Students start this week's math glossary	Teacher re-presents Students use independently. Students practice with partner.	Students write explanation of the math. Students use to make up problems.	Students solve each other's problems and teacher's problem.	Students write own math book pages. Teacher coaches in "math clinic" for some.
Writing This week's emphasis	Teacher models this week's writing. Teacher presents "writing route"—how to write this way.	Teacher re-presents the week's pattern. Students write with this pattern.	Students co-write with partner using this week's pattern.	Students write independently with this week's writing style/feature.	Students write a page in their own writer's guide.
Content This week's Topic	VOCABULARY T: Read aloud _____ S: Draw what you hear Start this week's glossary.	COMPREHENSION Read _____ and collect facts __ list facts __ picture facts — _____	COMPREHENSION Use graphic organizer—make a _____ to show _____ Make up topic questions: <i>literal, analytic</i>	WRITING Take quiz—use the Wednesday questions. Write about this week's topic: __ sentence __ poem __ paragraph	FLUENCY Complete your writing. Present to the class or another class.

Schedule for a Developmental Week

FOCUS	Monday <i>Make It Clear</i>	Tuesday <i>Take It and use It</i>	Wednesday <i>Work with It</i>	Thursday <i>Assess, Clarify</i>	Friday <i>Fix and Finish</i>
Start with Clarity	<ul style="list-style-type: none"> ✓ Idea of the Day ✓ Graph ✓ Attendance ✓ Preview Day 	<ul style="list-style-type: none"> ✓ Idea of the Day ✓ Graph ✓ Attendance ✓ Preview Day 	<ul style="list-style-type: none"> ✓ Idea of the Day ✓ Graph ✓ Attendance ✓ Preview Day 	<ul style="list-style-type: none"> ✓ Idea of the Day ✓ Graph ✓ Attendance ✓ Preview Day 	<ul style="list-style-type: none"> ✓ Idea of the Day ✓ Graph ✓ Attendance ✓ Preview Day
Words	Word Pattern Set up word display to expand and use each day	Words Count Add examples and illustrations to word display.	Words Count Add examples and illustrations to word display	Word Sense Use this week's words in sentences	Words Expand Add examples and use in sentences.
Reading with Fluency	Model Strategic Reading ✓ Read aloud and think out loud	Model Strategic Reading ✓ Read aloud and think out loud	Model Strategic Reading ✓ Read aloud and think out loud	STUDENTS Model Strategic Reading	Students choose and illustrate their favorite reading this week.
Guided Reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Students lead Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading
Listen and Do	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>
Math	Math Start-Up Introduce/ Demonstrate ✓ Patterns ✓ Strategies ✓ Terms	Math Develops ✓ Clarify the week's math. ✓ Students work in pairs/groups	Math Expands ✓ Clarify math. ✓ Students make own math guides and use in pairs/groups.	Check Math ✓ Assess and clarify as students use the week's math independently.	Complete Math ✓ Math Book-making ✓ Math support for some
Connect	Lunch Plus Start graph: this week's weather	Lunch Plus Music—draw what you hear	Lunch Plus Music—write what you hear	Lunch Plus Video or other visuals—write what you see	Lunch Plus Complete graph—this week's weather
Content	Topic in Focus ✓ Listen to reading ✓ Draw what you hear. ✓ Start this week's glossary.	Collect Facts Read to locate and collect important information.	Use Graphic Organizer to analyze important information.	Write Content using this week's words— --poem --letter --paragraph --_____	Put It Together Combine writing, organizer, glossary, pictures into content book or display.
Write what you think	Write a letter to your family to preview the week.	Write about this week's content topic.	Edit and illustrate Tuesday's writing.	Write/draw what you learned this week that you value.	Write a <i>poem</i> about anything you like.
Connect	<ul style="list-style-type: none"> ✓ Day review ✓ Homework preview 	<ul style="list-style-type: none"> ✓ Day review ✓ Homework preview 	<ul style="list-style-type: none"> ✓ Day review ✓ Homework preview 	<ul style="list-style-type: none"> ✓ Day review ✓ Homework preview 	<ul style="list-style-type: none"> ✓ Day review ✓ Homework preview

Think Big-- Map the Content Learning Unit
Standards/Descriptors:

Focusing Question or Theme: _____

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards. Then note the activities students will complete.

	M Make it Clear	T Expand Knowledge	W Use Knowledge	T Think It Through	F Finish Fluently
Topic/Question Vocabulary					
Topic/Question Vocabulary					
Topic/Question Vocabulary					
Topic/Question Vocabulary					

Unit Assessment: ___ presentation ___ booklet ___ display ___ "how to" guide

Plan for Departmentalized or Unit-Based Content Teaching/Learning

Topic/Question _____

Standard and Performance Descriptor:
(What will the students be able to do better by the end of the week?)

Vocabulary

What will students read? _____

Monday: Make it clear	Tuesday: Take it, use it	Wednesday: Work with it	Thursday: Think it Through	Friday: Finish Fluently
<p>Focus ___ KWI ___ Teacher Models ___ Student explains ___ Homework Connect</p> <hr/> <p>Activities WORD KNOWLEDGE T: Read aloud</p> <hr/> <p>S: Draw what you hear</p> <p>S: Start a glossary of this week's words. (Option: Make it a picture glossary.)</p> <p>Report ___ kWL ___ Learning Log ___ Think, Pair, Share ___ Student explains</p> <hr/> <p>Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Focus ___ KWI ___ Teacher Models ___ Student explains ___ Homework Connect</p> <hr/> <p>Activities COMPREHENSION Read and Collect Facts</p> <hr/> <p>___ list facts ___ picture facts ___ classify facts</p> <hr/> <p>Report ___ kWL ___ Learning Log ___ Think, Pair, Share ___ Student explains</p> <hr/> <p>Homework Make a "top ten" list of your favorite facts.</p>	<p>Focus ___ KWI ___ Teacher Models ___ Student explains ___ Homework Connect</p> <hr/> <p>Activities COMPREHENSION Use graphic organizer—make a _____ to show _____</p> <hr/> <p>Make up questions for other students to answer.</p> <p>Report ___ kWL ___ Learning Log ___ Think, Pair, Share ___ Student explains</p> <hr/> <p>Homework Make up more questions.</p>	<p>Focus ___ KWI ___ Teacher Models ___ Student explains ___ Homework Connect</p> <hr/> <p>Activities WRITING Take quiz—use the Wednesday questions. Write about this week's topic: ___ paragraph ___ poem ___ letter ___ essay ___ booklet</p> <hr/> <p>Report ___ kWL ___ Learning Log ___ Think, Pair, Share ___ Student explains</p> <hr/> <p>Homework Write more about this topic.</p>	<p>Focus ___ KWI ___ Teacher Models ___ Student explains ___ Homework Connect</p> <hr/> <p>Activities FLUENCY Complete your writing. Present to the class or another class</p> <hr/> <p>Report ___ kWL ___ Learning Log ___ Think, Pair, Share ___ Student explains</p> <hr/> <p>Homework Take your writing home and share it with your family.</p>

ORGANIZING STANDARDS-BASED INSTRUCTION AND ASSESSMENT

Set Five-Week Standards, Benchmarks, Performance Descriptors, Assessments

Find the standards, benchmarks, performance descriptors at the Illinois State Board of Education web site.

You'll find assessments there, too—and on the next pages.

Standard	Benchmark	Performance Descriptors	Assessment
Word Knowledge			
Reading			
Writing			
Fluency			
Math			
Content			

Then make the **FIVE WEEK PLAN**.

Each week's focus should develop the competencies you have identified for the five-week outcomes. See the next pages for examples.

	week 1	week 2	week 3	week 5	Assessment week 5--clarify, expand
Word Knowledge 1A					
<i>Strategic Reading to integrate, apply</i> Goals 1, 2, 4					
<i>Fluency</i> Goals 1, 4					
<i>Writing and Illustrating</i> Goal 3					
<i>MATH</i> Choose the standards, then focus each week.					
Content Focus on one content area each five weeks.					

Third Grade Example: Plan for Weeks 1-5

Goals, Standards, Performance Descriptors, Assessments

<i>Standard</i>	<i>Benchmark</i>	<i>Performance Descriptors</i>	<i>Assessment</i>
Vocabulary 1A Apply word analysis and vocabulary skills to comprehend selections.	Use word analysis skills to recognize new words. Comprehend unfamiliar words with prior knowledge; verify meaning with resource materials.	Use word analysis (root words, inflections, affixes) to identify words. Use a variety of resources to clarify meanings of unfamiliar words.	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary <i>Make own word book/chart</i>
Reading 1B Apply reading strategies to improve understanding and fluency. 2A: Understand how literary elements convey meaning.	1B Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge. 2A Identify literary elements of theme, setting, plot, character	Set a purpose for reading. Infer before, during, and after reading. Identify setting, plot, character traits and effects on story.	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.
Writing 3A Use correct grammar, spelling, punctuation, structure	Construct complete sentences with subject verb agreement, appropriate use of parts of speech.	Construct complete sentences. Demonstrate subject-verb agreement. Use appropriate punctuation and capitalization and parts of speech.	Write/edit sentences—with correct punctuation and word choice. Write own guide to writing sentences.
Fluency 1B Read with understanding and fluency 4B Speak effectively	Use appropriate rate when reading aloud and silently.	Use appropriate presentation techniques: volume, rate, tone, pitch. Adjust rate of reading to complexity of text.	Read aloud with appropriate rate. Explain how to read aloud and silently with appropriate rate.

Third Grade Example—continued

<i>Standard</i>	<i>Benchmark</i>	<i>Performance Descriptors</i>	<i>Assessment</i>
<p>Math <i>Math specifications are to be provided by teachers depending on math program in use.</i></p>			<p><i>Solve problems with this five weeks' math. Explain how you solved them.</i> Make my own math glossary, booklet/chart/guide.</p>
<p>Content 17A locate and describe places, regions, features; 17C: Understand relations between geographic factors and society</p>	<p>Identify physical characteristics of places;</p> <p>Explain geographic representation; use maps to gather information about people, places, environments.</p> <p>Describe relationships among location of resources, population, economic activities.</p>	<p>Draw map including local landmarks; Locate community, state, nation—exact and relative—on globe; draw map of community; locate places on map with number-letter grid; explain parts of a map; Compare urban and rural communities.</p>	<p>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</p>

Example—five week plan based on standards/assessments

Third Grade Priorities Weeks 1-5

	week 1	week 2	week 3	week 4	Week 5 assess, clarify, expand
<i>Word Knowledge</i> 1A	Assess student phonics Word Knowledge Set up word wall Proper nouns	Identify/classify singular and plural nouns This week's words:	Classify Verbs and verb tense Use dictionary This week's words:	adjectives Use dictionary and alphabetize to 3 rd letter This week's words:	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary <i>Make own word book/chart</i>
<i>Strategic Reading</i> Goals 1, 2, 4 <i>Apply to basal</i> Plus—read a variety of materials across the curriculum	Read/listen to identify/infer traits of person/character 1B, 2A Follow 1, 2-step directions (4A)	Read/listen to identify/infer sequence, cause-effect <u>with evidence</u> 1B,C, 2A <i>Take reading interest inventory.</i>	Read/listen to identify/infer motive 1B,C, 2A	Describe and illustrate problem, solution—fiction or non-fiction. 1B	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.
<i>Fluency</i> <i>Teacher models/students practice daily</i> Goals 1, 4	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: <i>Emphasis: appropriate rate</i>	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: Emphasis: appropriate rate	<i>Students read aloud with increased fluency. Students explain how to read with appropriate rate.</i>
<i>Writing and Illustrating</i> Goals 3, 4	Write complete sentences: punctuation review	Add details to descriptive sentence; correct punctuation	Write sentences to describe places (relate to geography)	Write sentences to describe places	<i>Write/edit sentences—correct punctuation and word choice. Write own guide to writing sentences.</i>
MATH <i>Choose each week's focus.</i>					<i>Solve problems with this five weeks' math. Explain how. Make my own math booklet/chart/guide.</i>
CONTENT CITY Geography Goal 17 A,B,C <i>Research</i> Goal 5	<i>Location: Where are we?</i> city geography key map school	<i>Place: City</i> places community government map key mayor people	<i>Region: City</i> areas central downtown lake lakeshore location suburb	<i>Movement: City</i> transportation east, north, river south, travel, west	<i>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</i>

EXAMPLE LESSON PLAN – THIRD GRADE

<i>What's Important?</i>	Monday <i>Make It Clear.</i>	Tuesday <i>Take it, use it.</i>	Wednesday <i>Work with It.</i>	Thursday <i>Think It Through.</i>	Friday Fix and Finish.
Vocabulary/Word Knowledge <u>This week's pattern:</u> Singular/plural words	<u>Today's words</u> city, cities community, communities person, persons, people	<u>Today's words</u> alderman, aldermen problem, problems tax, taxes	<u>Today's words</u> boundary, boundaries compass, compasses direction, directions	CHECKPOINT Draw pictures of five of this week's words; give your pictures to another student to identify your words.	Add examples and use in sentences. Graph how many words we've learned this week.
Reading Comprehension Read/listen to identify/infer sequence, cause-effect <u>with evidence</u>	Read Aloud/Think Aloud How to figure out sequence. Teacher-Guided Reading Group Activity: use basal, guide reading with questions in basal; students make timeline.	Read Aloud/Think Aloud How to figure out cause-effect. Teacher-Guided Reading Group Activity: use basal, guide reading with questions in basal; students make timeline, identify cause-effect.	Read Aloud/Think Aloud (model comprehension) How to identify/infer cause-effect. use basal, guide reading with questions in basal; students make timeline, identify cause-effect.	Student Read Aloud/Think Aloud—how to identify/infer cause-effect use basal, guide reading with questions in basal; students explain how to make timeline, identify cause-effect.	Students explain what they learned this week in their reading guide/report. Students apply this week's reading strategies independently.
Fluency This week's reading: poem about Chicago	Teacher models Students read with partner	Teacher models Students read with partner	Teacher models Students read with partner	Student models	Students read for another group/class
Math Focus Skill/concept of the week—for example, how to measure area.	Teacher demonstrates how to measure area, students take notes of steps to solve problem --"math path".	Teacher models again, students apply to solve problems in pairs.	Student models. Students apply to solve problems in pairs. Students make up problems for other pairs.	Students take math challenge—solve problem independently, write explanation of steps.	Students write their own math guide with example problem and solution and steps.
Writing <u>This week's emphasis:</u> Add details to descriptive sentence; correct punctuation	Teacher demonstrates Students apply—Chicago people sentences.	Teacher demonstrates Students apply—Chicago government sentences.	Students work independently, teacher coaches. Sentences about Chicago places and people.	Students edit their work. Combine sentences with other students to make a sentence story.	Students illustrate their work.
Content Topic: City Places	VOCABULARY T: Read aloud newspaper story about event in Chicago S: Draw what you hear S: Start this week's glossary.	COMPREHENSION Read about cities. list interesting facts. Then choose your top five facts. Pair and share to put together a top ten fact list.	COMPREHENSION <i>Make a map that shows</i> how our community is part of Chicago. Make up questions about Chicago.	WRITING <i>Take quiz—use the Wednesday questions.</i> <i>Write about Chicago places. Write sentences or a poem.</i>	FLUENCY Make a display, booklet; share it/show it—take it to present to another class.

Assessment Organizer EXAMPLE

This is an example for every fifth week's assessments.

Monday	Tuesday	Wednesday	Thursday	Friday
MATH	READING	WRITING and VOCABULARY	SCIENCE or SOCIAL STUDIES	Fix, Finish, Expand with Fluency
<i>Performance Descriptors: Applied skills, Word Knowledge, and strategies emphasized previous four weeks.</i>	Performance Descriptors: Applied skills, strategies, and Word Knowledge emphasized previous four weeks.	Performance Descriptors: Applied skills and vocabulary emphasized previous four weeks.	Performance Descriptors: Applied content, skills emphasized previous four weeks.	
<p>Assessments</p> <p>K-8 Complete this chart. Show or write what each word/symbol means. (numbers, terms and operations words/symbols learned this five weeks)</p> <p>2-8 Plus:</p> <p>Write an explanation of each math term (teacher lists terms or students provide).</p> <p>Solve this problem. Explain how you solve it.</p> <p>Then solve these problems using more math skills.</p>	<p>Assessments</p> <p>K-8 Read the story/history, draw the characters. Tell what happens and why.</p> <p>3-8 PLUS—added performances</p> <p>Explain how you use this skill or strategy of reading.</p> <p>Read this text and use the graphic organizer to explain it.</p> <p>Read the following text and answer the questions about it.</p> <p>Teacher provides questions—literal, inferential, analytic, evaluative. Include multiple choice and short-answer.</p>	<p>Assessments</p> <p>K-8 Write/draw what each word means.</p> <p>Correct the following words/sentences.</p> <p>2-8 Plus: Plan and write a: __paragraph __essay __story __poem</p> <p>_____</p> <p>about</p> <p>Be sure it has clear:</p> <ul style="list-style-type: none"> • Focus • Support • Organization • Conventions • Integration 	<p>Assessments</p> <p>K-8 Write or draw what each word means.</p> <p>Write or draw to explain what you learned about _____.</p> <p>Answer the following questions</p> <p>2-8 Plus: Write an explanation of the following topic.</p> <p>Complete this graphic organizer to show what's important to understand about this topic.</p>	<p>Assessments</p> <p>Fluency Students read aloud with increased fluency and explain how to read with expression and/or how to read with appropriate rate.</p> <p>Comprehensive Students complete portfolio for the five weeks' learning.</p>

Assessment Week EXAMPLES

Example of Activities to Continue Learning All Week—**boldfaced items are the assessment activities of the day.** The others are designed to help students **FIX** and **EXPAND** the competencies of the five weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Reading</i>	Students read aloud and think aloud using the strategies they have learned during the previous four weeks.	ASSESSMENT: Students write/draw in response to questions about a reading. Grades 2-8 Multiple choice and short-answer questions.	K-2: Students make puppet show based on story. 3-8: Students exchange test questions, answer them, discuss their answers and the questions.	Students write about what they have read that they liked.	Students make a list of ways to be a good reader.
<i>Word Knowledge</i>	Students make glossary of words by categories—may include pictures and words.	Students complete glossary of words.	ASSESSMENT: Students write sentences with their vocabulary words (K-1 match with pictures)	Students check spelling and correct if needed.	Students put completed work into portfolio.
<i>Fluency</i>	Students read aloud with partners.	Students read aloud with partners.	Students read a poem aloud with partners.	Student partners prepare poem or prose for class read aloud.	ASSESSMENT: Students present their favorite poem or prose with increased fluency.
<i>Math</i>	ASSESSMENT: K-2: Students use numbers 2-8: Students make glossary of words from math. 3-8: Students solve problems, write explanations of solutions for problems	K-2: Students make math book pages 3-8: Students review the test items and discuss the strategies.	K-2: Students illustrate math book pages. 3-8: Students write their own step-by-step guides to the math learned.	K-2: Students finish BIG BOOK . 3-8: Students present math lessons to each other.	K-2: Students share BIG BOOK with other classes. 3-8: Students make up more test questions and solve them using their step-by-step guides.
<i>Writing</i>	Students write math sentences.	Students write about what they read.	ASSESSMENT Students make their own guide to writing with the skills focused on during this time.	ASSESSMENT continues: Students write about content using their own guides.	Students write about their favorite learning.
<i>Content</i>	Work on student-written text /booklet about the topic (kindergarten texts may be pictorial)	Continue to work on booklets about the topic (Should include graphics.)	Continue to work on booklets about the topic	ASSESSMENT: Students present booklets to each other; teacher assesses	Class presents to another class

Organize Performance-Based Learning and Assessment

Active Learning/Assessment Projects

The following activities can be set up in Learning Centers as well as activities for think-pair-share or home/family involvement. They also can be used as assessments if students complete them independently.

Collect and classify information in a data bank.	Make a glossary.	Rewrite your textbook chapter so a younger student would enjoy it.
Create or complete a diagram.	Create or complete a chart.	Organize information for a debate on this topic.
Create or complete a timeline.	Create or complete a map.	Write a letter from someone in this situation.
Create or complete a graph.	Each student writes one page in a class chapter about the topic.	Make an alphabet of words that help explain this topic.
Write a booklet about the topic.	Write a diary as if you were a person in the situation.	Make a top ten fact list.
Construct a multiple-choice question.	Draw a cartoon to show the sequence.	Change the ending.
Write an open-ended question about the topic. List three possible answers.	Use pictures or symbols to communicate the topic without words.	Illustrate your textbook chapter.
Write what's next.	Outline a page or chapter.	Add a character to the story.
Construct a crossword puzzle.	Write a poem about this topic.	Make a display that shows what's important.
Write directions on how and when to use this skill.	Make your own punctuation guide.	

DePaul Center for Urban Education and Assessment

Self-Check/Peer Coaching Priorities

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	<ul style="list-style-type: none"> __ teacher posts goals/objectives __ teacher previews lesson __ teacher “thinks out loud” about how to--read a story, solve a problem, read content __ teacher asks students to clarify instructions __ teacher posts directions and gives them orally __ teacher models/demonstrations
Teacher Guides Actively	<ul style="list-style-type: none"> __ teacher maintains eye contact __ teacher organizes activities so students work in pairs/groups as well as individually __ teacher circulates to guide/coach/assess
Students Think Thoroughly	<ul style="list-style-type: none"> __ teacher uses a variety of questions __ students ask questions __ students paraphrase and illustrate learning __ students note what they learn—learning log or think-pair-share __ students make/complete graphic organizers to analyze and synthesize __ students use skills/knowledge independently __ at end of lesson teacher asks students to explain what they learned
Vocabulary Is Connected	<ul style="list-style-type: none"> __ word wall posted (and illustrated) __ word wall vocabulary used in activities __ phrases/sentences posted __ students write explanations __ students illustrate vocabulary __ students use current vocabulary in writing
Writing Makes Sense	<ul style="list-style-type: none"> __ teacher explains writing by “thinking out loud” and posting steps to write effectively and excellent examples __ students write and illustrate in a variety of formats __ students improve their writing for focus, support, organization, conventions, integration—one element at a time