

The Common Core State Standards

Develop THINKING

**This toolkit includes resources developed through the
ASPIRE initiative of the Chicago Public Schools.**

Center for Urban Education

<http://teacher.depaul.edu>

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Teach Strategically: DIFFERENTIATE TO MAKE THE DIFFERENCE

Differentiation Strategies--The following list was compiled based on IES What Works studies and is included in *Powerful Practices for High Performing Special Educators* (Roberta C. Kaufman and Robert W. Wandberg, editors, Corwin Press, 2010).

- Cooperative Learning Students work as a team to accomplish a task
- Curriculum-Based Probes Student performance of skills that are timed and then charted to reflect growth
- Direct Teaching of Vocabulary--Specific vocabulary instruction using a variety of activities that hold attention
- Explicit Timing--Timing of seatwork to increase proficiency
- Graphic Organizers -- Visual display of information to structure concepts and ideas
- Peer Tutoring--Pairing students, with one trained to tutor the other
- Preassessment Organization Strategies --Use of specific practices designed to reinforce student's recall of content
- Reciprocal Peer Tutoring --Pairing students who then select a team goal and tutor each other
- Specific Informal Assessments --Use of a variety of methods including questioning for retention
- Teacher Think-Alouds--Explicit steps are modeled out loud in order to develop steps in problem solving processes
- Using Short Segments to Teach Vocabulary--Short time segments are used to teach vocabulary through listening, speaking, reading, and writing
- Using Response Cards During Instruction--Students write brief answers to teacher questions and hold them up so teacher can review answers

Powerful Practices

Roberta C. Kaufman and Robert W. Wandberg, editors, Powerful Practices for High Performing Special Educators, Corwin Press, 2010.

The editors explain that the following strategies were determined to be effective in these core disciplines. They note that "...the following common principles are also associated with the practices:

- The practices promote efficient use of time with routines and expectations identified.
- The practices utilize teacher modeling.
- The practices encourage student engagement in the learning process.
- There is documentation of effectiveness.

Effective Strategies: What Works?

The top five highly rated strategies in these content disciplines are as follows:

Reading:

1. Pre-assessment organization strategies
2. Graphic Organizers
3. Cooperative Learning
4. Direct Teaching of Vocabulary
5. Specific Informal Assessments

Math:

1. Curriculum-Based Probes
2. Reciprocal Peer Tutoring
3. Graphic Organizers
4. Explicit Timing
5. Teacher Think-Alouds

Science:

1. Curriculum-Based Probes
2. Graphic Organizers
3. Peer Tutoring
4. Using Short Segments to Teach Vocabulary
5. Using Response Cards During Instruction

DIFFERENTIATION STRUCTURE *CPS Office of Teaching and Learning*

The following are examples of differentiation strategies, defined by lesson variable. These strategies are adapted from work by Carol Ann Tomlinson.

| Lesson Variable | Example Differentiation Strategies |
|--|--|
| <p>Content</p> <p>What knowledge or skills do students need to learn?</p> | <ul style="list-style-type: none"> • Meeting with small groups to re visit an idea or skill for struggling learners or to extend the learning of advanced learners • Compacting lessons to focus only on what students need to know based on pre-assessments and individual learning profiles • Supporting background context through scaffolding to help students work and learn at their current zone of proximal development and move up to grade-level expectations • Varying levels of spelling and/or vocabulary lists • Providing multiple examples of content (ex. different examples of ways to identify seeds) • Highlighting critical information (e.g. reiterating broad concepts both orally and through other media, utilizing graphic organizers) • Monitoring student understanding of critical information throughout the lesson with frequent checks for understanding |
| <p>Process</p> <p>In what activities will the student engage in order to access, make sense of, and master the content?</p> | <ul style="list-style-type: none"> • Presenting content through multiple media and formats (e.g. auditory and visual means, computer access, text materials on tape, handouts) • Using reading materials at varying reading levels • Provide opportunities to practice with support in small groups, pairs, independently • Pairing students (with the same or different reading/readiness levels) • Varying activity questions based on previous learning and abilities • Modeling/explaining multiple process examples (e.g. different examples of how students can find appropriate texts to complete the assignment) • Plan the most complex learning activity first (one that would challenge the most advanced learner in the class) then modify that activity for students at lower levels • Using tiered activities through which all learners work with the same important content, but proceed with different levels of support, challenge, or complexity • Using small group activities/stations to target individual/small group areas of need or enrichment • Providing interest stations that encourage students to explore subsets of the class topic of particular interest to them • Offering on-going, relevant feedback during guided and independent practice • Developing task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners; can be completed during the lesson or as students complete other work early • Offering manipulatives or other hands-on supports • Varying the length of time a student may take to complete a task • Encourage advanced learners to pursue a topic in greater depth |
| <p>Product</p> <p>What culminating projects do students need to complete in order to show what they have learned?</p> | <ul style="list-style-type: none"> • Giving students options of how to express their learning in multiple ways (e.g. create a skit, write a letter, develop a 3-D model) • Varying questions based on previous learning, interest, and abilities • Using rubrics that match and extend students' varied skills levels • Allowing students to work alone or in small groups on their products • Encourage students to create their own products that meet required expectations |

Assess to Expand Progress

Ask Questions and use Graphic Organizers and other assessment data in ways that locate problems.

Ask students to take the second step—explain their thinking.

Then teachers take the third step: Solve Problems.

| Problem Locators Ways to Identify Needs | Problem Solvers Ways to Support Greater Learning |
|---|--|
| <ol style="list-style-type: none"> 1. Students respond to open-ended questions. 2. Students answer multiple choice question and explain the reason for the choice. 3. Students complete a graphic organizer. 4. Students write explanations of how to use a skill. 5. Students write daily response about what they learn. 6. Students write weekly summary of what they learn. 7. Students make a booklet/short report on what they learn. 8. _____ 9. _____ 10. _____ | <ol style="list-style-type: none"> 1. Peer coach. 2. Teacher models, step by step. 3. Students model. 4. Give clear written steps to follow 5. Give examples—more than 1. 6. Students work in pairs. 7. “break down” the content or skill—break it into smaller parts using task analysis 8. Partially complete a graphic organizer. 9. _____ 10. _____ 11. _____ |

DAILY DATA

FAST DATA

Teachers need immediate information to guide their decisions. Here are some ways teachers can get their own direct data about student progress. But teachers need to be sure to focus on the outcomes with their assessments.

Quick Check

1. Teacher asks a question—writes it on the board.
2. Teacher lists three possible answers—with letters—a, b, c.
3. Students raise answer cards—A, B, C.
4. Teacher sees right away if the students are generally clear.
5. If not, teacher asks a student who got the correct answer to explain.

(Adapted from Checking for Understanding)

Listen to Thinking

Students explain the reasoning for their responses to a question—they “think out loud”.

Daily Learning Report

Today's Important Learning

What was today's topic?

List three important things you learned about this topic today.

1.

2.

3.

Make up a question about today's learning. Another student will answer it tomorrow.

My Lesson Strategy Guide—Ways to Scaffold and Engage and Advance Learning

| | | |
|--|--|--|
| <p>Powerful Practices <i>The following practices were identified as correlated with increased learning in a study of the effective instructional programs on the What Works website of I.E.S.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Using short segments of passages to teach vocabulary in context/writing <input type="checkbox"/> Specific Informal Assessment <input type="checkbox"/> Curriculum-Based “probes” to clarify thinking <input type="checkbox"/> Peer Tutoring; Reciprocal Peer Tutoring <input type="checkbox"/> Explicit Timing <input type="checkbox"/> Teacher Think-Alouds <input type="checkbox"/> Using Response Cards during Instruction <p>Source: Roberta C. Kaufman and Robert W. Wandberg, editors, <u>Powerful Practices for High Performing Special Educators</u>, Corwin Press, 2010.</p> | <p>Teaching Strategies</p> <p>Focus Clearly</p> <ul style="list-style-type: none"> <input type="checkbox"/> survey students—pre-assess for learning interests as well as knowledge, skills <input type="checkbox"/> clear directions, posted and explained with examples <input type="checkbox"/> set explicit objectives and criteria <p>Develop with Depth</p> <ul style="list-style-type: none"> <input type="checkbox"/> ask challenging questions with “think time” (<i>not wait time</i>) <input type="checkbox"/> guide learning strategies—listening; collaboration; organizing notes; time management <input type="checkbox"/> gradual release of responsibility <input type="checkbox"/> students demonstrate <input type="checkbox"/> student-constructed HOT questions <input type="checkbox"/> students write to clarify and apply what they learn <input type="checkbox"/> emphasize transfer of knowledge and skills <p>Assess to Advance</p> <ul style="list-style-type: none"> <input type="checkbox"/> differentiated assessments <input type="checkbox"/> students self-assess <input type="checkbox"/> pair to compare <input type="checkbox"/> check for understanding daily <input type="checkbox"/> specific feedback—how to improve or advance <input type="checkbox"/> weekly synthesis | <p>Diverse Student Activities/Assessments</p> <p>verbal</p> <ul style="list-style-type: none"> <input type="checkbox"/> write _letter _poem _article _story <input type="checkbox"/> dramatize a story or history <input type="checkbox"/> outline, write, a topic booklet <input type="checkbox"/> add to a story, poem, song <input type="checkbox"/> make glossary <input type="checkbox"/> write weekly letter home about learning progress and plans <input type="checkbox"/> make up a CRAFT writing plan—content, role, audience, format, what you will tell about the topic. <p>auditory</p> <ul style="list-style-type: none"> <input type="checkbox"/> draw/write about music <input type="checkbox"/> clap syllables <input type="checkbox"/> listening to learn games <p>kinesthetic</p> <ul style="list-style-type: none"> <input type="checkbox"/> pantomime to communicate <input type="checkbox"/> “fold-a-books” <input type="checkbox"/> create a collage <input type="checkbox"/> make/build a model <p>visual</p> <ul style="list-style-type: none"> <input type="checkbox"/> “read” paintings <input type="checkbox"/> illustrate a reading <input type="checkbox"/> create symbols to represent ideas <input type="checkbox"/> construct graphics—with captions <p>constructive synthesis/creative construction</p> <ul style="list-style-type: none"> <input type="checkbox"/> invent a game <input type="checkbox"/> create museum-like displays <input type="checkbox"/> design graphic organizers <input type="checkbox"/> make portfolios <input type="checkbox"/> present topics <input type="checkbox"/> debate <input type="checkbox"/> simulation |
|--|--|--|

THE READING CHALLENGE

What does reading require?

The Common Core answer.

Common Core Anchor Standards for Reading

KEY IDEAS AND DETAILS

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

CRAFT AND STRUCTURE

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**.
5. **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how **point of view** or **purpose** shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. **Integrate** and **evaluate** content presented in diverse media and formats, including **visually** and **quantitatively**, as well as in words.
8. Delineate and **evaluate** the **argument** and specific claims in a text, including the **validity of the reasoning** as well as the relevance and sufficiency of the **evidence**.
9. **Analyze** how two or more texts address **similar themes** or **topics** in order to build knowledge or to compare the approaches the authors take.

RANGE AND LEVEL OF TEXT COMPLEXITY

10. Read and **comprehend complex literary and informational texts** independently and proficiently.

How does Common Core Reading relate to Previous Assessments?

Previously, standards emphasized isolated skills and tests based on them asked questions without the developmental sequence that is required to move from literal through interpretive reading. The following samples of question “stems” based on state standards demonstrate the isolation of skills. However, a student who has read comprehensively will be able to answer these questions—and more.

Apply word analysis and vocabulary skills to comprehend selections.

1. Which word best describes _____?
2. Which word in paragraph ___ helps the reader know what _____ means?
3. What phrase means the opposite of _____ as used in paragraph _____?
4. What does the word _____ mean in paragraph _____?

Apply reading strategies to improve understanding and fluency

1. What is paragraph x mainly about?
2. Which sentence from the selection best shows _____?
3. How can you best remember what this article is about?
4. How could a reader best determine _____?

Comprehend a broad range of reading materials

1. Which question is best answered by information in paragraph x?
2. What is the most likely reason _____?
3. What happened because _____?
4. What is the best summary of the selection?
5. Which of these best describes the problem in the passage?
6. How do _____’s feelings change from the beginning to the end?
7. Which words best describe _____’s character?

Understand how literary elements and techniques are used to convey meaning

1. How does the author organize paragraphs x through x?
2. How is this selection best described?
3. Which would be the best to read to learn how to _____?
4. In which book would this selection most likely be found?
5. What is the tone of paragraph x?
6. Why is paragraph ___ important in this selection?
7. Which sentence best describes the author’s opinion of _____?
8. How does the author organize the information in this article?
9. In paragraphs ___ to __, what is the author’s tone?
10. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

Read and interpret a variety of literary works.

1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is _____?
4. What is the mood in most of the story?
5. What type of story is _____?
6. With which statement would the author most likely agree?
7. Which of these is a theme of this story?

A BIG Difference—While standards previously did not address nonfiction with emphasis, each Common Core grade level is organized to emphasize nonfiction as well as literature.

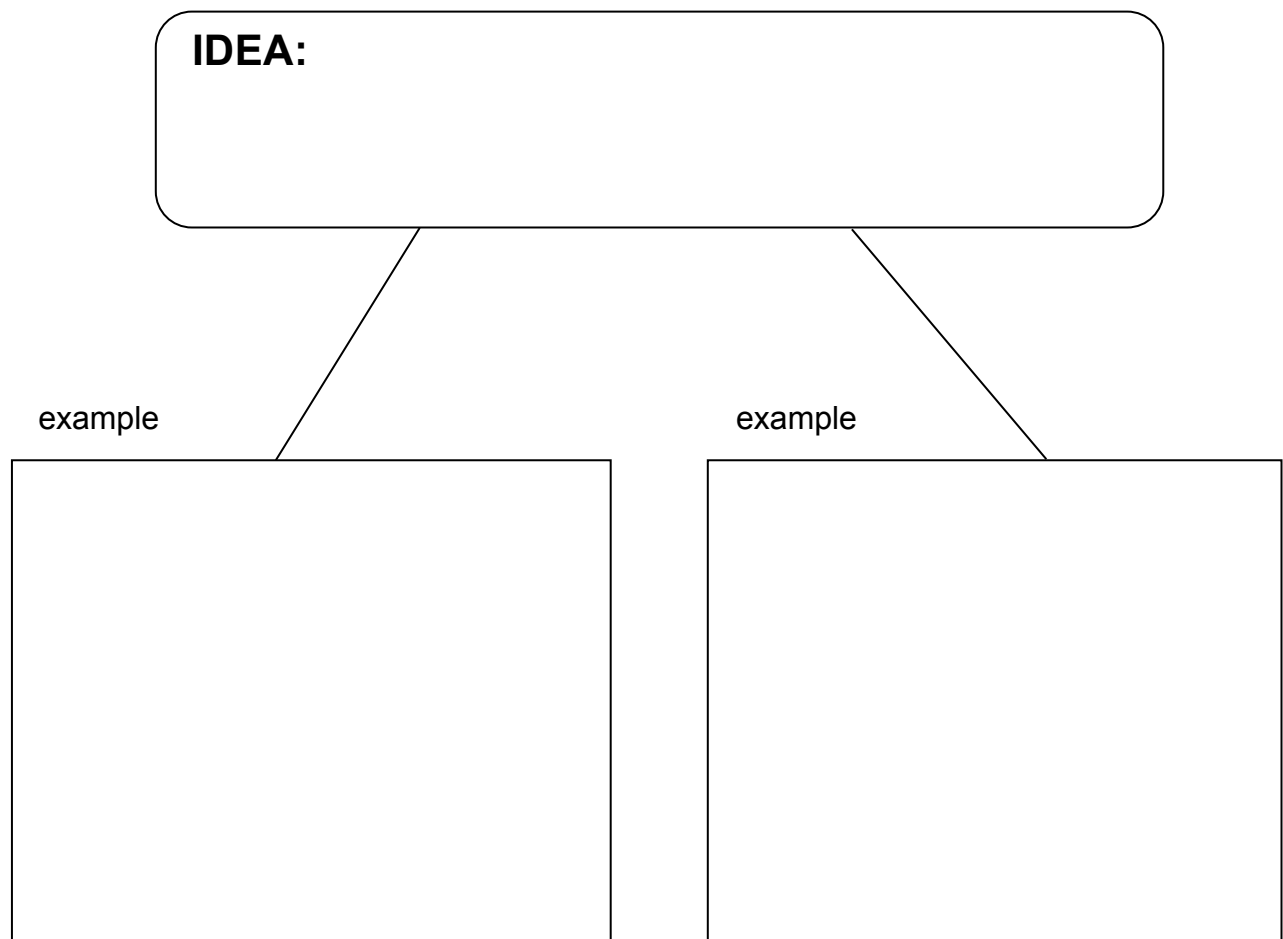
Example: Core Literacy Standards for Third Grade

| READING LITERATURE | READING NONFICTION |
|---|--|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea . |
| 3. Describe characters in a story (e.g., their traits , motivations, or feelings) and explain how their actions contribute to the sequence of events . | 3. Describe the relationship between a series of historical events , scientific ideas or concepts , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters . | 6. Distinguish their own point of view from that of the author of a text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 8. (Not applicable to literature) | 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the most important points and key details presented in two texts on the same topic . |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 2–3 text complexity band independently and proficiently . | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 2–3 text complexity band independently and proficiently . |

GET THE MESSAGE

It all starts with Standard 1.

| KEY IDEAS AND DETAILS |
|--|
| ANCHOR STANDARD:1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |



The Common Core identifies grade-level standards that represent these “anchor” standards at each level K-12. Here are two set up to show the progression from grade to grade. You will find the others in this format at <http://teacher.depaul.edu>.

Common Core Reading Standard 1—Literature and Nonfiction

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| | READING LITERATURE | NONFICTION/INFORMATIONAL TEXT/INFORMATIONAL TEXT |
|------|---|---|
| K | With prompting and support, ask and answer questions about key details in a text. | With prompting and support, ask and answer questions about key details in a text. |
| 1 | Ask and answer questions about key details in a text. | Ask and answer questions about key details in a text. |
| 2 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

What questions would a Common Core teacher ask?

Sequential questions—not necessarily following the Common Core numbers but developing deeper interpretation. Notice that each of these questions requires the application of the competence of “close reading” required by standard 1.

| | |
|---|--|
| <p>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.</p> | <p>Where did this history take place? What kind of place was it?</p> <p>Support your answers with evidence from the text.</p> |
| <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> | <p>What is a problem people faced? Why was it important to people? How do they respond to it? How does the response affect them?</p> <p>Support your answer with evidence from the text.</p> |
| <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> | <p>What do you think is the central or main idea of this history? Summarize the important information that supports your conclusion.</p> <p>Support your answer with evidence from the text.</p> |
| <p>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.</p> | <p>What are 5 key words in this passage? Why are they important to understanding it?</p> <p>Support your answer with an example from the passage.</p> |
| <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> | <p>Choose one important paragraph. Tell why it is important to understanding the passage.</p> <p>Support your answer with examples from the passage.</p> |

Example of a Comprehensive Fiction Reading Guide

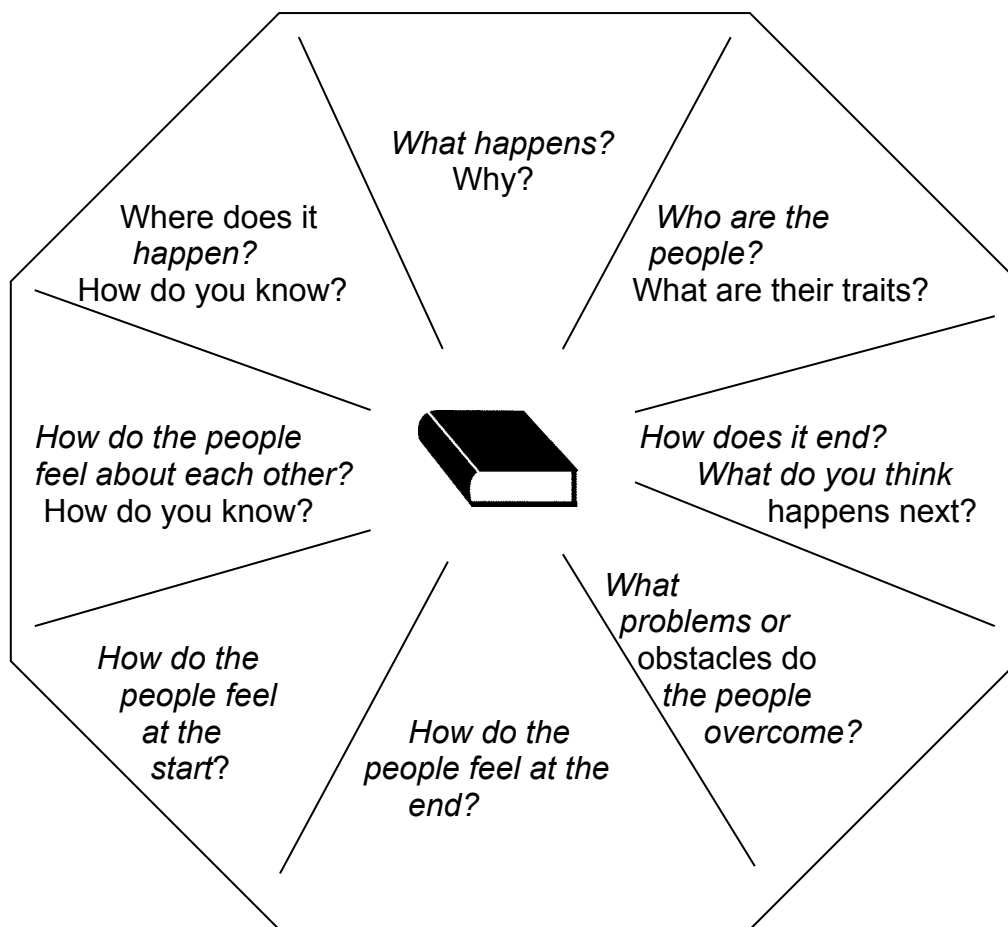
CCSSR1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

CCSSR2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.

CCSSR3. **Analyze** how and why **individuals, events, and ideas develop** and **interact** over the course of a text.

Questions for independent reading at school and at home.

Support your answers with evidence from the story.



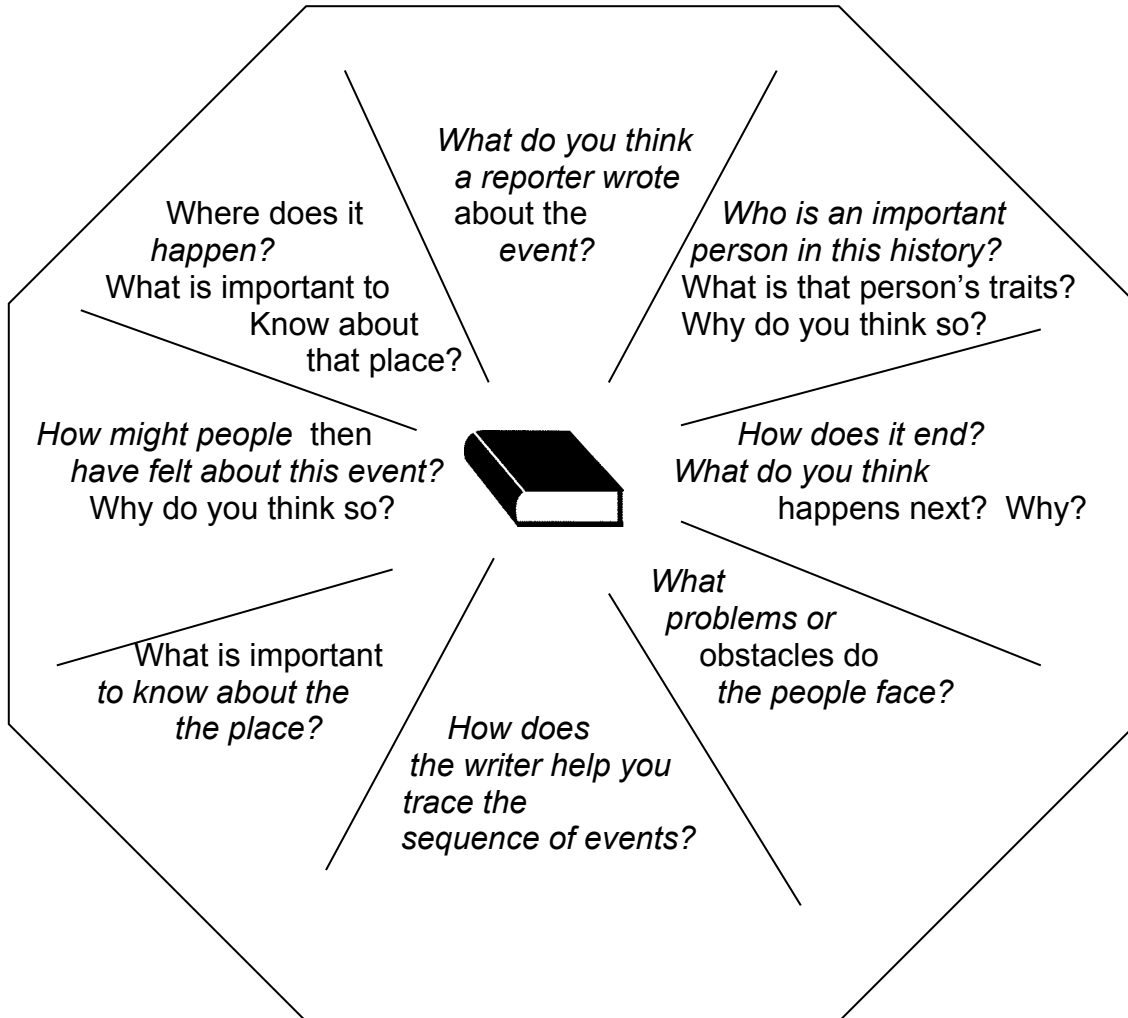
What lesson can people learn from this event story?

Plus: Craft and Structure—How does the writer help you understand the story?

Analyze History

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**.

Support your answers with evidence from the history.



What lesson can people learn from this event?

**TWO-STEP INFERENTIAL QUESTIONS INSIST THAT STUDENTS THINK MORE—
ANSWER WITH EVIDENCE (CCSSR1)**

| INFERENCE | QUESTION | ANSWER | EVIDENCE |
|--|---|---------------|---|
| <i>Infer from context</i> | <i>What does _____ mean?</i> | | |
| <i>Infer motive</i> | <i>Why did _____</i> | | |
| <i>Infer cause-effect relations</i> | <i>What caused _____</i> | | |
| <i>Infer predictions</i> | <i>What do you think _____ did next?</i> | | |
| <i>Infer feelings</i> | <i>How do you think _____ felt about _____</i> | | |
| <i>Infer traits</i> | <i>What is a trait of _____?</i> | | |
| <i>Infer the central message or lesson</i> | <i>What is a lesson people can learn from this passage/story/history?</i> | | List the sections of the passage that support it. |

Nonfiction Reading: A Way to Expand Knowledge and Thinking

KEY IDEAS AND DETAILS

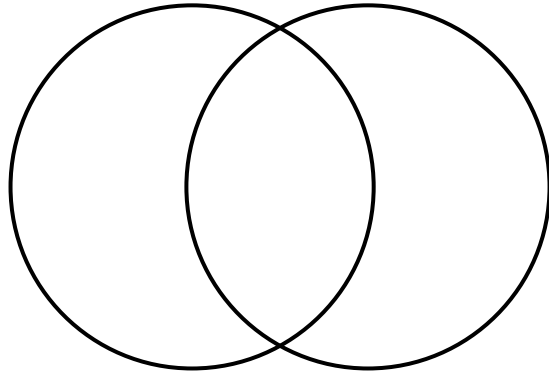
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

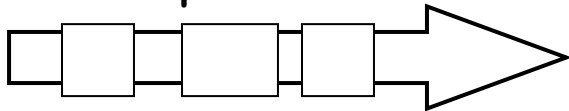
Classify and Clarify

| Category | Category |
|----------|----------|
| | |
| | |
| | |

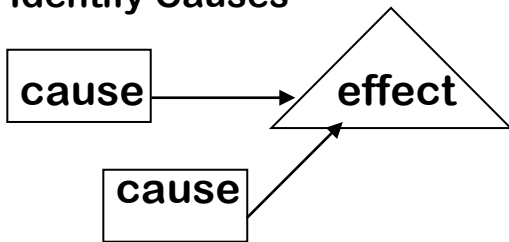
Compare and Contrast



Show Sequence

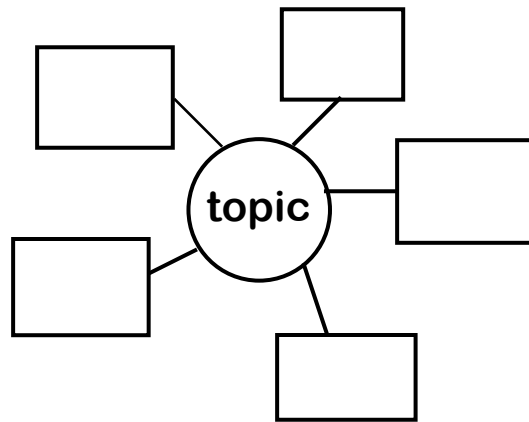


Identify Causes

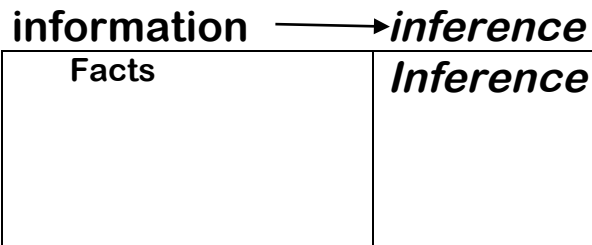


and Effects

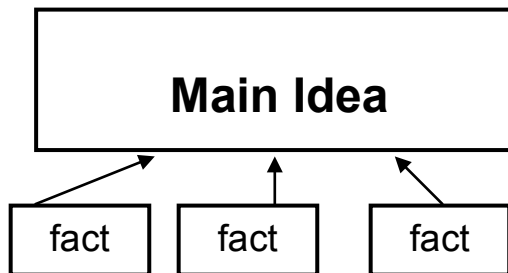
Organize Information



Support Inferences



Infer and Support Ideas



Graphic Organizer Assessment Rubric

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

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

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

Is it complete?

Is it correct?

Is it clear?

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

SHOW CLEAR THINKING

| Rating | Requirements |
|--------|---|
| 4 | <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response) <input type="checkbox"/> Cites the source of the information (grades 5-8) |
| 3 | <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct |
| 2 | <input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct |
| 1 | <input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct |

COMPREHENSIVE HISTORY READING ASSESSMENT

Identify Sequence (*This is a **Check-In Question**—are you on the page?*)

1. What happened first? _____

In which paragraph did you find that information? _____

Infer Character Traits

2. What is one of _____'s character traits? _____

SUPPORT YOUR INFERENCE

Why do you infer that? _____

Infer Motive

3. Why did _____ do _____?

SUPPORT YOUR INFERENCE

Why do you infer that? _____

Infer Cause-Effect Relations

4. What happened because _____?

Why do you think that is an effect? _____

Summarize (*This is a **Check-Out question**—did you comprehend the passage?*)

Write a three-sentence summary of what happened. Tell the main idea. Use evidence from the history to support your conclusion.

EXTEND TO EXCEED: THINK MORE

What is a lesson people can learn from this history? Explain why you think that is an important lesson—with evidence from this history and your own experience.

COMPREHENSIVE QUESTIONS – Non-Fiction

I can identify the topic, main idea, purpose, opinion, and summarize a nonfiction passage 1B

1. **What is the topic?** _____

The topic is not the title. What is the topic that the passage explains?

2. **Infer the main idea of a paragraph:** What is the main idea of the first paragraph?

3. **Infer the purpose:** What is the purpose of the passage? Why did the writer write it?

Explain: How do you know that is the purpose?

4. **Classify Fact and Opinion:** What is an opinion in the passage?

Explain: How do you know it is an opinion?

5. **Infer the main idea of a passage.** What is the main idea of the whole passage?

Support your answer. Explain why you think that is the main idea?

Exceed: Make up a multiple-choice quiz about the topic. Ask **challenging** questions.

Non-Fiction Writing Expands Thinking and Knowledge

Common Core Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Topic: _____

BIG QUESTION: _____

| | |
|---|--|
| <p>Read <i>CCSSR1</i> <i>Use reading strategies ILS1B</i> <i>Comprehend different texts ILS1C</i></p> | <p>What will students read?</p> |
| <p>Expand Vocabulary <i>CCSSR4</i></p> | <p>What words will they learn?</p> <p>How will they learn them? ___read ___write with them ___picture them ___make glossary</p> |
| <p>Organize <i>Organize information to explain a topic (ILS5A)</i> <i>CCSSR2</i></p> | <p>How will students clarify what they learn?</p> <p>Make a ___chart ___timeline ___diagram ___outline</p> |
| <p>Write <i>Explain a topic (ILS3B)</i> <i>CCSSW2</i></p> | <p>What will they WRITE?</p> <p>___ paragraph ___ letter ___ poem ___ guide ___ news report</p> <p>_____</p> |

How will students share what they learn to expand everyone's learning?

- ___ draw pictures ___ make a collage ___ illustrate a word wall
- ___ dramatize ___ write a story ___ make a picture glossary
- ___ make a bulletin board ___ present what they learn to another class
- ___ make a booklet for another grade—or the school library

Example of a week of integrated literacy and content learning

Common Core Anchor Reading Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Common Core Writing Anchor 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.

Topic: _____

BIG Question: _____

Core Vocabulary: _____

| Monday Focus with Interest | Tuesday Get Informed | Wednesday Organize and Expand | Thursday Summarize | Friday Synthesize |
|---|---|---|--|---|
| <p>T: Introduce the week's BIG question Preview key words, connect to prior knowledge.</p> <p>Read aloud about topic</p> <p>S: List or draw interesting facts from reading.</p> <p>Start glossary.</p> | <p>T: Model How to collect facts from a passage.</p> <p>S: Read to locate and collect important facts relevant to the Big Question.</p> <p>Expand glossary.</p> | <p>S: Use graphic organizer to organize information. Collect more information for the organizer.</p> <p>Continue glossary.</p> | <p>S: Write about this week's topic using this week's words—write based on the graphic organizer.</p> <p>Complete glossary.</p> | <p>S: Answer the BIG question—create booklet, exhibit, letter, picture, other format to communicate answers to the BIG question.</p> |

SMART CHART

I can identify words relating to a topic.

Common Core Reading Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TOPIC: _____

| WORD | Show what it means. Draw a picture. | Write another word that tells about this word. |
|------|-------------------------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Keep adding to your Smart Chart as you learn more words about this topic.
Write with the words—explain what you learn.

Multi-Week Content Learning Plan

Common Core Anchor Reading Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Common Core Writing Anchor 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.

Content Standard: _____

FOCUS/BIG QUESTION: _____

Concepts that I want students to understand

Assessment: student presentations drawings writing
portfolio presentation _____

Skills and Strategies Students will Expand:

Read to Learn



Write to Explain



Illustrate to Communicate

ILS26B

| Part | This Week's Focus/Question and Vocabulary | This Week's Reading | Activities |
|------|---|---------------------|------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

THE MATH CHALLENGE

Teaching to the Core will require more.

Common Core STANDARDS FOR MATHEMATICAL PRACTICE

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

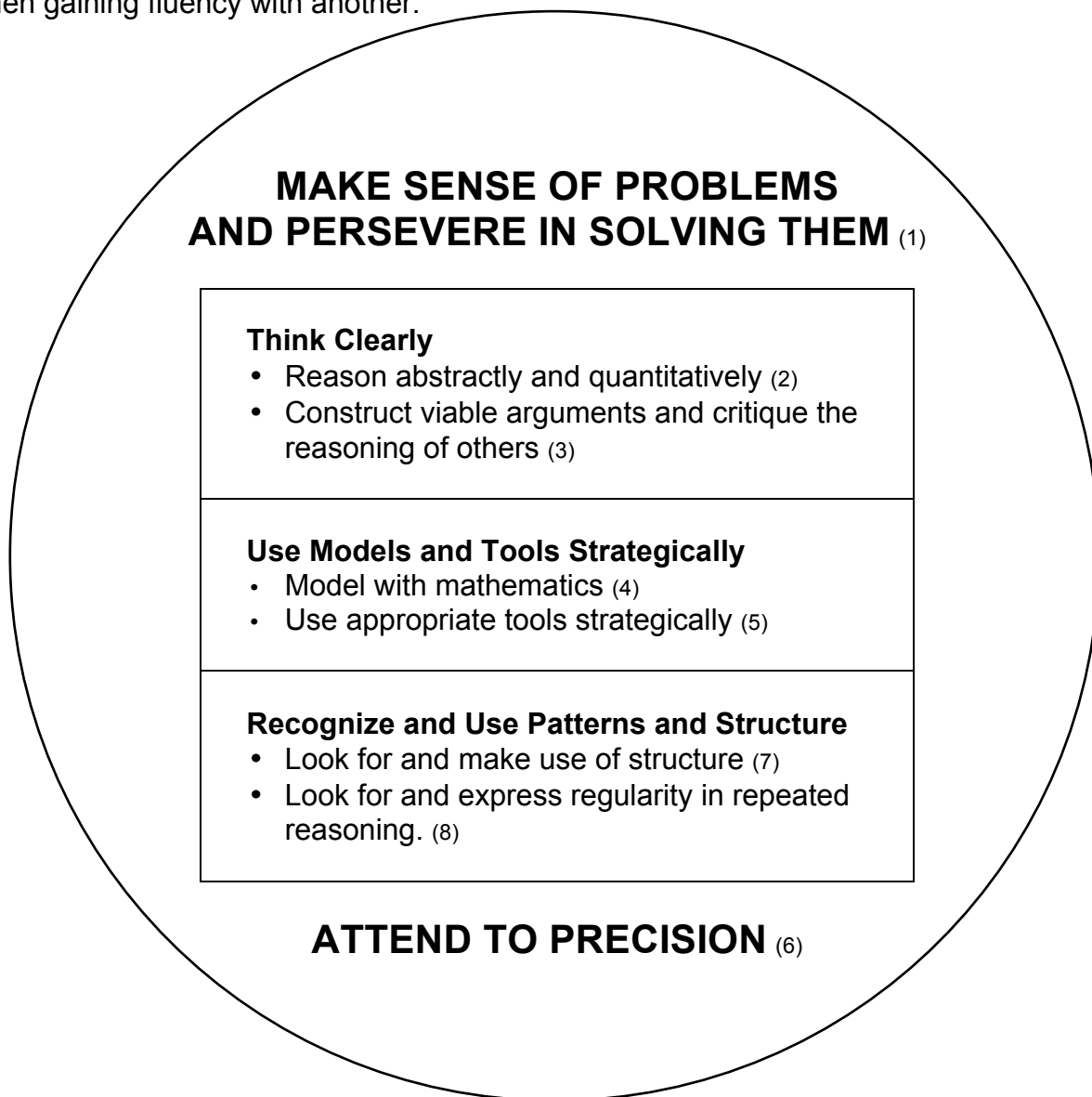
What do those practice standards mean?

That finding an answer is not the destination—it's how you get there and the patterns you find as you solve a problem.

Strategic Problem Solvers Apply the Common Core Math Practice Standards

It's about thinking clearly.

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



This diagram by the Center for Urban Education is based on "Grouping the SMPs" (McCallum 2011), Supporting Student Success, the Indiana Department of Education.

MATH PROBLEM SOLVING GUIDE Grades 5-8

Guide designed for a project sponsored by the Institute for Education Sciences, US Department of Education.

Systematic use of this assessment resulted in significant gains in math achievement at grades 5-8.

Common Core Math Practice Standard: Make sense of problems...

| | |
|---|--|
| 1. What will you figure out? | |
| 2. How will you solve the problem? | |
| 3. What information will you use? | |
| 4. Estimate the answer. | |

and persevere in solving them.

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

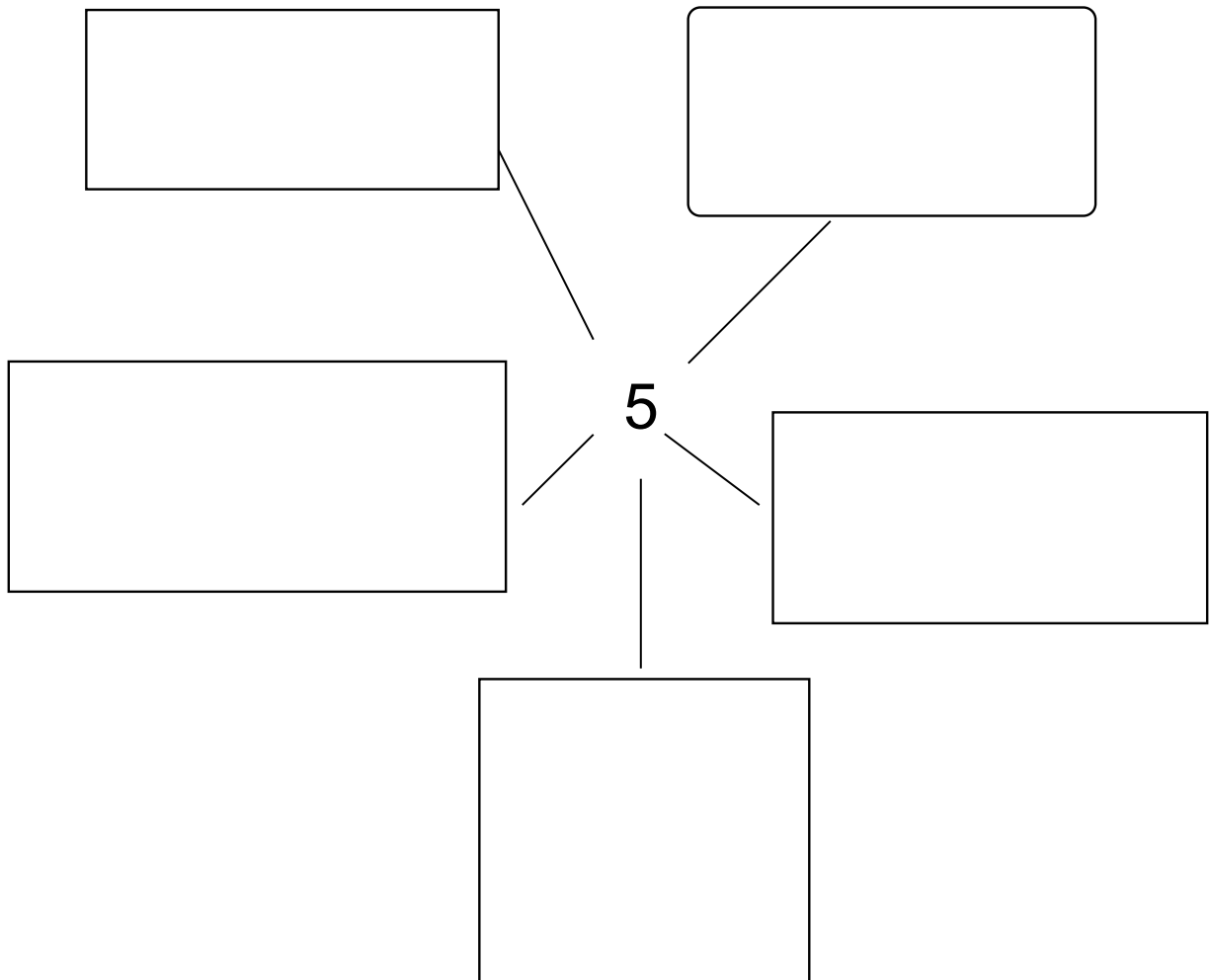
| | |
|---|--|
| 6. What is your answer? | |
| 7. Tell what you did. | |
| 8. Tell why you solved it this way. | |

Look for Math Patterns

Five Ways to Make a Five

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.

This activity is infinitely expandable—10 ways to make a ten... It can turn into a game, too.



SOLVE THE MATH PROBLEM

MOVE FROM FINE PRINT TO BIG THINKING.

| | | | | | |
|--|--|--|--|---|---|
| <p>7.4.01 Solve problems involving elapsed time in compound units (e.g., 1 hour and 40 minutes) that occur in the same half day (a.m. only or p.m. only).</p> | <p>7.5.01 Solve problems involving elapsed time in compound units.</p> | | | | |
| <p>7.3.02 Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).</p> | <p>7.4.02 Select and use appropriate standard units and tools to measure length (to the nearest $\frac{1}{2}$ inch or $\frac{1}{2}$ cm), time, and temperature.</p> | <p>7.5.02 Select and use appropriate standard units and tools to measure length (to the nearest $\frac{1}{4}$ inch or mm), mass/weight, capacity, and angles.</p> | <p>7.6.01 Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles.</p> | <p>7.7.01 Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles. Sketch, with given specifications, line segments, angles, triangles, and quadrilaterals.</p> | <p>7.8.01 Select and use appropriate standard units and tools to solve measurement problems, including measurements of polygons and circles.</p> |
| <p>7.3.03 Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).</p> | <p>7.4.03 Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).</p> | <p>7.5.03 Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).</p> | <p>7.6.02 Solve problems involving the perimeter and area of a triangle, parallelogram, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).</p> | <p>7.7.02 Solve problems involving the perimeter and area of polygons and composite figures using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).</p> | <p>7.8.02 Solve problems involving perimeter/circumference and area of polygons, circles, and composite figures using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).</p> |

MOVE TO THE CORE.

The Common Core Math Standards are Explicit

Example: Third Grade Operations and Algebraic Thinking—Common Core

The standard is underlined; examples/clarifications are italicized.

Represent and solve problems involving multiplication and division.

3.OA.1. Interpret products of whole numbers,

e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.2. Interpret whole-number quotients of whole numbers,

e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,

*e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.*¹

3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5. Apply properties of operations as strategies to multiply and divide.

2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.6. Understand division as an unknown-factor problem.

For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³

3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Common Core Resources

| | |
|--|---------|
| Plan to Increase Parent Involvement | page 35 |
| Use Graphic Organizers to Guide and Assess Learning | page 39 |
| Math Learning and Assessment Guides | page 56 |
| Grade Level Reading Standards Organized to Clarify Literature and Nonfiction/Informational Text Reading | page 60 |
| Grade-to-Grade Reading Standards Organized to Clarify Literature and Nonfiction/Informational Text Reading | page 70 |
| Nonfiction Reading to Learn then Writing to Learn More Standards | page 81 |
| Resources to Connect Science Learning and Literacy Development | page 88 |

Involve Parents in Moving to the Core

This list includes some effective actions to increase parent involvement.

- ✓ *Organize parent workshops on Common Core literacy and math*
- ✓ *Organize a “bank” of home learning resources*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Organize parent newsletters that introduce standards from the Common Core*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Organize parent focus groups for parents of middle school or freshmen*
- ✓ *Set up a Parent Resource Center—space at the school and a part of the school’s website.*

Make More Parent Connection Plans

| |
|--|
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| |

Learn more about the Common Core and ways parents can support this learning progress at http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent

For more parent involvement online links, go to http://teacher.depaul.edu/Family_and_Community

For a parent guide to what students need to know and be able to do at each grade, go to http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent.

EXPAND SCHOOL-HOME CONNECTIONS

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

| Examples | What We’ll Organize for Home Learning Connections |
|---|--|
| <p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> • Make vocabulary “flashcards”. • Make your own pictionary. • Play word games. | <p><i>Example: word lists</i></p> |
| <p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next. | <p><i>Example: Questions to ask about any story</i></p> |
| <p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more. | <p><i>Example: List of TV shows to watch this month.</i></p> |
| <p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be. | <p><i>Example: List of math skills to practice.</i></p> |

Use **Graphic Organizers** to

Guide → **and Assess** ✓

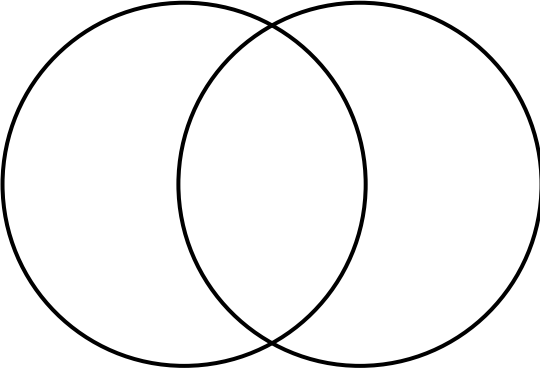
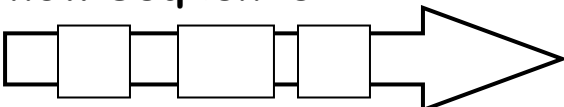
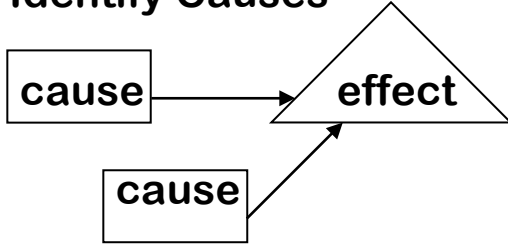
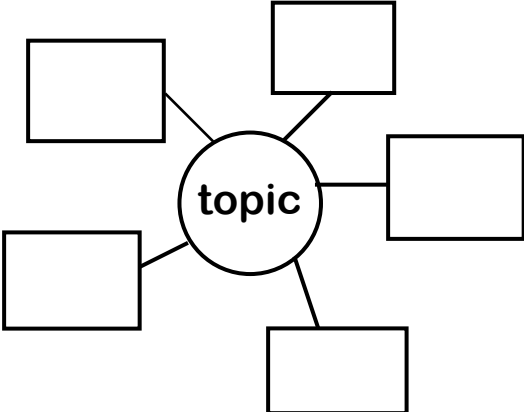
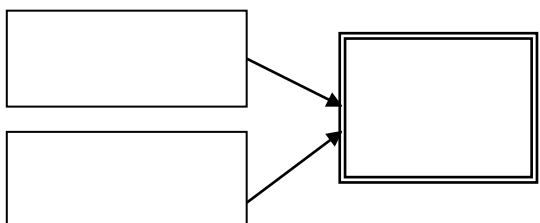
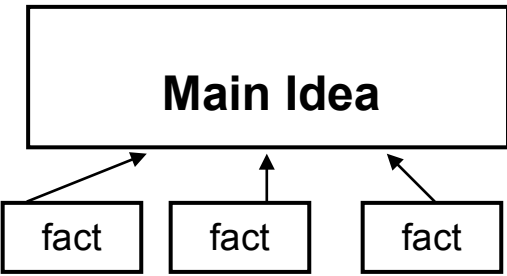
THINKING

- ❑ Graphic organizers show students how to organize their thinking.
- ❑ Graphic organizers give teachers **instant data** about student progress and learning needs.
- ❑ Graphic organizers enable students to see their own work more clearly—what they accomplished, what they should improve.

Learning/Assessment Scaffolds

A graphic organizer is an open question.

It helps clarify students' thinking—and identify thinking gaps.

| <p>Classify and Clarify</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Category</th> <th style="width: 50%; padding: 5px;">Category</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> </tbody> </table> | Category | Category | | | | | | | | | <p>Compare and Contrast</p>  |
|---|---|----------|--|--|--|--|--|--|--|--|--|
| Category | Category | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| <p>Show Sequence</p>  <p style="margin-top: 20px;">Identify Causes</p>  <p style="text-align: center; margin-top: 10px;">and Effects</p> | <p>Organize Information</p>  | | | | | | | | | | |
| <p>Show Inferences</p> <p style="margin-top: 10px;">information \longrightarrow <i>inference</i></p>  | <p>Infer and Support Ideas</p>  | | | | | | | | | | |

Graphic Organizer Assessment Rubric

Usually a **graphic organizer is part of a process**, it is a way to organize information, **an intermediate step to making a presentation or writing about a topic or situation**. It is a way to organize thinking, and it can be a “**pre-writer**”.

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

- Is it complete?**
- Is it correct?**
- Is it clear?**

This leveled rubric can be used as a self-assessment or to guide students to pair and compare their work to improve it.

SHOW CLEAR THINKING

| Rating | Requirements |
|--------|--|
| 4 | <ul style="list-style-type: none"> <input type="checkbox"/> Chooses appropriate graphic organizer to accomplish task or explains why the organizer is appropriate <input type="checkbox"/> Provides information for each part of the organizer <u>based on more than one source</u> <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Analyzes the organizer—(complexity varies with grade level— from sentence through constructed response) <input type="checkbox"/> Summarizes the organizer to communicate patterns or support ideas |
| 3 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides information for each part of the organizer <input type="checkbox"/> All information is correct <input type="checkbox"/> Gives organizer a title (if it does not have one) <input type="checkbox"/> Writes to explain the organizer (summarizes; provides analysis) <input type="checkbox"/> Explains how the organizer helps accomplish the task |
| 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides information for most parts of the organizer <input type="checkbox"/> Most information is correct |
| 1 | <ul style="list-style-type: none"> <input type="checkbox"/> Provides information for part of the organizer <input type="checkbox"/> Some information is correct |

Read to Learn

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Topic: _____

BIG question about it. _____

What I will read: _____

List information from the text to answer the question.

| Information | Page # |
|-------------|--------|
| | |
| | |
| | |
| | |
| | |

Write your answer to the BIG question. Support your conclusion with information from your list. Either use quotation marks if you use a statement from the text or paraphrase it—write the information in your own words.

What did you learn?

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TOPIC: _____

What are important words that help understand this topic?

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

What are important facts?

Think More:

Write a paragraph about the topic. Explain what you think is one important idea. Use words and facts from what you learned to explain the topic.

PARAGRAPH WRITER

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.

What is the Main Idea I will communicate?

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

Get It Across: Organize Your Paragraph

You may use all your facts.

You may decide not to use some facts.

Number the facts in the order you will put them in your paragraph.

Read to Learn

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Choose one topic.

Topic: _____

*Write a **BIG** question about it.*

Question I will answer:

Then answer your question – find information to answer it.

Information I found to answer it:

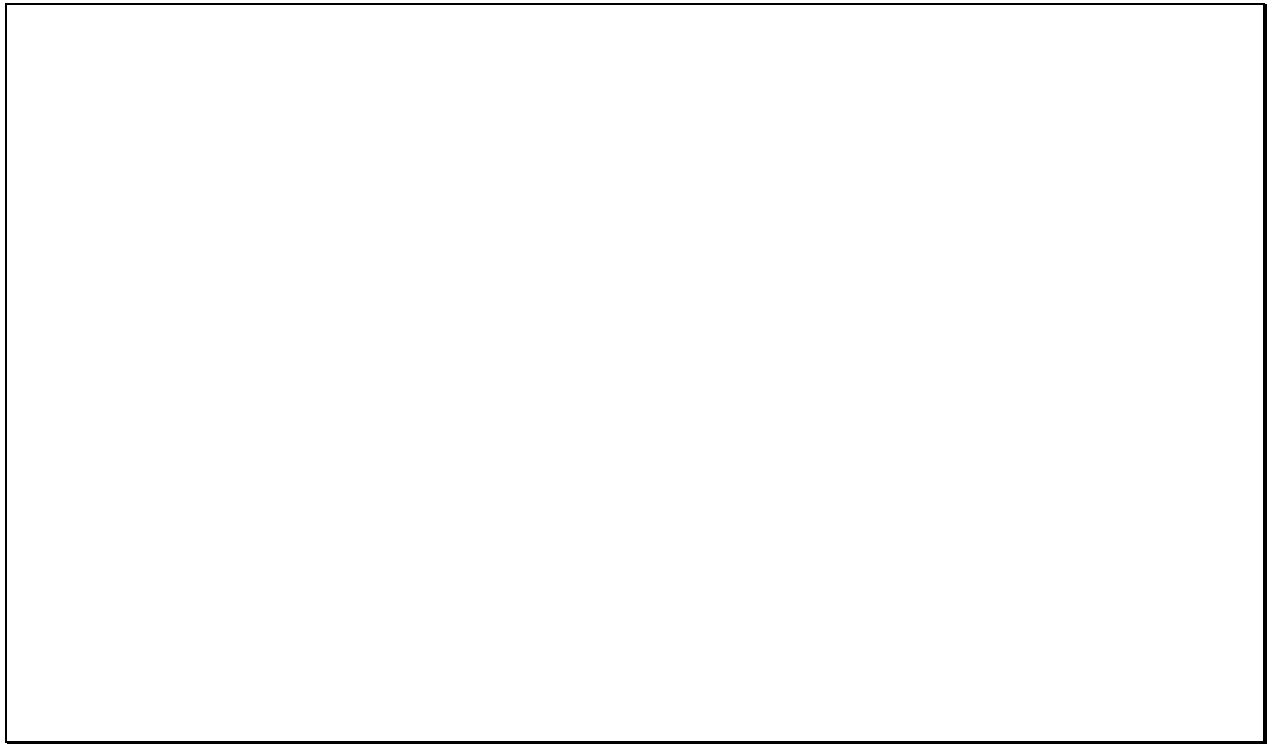
Write the news—the new things you now know.
Explain what you learned that is most important.

I Can Comprehend A Paragraph or Page

CCSSR1 Competence: Identify the main topic and retell key details of a text.

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

I see _____

How to Summarize a Story

CCSSR2 **Determine central ideas or themes** of a text and **analyze their development**; **summarize** the **key supporting details** and **ideas**. Use specific CCSS standard for your grade.

Name of the Story: _____

Tell about the story.

| <i>Person</i> | <i>Describe the Person</i> |
|---------------|----------------------------|
| | |
| | |
| | |

Place: _____

What happens—what are the most important parts?

How it starts: _____

What happens next: _____

How it ends: _____

Why it ends that way—why the writer wanted the story to end that way.

Tell why you think the writer wrote the passage. What did the writer want you to understand? What is the theme or central idea?

Explain why you think that is the message. On another page, write about how the writer used events and characters to communicate that message.

I can locate and classify information about a topic.

Common Core Anchor Standard 2 competence: Organize information from a text to support sub-topics or ideas.

Read about a topic.

Figure out 3 categories of information.

For example, if it is history list people, places, events.

Topic: _____

EXCEED: Write about the topic.

Use information from your chart and information you knew.

Learn about People, Places, Events

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

TOPIC: _____

ORGANIZE TO UNDERSTAND

| | |
|------------|--|
| People | |
| Place | |
| Challenges | |
| Choices | |
| Changes | |

Write to explain what you learned.

I can classify facts and opinions.

Common Core Anchor Reading Standards 1 and 6. 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. (Finding opinions is part of figuring out the author's purpose or point of view.)

Put statements of facts in column 1 and statements of opinion in column 2.

If a text does not include opinions then the opinion column is blank.

| These are facts I found in the text. | These are opinions I found in the text. |
|--------------------------------------|---|
| | |

This is how to know if a statement is a fact.

This is how to tell if a statement is an opinion.

Expand a Story or History with Evidence-Based Dialogue

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Event or Story: _____

List three different persons who were there.

1 _____ 2 _____ 3 _____

INFER FEELINGS

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

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said.

Three speech bubbles are provided for students to write dialogue. Each bubble consists of a circular base and a larger, irregularly shaped top section. The first bubble is connected to a circle labeled '1'. The second bubble is connected to a circle labeled '2'. The third bubble is connected to a circle labeled '3'.

EXCEED:

Summarize the story or event.

Write a Play to Communicate the Theme of a Story

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Story: _____

What happened—list the important events.

How it starts: _____

What happens next? _____

How it ends. _____

What's the **theme** of the story?

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

Who are the important characters?

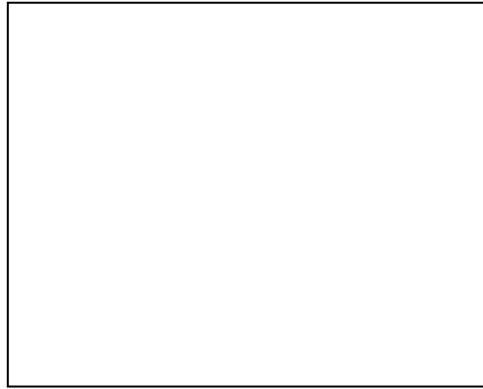
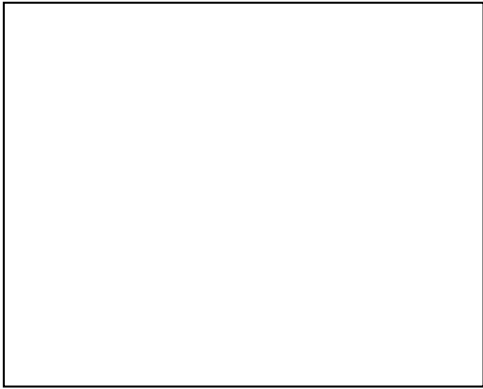
| Who | Trait | Action | What happens because of that action? |
|-----|-------|--------|--------------------------------------|
| | | | |
| | | | |
| | | | |

Write what characters might say.

SHOW SEQUENCE

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Draw pictures to show what happened. Number each box to tell the sequence.



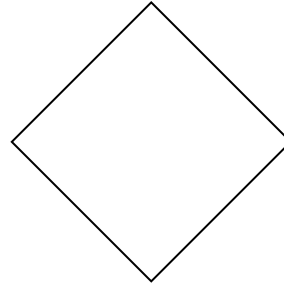
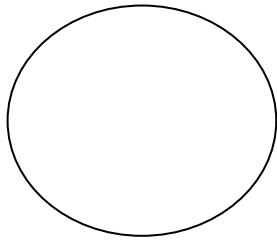
EXCEED

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

Story Illustrator

CCRL2 competence: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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



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

| | | |
|--|--|--|
| | | |
|--|--|--|


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

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

I Can Compare and Contrast

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Use grade-specific standard for fiction or nonfiction. Also may apply Common Core Reading Standard 9.

Title: _____



Write to tell what your diagram shows.

| |
|--|
| |
| |
| |
| |
| |

EXPLORE SCIENCE ANALYZER

Common Core Reading Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Focus: _____

One Position

Supporting Reasons and Facts:

Another Position

Supporting Reasons and Facts:

MY POSITION: *Which position do you choose?*

Write to explain your position and defend it against the opposition.

Math Learning and Assessment Scaffolds

Formative Assessment Planner--MATH

KNOW WHAT: Math Facts

| Teach Clearly—and Respond to Learning Difficulties | How to assess | Ways to help students learn more |
|--|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Post math words and symbols with pictures/examples <input type="checkbox"/> “Practice Pack”—students make their own facts on small pieces of paper, match them with words and examples—take it home to practice. <input type="checkbox"/> “Math Fact of the Day” <input type="checkbox"/> Fact “Bingo” <input type="checkbox"/> Act out the facts | <p>Complete a fact chart.</p> <p>Answer question with correct fact.</p> <p>Match fact with question (as in Jeopardy)</p> <p>Make a glossary chart.</p> | <p>Students write math fact booklets.</p> <p>Students use math facts to create an exhibit.</p> <p>Students write math fact songs and poems.</p> |

KNOW HOW: Math Processes

| Teach Clearly—and Respond to Learning Difficulties | How to assess | Ways to help students learn more |
|---|---|---|
| <p>Build these practices into your lessons so you can move to column 3—exceed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher “Thinks out loud” <input type="checkbox"/> Model different ways to solve same problem <input type="checkbox"/> Peer coach <input type="checkbox"/> Student models problem solving <input type="checkbox"/> Learning “partner” <input type="checkbox"/> Work in groups <input type="checkbox"/> Post example <input type="checkbox"/> Post a path—steps to follow <input type="checkbox"/> “Math Smart Pack”—practice with cards that hold numbers and symbols. <input type="checkbox"/> Draw the problem <input type="checkbox"/> Start with simpler problem, build in more challenges. | <p>Solve problem correctly, circle answer.</p> <p>Answer multiple choice question, explain why you chose answer.</p> <p>Write steps to solve the problem.</p> <p>Daily Math Journal</p> | <p>Students make math guides.</p> <p>Students present math “models”</p> <p>Students make their own math problems and give to each other to solve.</p> |

This Week's Math

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

This Week's Skill: _____

What are 3 important words or symbols you need to know to use this math?

| Word or Symbol | What It Means |
|-----------------------|----------------------|
| | |
| | |
| | |

What's important to know about this week's math? Show and tell what you know. For example, solve a problem with this week's skill.

Math Path

CCSS Math Practice Standard 1. Make sense of problems and persevere in solving them.

Solve a problem on the left side of the arrow.

Explain your steps on the right side of the arrow.

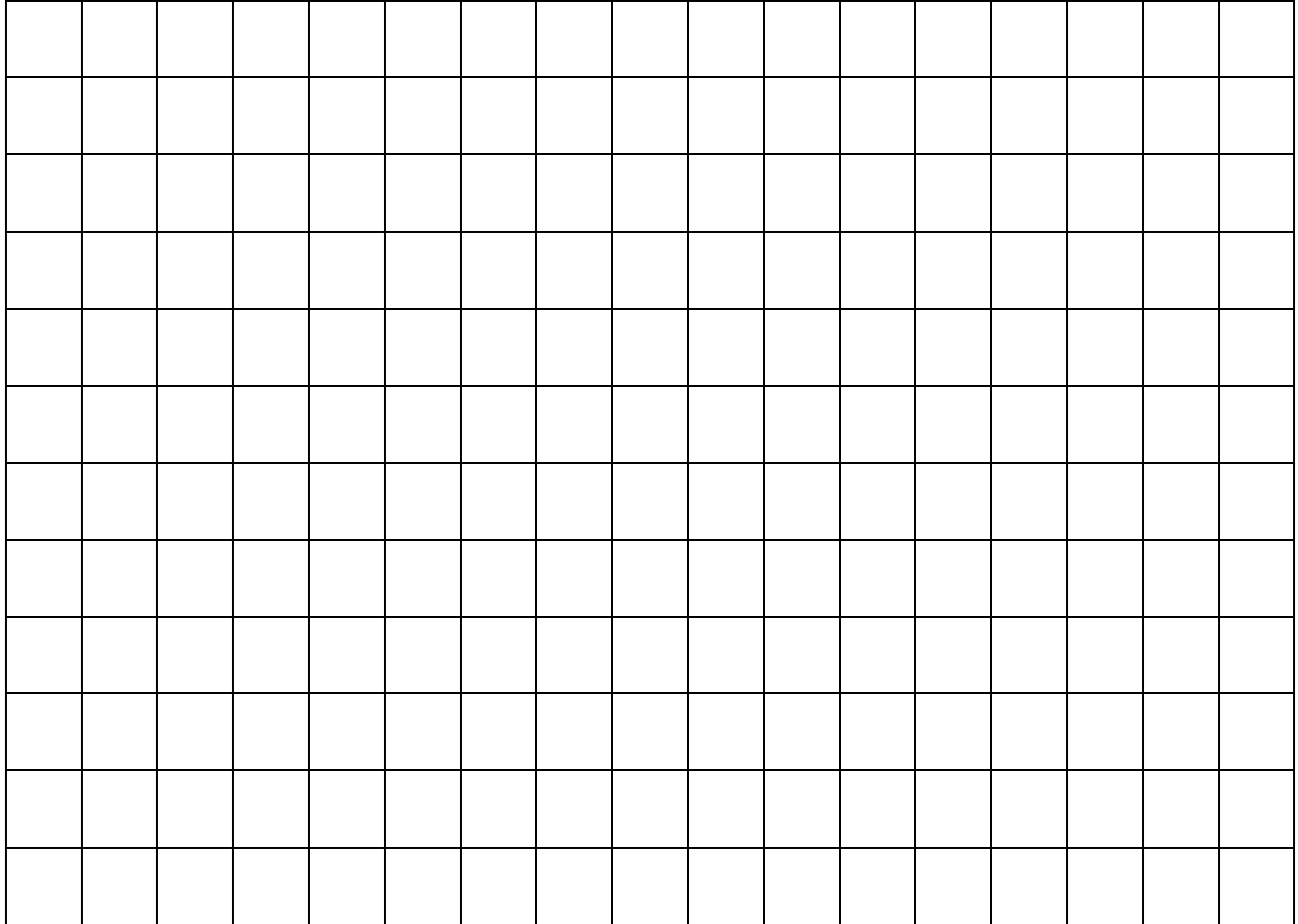


*Why I solved it **this way**.*

Graph Maker

CCSS Math Practice Standard 2. Reason abstractly and quantitatively.

Title: _____



Explain what the graph shows.

Core Reading Standards for Kindergarten

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|--|---|
| <i>KEY IDEAS AND DETAILS</i> | <i>KEY IDEAS AND DETAILS</i> |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. With prompting and support, ask and answer questions about key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details . | 2. With prompting and support, identify the main topic and retell key details of a text. |
| 3. With prompting and support, identify characters, settings , and major events in a story. | 3. With prompting and support, describe the connection between two individuals, events, ideas , or pieces of information in a text. |
| <i>CRAFT AND STRUCTURE</i> | <i>CRAFT AND STRUCTURE</i> |
| 4. Ask and answer questions about unknown words in a text. | 4. With prompting and support, ask and answer questions about unknown words in a text. |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Identify the front cover, back cover, and title page of a book. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> | <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| 8. (Not applicable to literature) | 8. With prompting and support, identify the reasons an author gives to support points in a text. |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures). |
| <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> | <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> |
| 10. Actively engage in group reading activities with purpose and understanding . | 10. Actively engage in group reading activities with purpose and understanding . |

Core Reading Standards for First Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|---|
| <i>KEY IDEAS AND DETAILS</i> | <i>KEY IDEAS AND DETAILS</i> |
| 1. Ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. |
| 2. Retell stories, including key details , and demonstrate understanding of their central message or lesson. | 2. Identify the main topic and retell key details of a text. |
| 3. Describe characters, settings , and major events in a story, using key details . | 3. Describe the connection between two individuals, events, ideas , or pieces of information in a text. |
| <i>CRAFT AND STRUCTURE</i> | <i>CRAFT AND STRUCTURE</i> |
| 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types . | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| 6. Identify who is telling the story at various points in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> | <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> |
| 7. Use illustrations and details in a story to describe its characters, setting, or events . | 7. Use the illustrations and details in a text to describe its key ideas . |
| 8. (Not applicable to literature) | 8. Identify the reasons an author gives to support points in a text. |
| 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> | <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> |
| 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. With prompting and support, read informational texts appropriately complex for grade 1. |

Core Reading Standards for Second Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|---|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral . | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 3. Describe how characters in a story respond to major events and challenges. | 3. Describe the connection between a series of historical events , scientific ideas or concepts , or steps in technical procedures in a text. |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. Acknowledge differences in the points of view of characters , including by speaking in a different voice for each character when reading dialogue aloud. | 6. Identify the main purpose of a text, including what the author wants to answer, explain , or describe . |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot . | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 8. (Not applicable to literature) | 8. Describe how reasons support specific points the author makes in a text. |
| 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | 9. Compare and contrast the most important points presented by two texts on the same topic . |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories and poetry , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range. |

Core Reading Standards for Third Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|--|
| <i>KEY IDEAS AND DETAILS</i> | <i>KEY IDEAS AND DETAILS</i> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea . |
| 3. Describe characters in a story (e.g., their traits , motivations, or feelings) and explain how their actions contribute to the sequence of events . | 3. Describe the relationship between a series of historical events , scientific ideas or concepts , or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |
| <i>CRAFT AND STRUCTURE</i> | <i>CRAFT AND STRUCTURE</i> |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters . | 6. Distinguish their own point of view from that of the author of a text. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> | <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> |
| 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 8. (Not applicable to literature) | 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the most important points and key details presented in two texts on the same topic . |
| <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> | <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 2–3 text complexity band independently and proficiently . | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 2–3 text complexity band independently and proficiently . |

Core Reading Standards for Fourth Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|---|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 2. Determine the main idea of a text and explain how it is supported by key details ; summarize the text. |
| 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions , dialogue, stage directions) when writing or speaking about a text. | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| 8. (Not applicable to literature) | 8. Explain how an author uses reasons and evidence to support particular points in a text. |
| 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range. |

Core Reading Standards for Fifth Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|--|---|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text. | 2. Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text. |
| 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 4. Determine the meaning of general academic and domain-specific and phrases in a text relevant to a grade 5 topic or subject area. |
| 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 6. Describe how a narrator's or speaker's point of view influences how events are described . | 6. Analyze multiple accounts of the same event or topic , noting important similarities and differences in the point of view they represent. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Analyze how visual and multimedia elements contribute to the meaning, tone , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8. (Not applicable to literature) | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics . | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry , at the high end of the grades 4–5 text complexity band independently and proficiently . | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , at the high end of the grades 4–5 text complexity band independently and proficiently . |

Core Reading Standards for Sixth Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|--|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or 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. | 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. |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | 3. Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone . | 4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme , setting , or plot . | 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas . |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | 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. |
| 8. (Not applicable to literature) | 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics . | 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. |

Core Reading Standards for Seventh Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|---|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 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. |
| 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | 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). |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings; analyze the impact of a specific word choice on meaning and tone . |
| 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas . |
| 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 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). |
| 8. (Not applicable to literature) | 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims . |
| 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. |

Core Reading Standards for Eighth Grade

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|--|--|
| <i>KEY IDEAS AND DETAILS</i> | <i>KEY IDEAS AND DETAILS</i> |
| 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters , setting , and plot ; provide an objective summary of the text. | 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. |
| 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character , or provoke a decision. | 3. Analyze how a text makes connections among and distinctions between individuals, ideas , or events (e.g., through comparisons, analogies, or categories). |
| <i>CRAFT AND STRUCTURE</i> | <i>CRAFT AND STRUCTURE</i> |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts . | 4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts . |
| 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept . |
| 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> | <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> |
| 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | 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 . |
| 8. (Not applicable to literature) | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| 9. Analyze how a modern work of fiction draws on themes , patterns of events , or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation . |
| <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> | <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> |
| 10. By the end of the year, read and comprehend literature, including stories , dramas , and poems , at the high end of grades 6–8 text complexity band independently and proficiently . | 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently . |

Core Reading Standards for Ninth and Tenth Grades

| READING LITERATURE | NONFICTION/INFORMATIONAL TEXT |
|---|---|
| KEY IDEAS AND DETAILS | KEY IDEAS AND DETAILS |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters , and advance the plot or develop the theme . | 3. Analyze how the author unfolds an analysis or series of ideas or events , including the order in which the points are made, how they are introduced and developed , and the connections that are drawn between them. |
| CRAFT AND STRUCTURE | CRAFT AND STRUCTURE |
| 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery , tension , or surprise . | 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose . |
| INTEGRATION OF KNOWLEDGE AND IDEAS | INTEGRATION OF KNOWLEDGE AND IDEAS |
| 7. Analyze the representation of a subject or a key scene in two different artistic mediums , including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| 8. (Not applicable to literature) | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts . |
| RANGE AND LEVEL OF TEXT COMPLEXITY | RANGE AND LEVEL OF TEXT COMPLEXITY |
| 10. By the end of grade 9, read and comprehend literature, including stories , dramas , and poems , in the grades 9–10 text complexity band proficiently , with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories , dramas , and poems , at the high end of the grades 9–10 text complexity band independently and proficiently . | 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently , with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently . |

Common Core Reading Standards

Grade to Grade Progression

The following pages list grade-by-grade standards for each of the Common Core Reading standards. Formatted by the Polk Bros Foundation Center for Urban Education, with key terms boldfaced to facilitate planning.

College and Career Readiness Anchor Standards for Reading

| <i>KEY IDEAS AND DETAILS</i> |
|--|
| 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 . |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| <i>CRAFT AND STRUCTURE</i> |
| 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. |
| 5. Analyze the structure of texts , including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole . |
| 6. Assess how point of view or purpose shapes the content and style of a text. |
| <i>INTEGRATION OF KNOWLEDGE AND IDEAS</i> |
| 7. Integrate and evaluate content presented in diverse media and formats , including visually and quantitatively , as well as in words. |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence . |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| <i>RANGE AND LEVEL OF TEXT COMPLEXITY</i> |
| 10. Read and comprehend complex literary and informational texts independently and proficiently . |

Source: COMMON CORE STATE STANDARDS, English Language Arts and Literacy in History/Social Studies & Science, 2010; <http://www.corestandards.org>

Reading Anchor Standard 1: Read closely to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | With prompting and support, ask and answer questions about key details in a text. | With prompting and support, ask and answer questions about key details in a text. |
| 1 | Ask and answer questions about key details in a text. | Ask and answer questions about key details in a text. |
| 2 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| 3 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 4 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 5 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 6 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 7 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 9-10 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|--|--|
| K | With prompting and support, retell familiar stories, including key details . | With prompting and support, identify the main topic and retell key details of a text. |
| 1 | Retell stories, including key details , and demonstrate understanding of their central message or lesson . | Identify the main topic and retell key details of a text. |
| 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message , lesson , or moral . | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 3 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message , lesson , or moral and explain how it is conveyed through key details in the text. | Determine the main idea of a text; recount the key details and explain how they support the main idea . |
| 4 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Determine the main idea of a text and explain how it is supported by key details ; summarize the text. |
| 5 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text. | Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text. |
| 6 | Determine a theme or 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. | 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. |
| 7 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 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. |
| 8 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters , setting , and plot ; provide an objective summary of the text. | 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. |
| 9-10 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

Reading Anchor Standard 3: Analyze how and why **individuals, events, and ideas develop and interact** over the course of a text.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 1 | Describe characters, settings, and major events in a story, using key details. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| 2 | Describe how characters in a story respond to major events and challenges. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect |
| 4 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| 5 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| 6 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| 7 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | 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). |
| 8 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| 9-10 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining **technical, connotative, and figurative** meanings, and **analyze** how specific **word choices shape meaning or tone**.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|--|
| K | Ask and answer questions about unknown words in a text. | With prompting and support, ask and answer questions about unknown words in a text. |
| 1 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| 2 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| 3 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| 4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| 5 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| 6 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone . | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| 7 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone . |
| 8 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts . | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone , including analogies or allusions to other texts . |
| 9-10 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

Reading Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and the whole**.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | Recognize common types of texts (e.g., storybooks, poems). | Identify the front cover, back cover, and title page of a book. |
| 1 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types . | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| 2 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 3 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 4 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters , settings , descriptions , dialogue, stage directions) when writing or speaking about a text. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events , ideas , concepts , or information in a text or part of a text. |
| 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events , ideas , concepts , or information in two or more texts. |
| 6 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme , setting , or plot . | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas . |
| 7 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas . |
| 8 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept . |
| 9-10 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

Reading Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|--|---|
| K | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| 1 | Identify who is telling the story at various points in a text. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| 2 | Acknowledge differences in the points of view of characters , including by speaking in a different voice for each character when reading dialogue aloud. | Identify the main purpose of a text, including what the author wants to answer, explain , or describe . |
| 3 | Distinguish their own point of view from that of the narrator or those of the characters . | Distinguish their own point of view from that of the author of a text. |
| 4 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided. |
| 5 | Describe how a narrator's or speaker's point of view influences how events are described . | Analyze multiple accounts of the same event or topic , noting important similarities and differences in the point of view they represent. |
| 6 | Explain how an author develops the point of view of the narrator or speaker in a text. | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| 7 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| 8 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| 9-10 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose . |

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

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| 1 | Use illustrations and details in a story to describe its characters, setting, or events . | Use the illustrations and details in a text to describe its key ideas . |
| 2 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot . | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 3 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 4 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Interpret information presented visually , orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| 5 | Analyze how visual and multimedia elements contribute to the meaning, tone , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 6 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | 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. |
| 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 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). |
| 8 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea . |
| 9-10 | Analyze the representation of a subject or a key scene in two different artistic mediums , including what is emphasized or absent in each treatment (e.g., Auden's “Musée des Beaux Arts” and Breughel's Landscape with the Fall of Icarus). | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |

Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Not applicable to literature.

| READING NONFICTION/INFORMATIONAL TEXT | |
|--|---|
| K | With prompting and support, identify the reasons an author gives to support points in a text. |
| 1 | Identify the reasons an author gives to support points in a text. |
| 2 | Describe how reasons support specific points the author makes in a text. |
| 3 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 4 | Explain how an author uses reasons and evidence to support particular points in a text. |
| 5 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 6 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 7 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims . |
| 8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| 9-10 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |

Reading Anchor Standard 9: Analyze how two or more **texts address similar themes or topics** in order to **build knowledge** or to **compare the approaches** the authors take.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| 1 | Compare and contrast the adventures and experiences of characters in stories. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| 2 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | Compare and contrast the most important points presented by two texts on the same topic . |
| 3 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Compare and contrast the most important points and key details presented in two texts on the same topic . |
| 4 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| 5 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics . | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 6 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics . | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| 7 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| 8 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation . |
| 9-10 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts . |

Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

| | READING LITERATURE | READING NONFICTION/INFORMATIONAL TEXT |
|------|---|---|
| K | Actively engage in group reading activities with purpose and understanding . | Actively engage in group reading activities with purpose and understanding . |
| 1 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | With prompting and support, read informational texts appropriately complex for grade 1. |
| 2 | By the end of the year, read and comprehend literature, including stories and poetry , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range. | By the end of year, read and comprehend informational texts, including history/social studies , science , and technical texts , in the grades 2–3 text complexity band proficiently , with scaffolding as needed at the high end of the range. |
| 3 | By the end of the year, read and comprehend literature, including stories , dramas , and poetry , at the high end of the grades 2–3 text complexity band independently and proficiently . | By the end of the year, read and comprehend informational texts, including history/social studies , science , and technical texts , at the high end of the grades 2–3 text complexity band independently and proficiently . |
| 4 | By the end of the year, read and comprehend literature, including stories , dramas , and poetry , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range. | By the end of year, read and comprehend informational texts, including history/social studies , science , and technical texts , in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range. |
| 5 | By the end of the year, read and comprehend literature, including stories , dramas , and poetry , at the high end of the grades 4–5 text complexity band independently and proficiently . | By the end of the year, read and comprehend informational texts, including history/social studies , science , and technical texts , at the high end of the grades 4–5 text complexity band independently and proficiently . |
| 6 | By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. |
| 7 | By the end of the year, read and comprehend literature, including stories , dramas , and poems , in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently , with scaffolding as needed at the high end of the range. |
| 8 | By the end of the year, read and comprehend literature, including stories , dramas , and poems , at the high end of grades 6–8 text complexity band independently and proficiently . | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently . |
| 9-10 | By the end of grade 9, read and comprehend literature, including stories , dramas , and poems , in the grades 9–10 text complexity band proficiently , with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories , dramas , and poems , at the high end of the grades 9–10 text complexity band independently and proficiently . | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently , with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently . |

READ TO LEARN THEN WRITE TO LEARN MORE

CONTENT: Reading Competence and Content Knowledge

Process: Read with Focus Question

Organize Ideas and Information to respond to the focus

Product: Write to respond to the Focus Question

Common Core Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.

Nonfiction READING AND WRITING CONNECTIONS Kindergarten**Read to Learn Concepts and Content**

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write to Explain Ideas with Examples

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS First Grade**Read to Learn Concepts and Content**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Write to Explain Ideas with Examples

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Second Grade**Read to Learn Concepts and Content**

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Write to Explain Ideas with Examples

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Third Grade**Read to Learn Concepts and Content**

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Write to Explain Ideas with Examples

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Fourth Grade**Read to Learn Concepts and Content**

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Write to Explain Ideas with Examples

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Nonfiction READING AND WRITING CONNECTIONS Fifth Grade**Read to Learn Concepts and Content**

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Write to Explain Ideas with Examples

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

Students may also write narrative or opinions based on content learning—see the Common Core Writing Standards for specifications.

Grades 6-8 Content Reading and Writing

Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Key Ideas and Details

Science

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Social Studies

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Write to Explain

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write to Persuade

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Resources to Connect Science and Literacy

Elementary Science Priorities

SCIENCE IDEAS AND TOPICS

The National Center for Improving Science Education (NCISE) recommends that elementary schools design curricula that introduce these nine scientific concepts:

organization
cause and effect
systems
scale
models
change
structure and function
variation
diversity

SCIENCE PROGRESS STRATEGIES

- Students read and write about science topics
- Students use graphic organizers to “show” science
- Post science vocabulary and illustrations
- Students write science learning reports
- Students make and interpret data tables and graphs each week
- January: Revisit core science essential for ISAT
- February: Emphasize scientific method and data interpretation, continue to revisit core science content essential for ISAT
- Use ISAT sample test to simulate science test; clarify test-taking strategies

The Safe Science Lab

| Safe Practice | Why? | What could happen if you don't follow this practice? |
|---------------|------|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Science: Environment

Topic: **Environment** of _____

BIG question

What are the important features of the environment of

_____?

What we will read to find answers

✓ Our textbook

✓ _____

✓ _____

What we will create to communicate our learning.

✓ A chart using pictures to show the parts of an environment

✓ A diagram showing the important parts of _____ and how each is important and how they fit together

✓ A glossary

✓ A textbook for another grade.

Example of a CONTENT LEARNING WEEK with PQROST

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Common Core Writing Anchor 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.

Read to Learn about: _____

Words of the Week:

BIG question: _____

What students will read:

What students will write:

Example:

| Preview Question | read | organize | synthesize/tell | |
|--|--|---|--|---|
| Monday Focus with a BIG question | Tuesday Locate and Collect | Wednesday Organize Information | Thursday Write What You Learned and What You Knew | Friday Improve and Share What You Learned |
| Fluency Listen to teacher read with expression. Comprehension List/draw what's interesting. Word Knowledge ✓ List important words. ✓ Start this week's glossary (use words and/or pictures) | Comprehension 1. Read/listen and collect information 2. Classify information Word Knowledge: ✓ Expand glossary | Comprehension Use Graphic Organizers to organize information Word Knowledge Use your new word knowledge to write about your graphic organizer. | Writing Write about this week's topic. First list what you will include. Then outline and write a... __poem __story __paragraph __essay __picture book — | Fluency Polish it: Revise and illustrate your writing. Share it with a Learning Partner or the class. |

Active Science Learning

Activities/Assessments to Develop Science Competence

Science Literacy—Raise Rigor, Reinforce Core Skills and Knowledge

Activities to Complement Ongoing Instruction

- Diagram cause-effect.*
- Diagram main idea and supporting information about science topic*
- Independent reading summaries*
- Parents receive lists of important vocabulary for students to practice*
- Pictorial Word wall—science words with drawings that show what they mean*
- Pictorial Word wall—science words with drawings that show what they mean*
- Simulate science test and debrief—What was difficult? Why?*
- Students analyze and classify questions—“What is it asking me? What skills will I use? What information do I need?”*
- Students make sequence charts of science process*
- Students make their own science glossaries*
- Students make up their own questions (and answers)—analytic, inferential—about science topic*
- Students outline science passage*
- Students prepare summary for class of what they learned*
- Students write guide—how to do an experiment*
- Students write science guides*
- Students write science poems*
- Use chart to classify information*

ISAT Integration Activities that Fourth/Seventh Graders can do that also will enrich the learning of their split-grade classmates.

- Students analyze and classify questions—“What is it asking me? What skills will I use? What information do I need?”*
- Students evaluate: how do you choose the best answer to a question?*
- Students make up their own questions (and answers)—analytic, inferential—about science topic*
- Students “rank” the answers to the hardest question they find on the sample test and analyze what makes the question difficult—and how to answer it.*
- Science “Mixer”—students answer questions from different areas of science and grade levels.*
- Students write their own test-taking guide*
- Students “rank” the answers to the hardest question they find on the sample test and analyze what makes the question difficult—and how to answer it.*

Daily Learning Report

Today's Important Science Learning

What was today's topic you learned about in science?

List three important things you learned about this topic today.

1.

2.

3.

Make up a question about today's science learning. Another student will answer it tomorrow.

Science Planner: Organize a Week's Learning Progress

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

| This Week's Focus | Preview, Model, Interest | Model and Guide | Guide and Go Farther | Assess, Clarify, Advance | Fix, Expand, Finish Well |
|---|--|--|--|--|--|
| <p>Topic:</p> <p>INQUIRY PROMPT:</p> <p>Reading resource:</p> <p>This week's vocabulary:</p> <p>This week's data analysis:</p> | <p>I DO INTRODUCE INQUIRY PROMPT DEMONSTRATE/ DO HANDS-ON</p> <p>Model how to use this week's skill/strategy with this week's topic.</p> <p>WE DO __ Apply strategy with guidance __ Speculate about responses to the inquiry</p> <p>YOU DO __ List or draw information. __ start glossary of this week's words __ for science inquiry, formulate questions</p> <p>ADVANCED __ Make up science quiz __ write science poem</p> <p>Check for Understanding: __ learning summary __ Pair/Compare</p> | <p>I DO CONTINUE INQUIRY PROMPT Re-model how to use this week's skill/strategy.</p> <p>WE DO __ Apply strategy with guidance __ Speculate about responses to the inquiry</p> <p>YOU DO __ read independently or with partner to locate information __ use graphic organizer to collect information __ continue glossary of this week's words</p> <p>ADVANCED __ write article about science topic __ plan a science career relating to this week's topic</p> <p>Check for Understanding: __ learning summary __ Pair/Compare</p> | <p>I DO Use graphic organizer of other visual to show how to organize information.</p> <p>WE DO— Contribute to organizer</p> <p>YOU DO __ identify important idea and information __ outline writing about it __ write paragraph about it __ complete glossary of this week's words __ complete graphic organizer</p> <p>ADVANCED __ write extended response __ make diagram or illustration for science passage</p> <p>Check for Understanding: __ learning summary __ Pair/Compare</p> | <p>How I'll assess—students will... __ take a short quiz in which they answer questions with evidence __ use graphic organizer to clarify what they have learned</p> <p>I DO I'll clarify based on how they respond to the assessment. __ use graphic organizer to clarify the topic __ Involve students as demonstrators of what was learned</p> <p>ADVANCED STUDENTS: __ Outline booklet about the topic __ Write a summary of the topic __ Explain the answer to this week's question—in writing and diagrams</p> | <p>T: I DO Guides students needing support— __ guide students to use glossary to write about topic __ use graphic organizer to collect and clarify the topic</p> <p>S: ADVANCED Students who "meet" move to "exceed" by __ write booklet about topic __ make up quiz about topic, exchange questions—answer with evidence __ make display about the topic __ use different graphic organizer to explain more about the topic</p> <p>Synthesis: __ write report on the week's learning __ contribute to a class booklet on the topic __ create display about topic __ answer the week's inquiry question</p> |

Effective Instruction: Model; chunk content; clear directions; student-made glossary; synthesis; check for understanding daily; week synthesis

Differentiation Strategies: drawing; graphic organizer; think out loud; gradual release of responsibility each day; gradual release across the week; opportunities to advance daily; specific support for students needing added guidance; pair collaboration; differentiate assessments

Science Vocabulary Builder

Objective: I can identify and explain words that are important to a topic
Common Core Reading Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TOPIC: _____

| WORD | Show what it means. Draw a picture. | Write another word that tells about this word. |
|-------------|-------------------------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

THINK WITH YOUR WORDS. Use them to tell what you think about this topic.

Think It Through: Write a Book!

CCSSR2 (explanatory writing) competence: I can locate, collect, organize, synthesize, and communicate information about a topic.

Make a book that explains a topic.

We put a small-size planner for the book on this page. Use your own paper to make a plan for your book like the outline on this page.

ORGANIZE: Use the chart to plan your book.

SHOW: Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

TELL: Then write the book.

My book about _____.

| Page | What this page will explain. | Illustration |
|------|---|--------------|
| 1 | Introduction What you will learn from my book. Why it is important to know. | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

Vocabulary Weather Scientists Need to Know

The following chart shows a way to help students learn science vocabulary by categories.

Here are some of the terms students need to know about seasons and weather.

Choose the words that your class will learn.

Add more words, too.

| Basics | Measure | Events | Effects | Careers |
|----------------|----------------------------|------------------|--------------------|--------------------|
| air | air pressure | autumnal equinox | acid precipitation | meteorologist |
| air mass | day | vernal equinox | blizzard | meteorology |
| clouds | degree | summer solstice | greenhouse effect | weather forecaster |
| cirrus clouds | dew point | winter solstice | hurricane | |
| cumulus clouds | Fahrenheit | | thunderstorm | |
| climate | humidity | | tornado | |
| tides | latitude | | trade winds | |
| current | longitude | | tsunami | |
| precipitation | relative humidity | | weathering | |
| temperature | thermometer | | | |
| wind | temperature-humidity index | | | |
| | thermostat | | | |
| | wind vane | | | |

- write a definition
- use the word in sentence/paragraph
- give a specific example
- draw a picture to show what it means

Vocabulary Animal Scientists Need to Know

The following chart shows a way to help students learn science vocabulary by categories.

Here are some of the terms students need to know about animals.

Choose the words that your class will learn.

Add more words, too.

| Basics | Classify | Relationships | Patterns | Careers |
|--|--|---|---|---|
| adult alive antennas | amphibian class bird | biome food chain dominant species | adaptation hibernation migration | biologist sociobiologist entomologist |
| body backbone bone cell warm-blooded cold-blooded egg heart life cycle muscle organ tissue teeth | carnivore crustacean endangered fish invertebrate vertebrate mammal marsupial parasite reptile herbivore arthropods | niche ecosystem food web community habitat genetics heredity symbiosis predator prey | cartilage chromosome protein endoskeleton exoskeleton shed exothermic mutation | ecologist zoo keeper veterinarian geneticist |

- write a definition
- use the word in sentence/paragraph
- give a specific example
- draw a picture to show what it means

Vocabulary Plant Scientists Need to Know

The following chart shows a way to help students learn science vocabulary by categories.

Here are some of the terms students need to know about plants.

Choose the words that your class will learn.

Add more words, too.

| Basics | Classify | Events | Environment | Careers |
|--|---|--|--|--|
| stem leaf root tap root root hairs garden simple leaf compound leaf flower stamen pistil fruit seed seed coat cell wall chlorophyll | deciduous conifer perennial annual producer decomposer | life cycle germination season seedling flowering pollination fruiting photosynthesis growth bloom | soil moisture temperature light rainfall climate tropical temperate desert photo period ground | botanist horticulturist landscaper flower store worker gardener |

- write a definition
- use the word in sentence/paragraph
- give a specific example
- draw a picture to show what it means

Ecology Vocabulary

Here are some of the terms students need to know about ecology. Choose the words that your class will learn. Add more words, too.

| K-1 | 2 | 3 | 4 | 5 | 6-8 |
|-----------------------------|------------------------------|--|--|--|--|
| air / <i>aire</i> | autumn / <i>otoño</i> | climate / <i>clima</i> | amphibian / <i>anfibio</i> | adapt / <i>adáptese</i> | anatomy / <i>anatomía</i> |
| alive / <i>vivo</i> | different / <i>diferente</i> | degree / <i>grado</i> | backbone / <i>esпина dorsal</i> | algae / <i>algas</i> | chloroplast / <i>cloroplasto</i> |
| animal / <i>animal</i> | dinosaur / <i>dinosaurio</i> | desert / <i>desierto</i> | bacteria / <i>bacterias</i> | amoeba / <i>ameba</i> | coniferous / <i>conífero</i> |
| behind / <i>detrás de</i> | earth / <i>tierra</i> | environment / <i>ambiente</i> | biology / <i>biología</i> | behavior / <i>comportamiento</i> | cross-pollination / <i>cruze polinización</i> |
| bird / <i>pájaro</i> | eat / <i>come</i> | egg / <i>huevo</i> | biome / <i>biome</i> | botany / <i>botánica</i> | carnivore / <i>carnívoro</i> |
| blue / <i>azul</i> | farm / <i>granja</i> | fern / <i>helecho</i> | cactus / <i>cacto</i> | carnivore / <i>carnívoro</i> | deciduous / <i>caducas</i> |
| body / <i>cuerpo</i> | forest / <i>bosque</i> | food chain / <i>cadena de alimento</i> | carbon dioxide / <i>bióxido de carbono</i> | cell / <i>célula</i> | evergreen / <i>árbol de hoja perenne</i> |
| body / <i>cuerpo</i> | frog / <i>rana</i> | fruit / <i>fruta</i> | cartilage / <i>cartílago</i> | chlorophyll / <i>clorofila</i> | fungus / <i>hongo</i> |
| brown / <i>marrón</i> | insect / <i>insecto</i> | gas / <i>gas</i> | conservation / <i>conservación</i> | cold-blooded / <i>de sangre fría</i> | germination / <i>germinación</i> |
| cloud / <i>nube</i> | lake / <i>lago</i> | grassland / <i>prado</i> | decay / <i>decaimiento</i> | ecosystem / <i>ecosistema</i> | homeostasis / <i>homeostasis</i> |
| day / <i>día</i> | lakeshore / <i>orilla</i> | hatch / <i>trampa</i> | decompose / <i>descompóngase</i> | extinction / <i>extinción</i> | host / <i>anfitrión</i> |
| far / <i>lejos</i> | measure / <i>medida</i> | leaf / <i>hoja</i> | energy / <i>energía</i> | glacier / <i>glaciar</i> | invertebrate / <i>invertebrado</i> |
| fish / <i>pez</i> | nature / <i>naturaleza</i> | life cycle / <i>ciclo vital</i> | food web / <i>tela de alimento</i> | herbivore / <i>herbívoro</i> | metamorphosis / <i>metamorfosis</i> |
| flower / <i>flor</i> | park / <i>parque</i> | liquid / <i>liquido</i> | fossil / <i>fósil</i> | inherit / <i>herede</i> | paramecium / <i>paramecio</i> |
| green / <i>verde</i> | rain / <i>lluvia</i> | migrate / <i>emigre</i> | fuel / <i>combustible</i> | instinct / <i>instinto</i> | parasite / <i>parásito</i> |
| in front / <i>en frente</i> | river / <i>rio</i> | mineral / <i>mineral</i> | function / <i>función</i> | marsupial / <i>marsupial</i> | permafrost / <i>permafrost</i> |
| less / <i>menos</i> | season / <i>temporada</i> | moss / <i>musgo</i> | habitat / <i>habitat</i> | membrane / <i>membrana</i> | pistil / <i>pistilo</i> |
| more / <i>mas</i> | seed / <i>semilla</i> | planet / <i>planeta</i> | incisor / <i>incisivo</i> | nucleus / <i>núcleo</i> | protozoan / <i>protozoario</i> |
| near / <i>cercano</i> | spring / <i>primavera</i> | pollen / <i>polen</i> | mammal / <i>mamífero</i> | omnivore - <i>omnívoro</i> | reproduction / <i>reproducción</i> |
| night / <i>noche</i> | summer / <i>verano</i> | root / <i>raiz</i> | molar / <i>muela</i> | photosynthesis / <i>fotosíntesis</i> | respiration / <i>respiración</i> |
| plant / <i>planta</i> | weather / <i>tiempo</i> | solid / <i>solido</i> | ocean habitat / <i>habitat del océano</i> | protein / <i>proteína</i> | rhizome / <i>rizoma</i> |
| rainbow / <i>arco iris</i> | winter / <i>invierno</i> | stem / <i>tallo</i> | organism / <i>organismo</i> | pupa / <i>crisálida</i> | savannah / <i>sabana</i> |
| sunshine / <i>sol</i> | | survive / <i>sobreviva</i> | oxygen / <i>oxígeno</i> | rain forest / <i>selva tropical</i> | scavenger / <i>animal que se alimenta de carroña</i> |
| tree / <i>árbol</i> | | vegetable / <i>verdura</i> | niche / <i>lugar</i> | response / <i>respuesta</i> | stamen / <i>estambre</i> |
| water / <i>agua</i> | | | reptile / <i>reptil</i> | spore / <i>espora</i> | symbiosis / <i>simbiosis</i> |
| yellow / <i>amarillo</i> | | | | stimulus / <i>estímulo</i> | taxonomy / <i>taxonomía</i> |
| | | | | warm-blooded / <i>de sangre caliente</i> | temperate forest / <i>bosque templado</i> |
| | | | | | vertebrate / <i>vertebrado</i> |

Add more words and use words from other grades as relevant.

Performance Descriptors: Draw pictures or find pictures that show what each word means; translate the words/write an explanation; use these words to describe and explain an environment.

Earth Science

Here are some of the terms students need to know about earth science.

Choose the words that your class will learn.

Add more words, too.

Your students can make the same bilingual chart for any topic.

| The Earth | Building Blocks | Landforms | Technology | Careers |
|--|---|---|---|---|
| bedrock / <i>fundamento</i> continental drift / <i>terreno de acarreo</i> continental shelf / <i>plataforma</i> continental crust / <i>cubierta</i> core / <i>núcleo</i> earthquake / <i>terremonto</i> erosion / <i>erosión</i> lava / <i>lava</i> magma / <i>magma</i> mantle / <i>manto</i> molten / <i>derretido</i> top soil / <i>capa superior</i> plate tectonics / <i>placas tectónicas</i> soil / <i>tierra</i> sediment / <i>sedimento</i> | clay soil / <i>barro de tierra</i> cement / <i>cemento</i> clay / <i>barro</i> coal / <i>carbón</i> diamond / <i>diamante</i> feldspar / <i>feldespato</i> granite / <i>granito</i> graphite / <i>grafito</i> lead / <i>plomo</i> limestone / <i>pedra caliza</i> mineral / <i>mineral</i> marble / <i>mármol</i> metal / <i>metal</i> pumice / <i>pedra pómez</i> quartz / <i>cuarzo</i> sand / <i>arena</i> sandstone / <i>pedra de arena</i> | crater / <i>cráter</i> elevation / <i>elevación</i> fault / <i>falla</i> mountains / <i>montañas</i> glacier / <i>glaciar</i> landfills / <i>tierras rehabilitadas</i> plateau / <i>meseta</i> topographic map / <i>mapa topográfico</i> valley / <i>valle</i> volcano / <i>volcán</i> | fossil fuel / <i>combustible fósil</i> Geiger counter / <i>contador Geiger</i> geological map / <i>mapa geológico</i> geologic scale / <i>escala geológica</i> geothermal energy / <i>energía geotérmica</i> petroleum / <i>petróleo</i> seismograph / <i>sismógrafo</i> strip mining / <i>explotación de mina</i> | geologist / <i>geólogo</i> paleontologist / <i>paleontólogo</i> seismologist / <i>sismólogo</i> surveyor / <i>topógrafo</i> engineer / <i>ingeniero</i> |

Add more words and use words from other grades as relevant.

Performance Descriptors: Draw pictures or find pictures that show what each word means; translate the words/write an explanation; use these words to describe and explain features of the Earth.

ECOLOGY and GEOLOGY Examples of Vocabulary Aligned with Topics

| | | | | |
|----------|---|--|--|---|
| K | What I know about animals. (assessment) | What I know about plants (assessment) ant, apple, bee, but 12A,B | How animals live here. cat, dog 12A,B; 13B | SYNTHESIS Draw/match pictures and words about plants, animals.12A |
| 1 | Our neighborhood environment home, me, my, weather How plants grow here: light, plant, tree 12A,B | How animals live here: animal, day fly, night, run 12A,B | How plants and animals live together here. land, water, weather 12A,B; 13B | SYNTHESIS List, picture features; describe, illustrate terms, features |
| 2 | Our community's environment change, farm, garden, park, place 12A | How plants grow here: begin, big, flower, grow, little, rain, seed 12A,B | How animals live here: animal, around, group, growth, here, large, Earth, eat, food, move 12A,B; 13B | SYNTHESIS List, picture features; describe, illustrate terms, features Make a chart/collage/booklet about an environment |
| 3 | Features of Chicago: climate, community desert, environment grassland, lake lakeshore marine life, river 12A | How plants grow here: fruit, leaf, pollen producer, root seed coat, stem vegetable 12A,B | How animals live here: breathe, earthworm, egg, hatch, hunt rabbit, squirrel community environment food chain 12A,B | SYNTHESIS List, illustrate, describe features and explain relationships; use terms correctly. Make a booklet about Chicago's environment. |
| 4 | How does an ecosystem work? 12A ecology, food web, habitat, environment, predator | How does geology affect ecology? 12A, 11AB layer, crust, planet, orbit, climate | How do environments change? 11AB 12A balance, species, adapt | SYNTHESIS How do scientists read diagrams, graphs, and tables to explain ecology? |
| 5 | Ecology of North America (features): biologist, community ecosystem, environment habitat, population 12A | How plants grow in a region: algae, amoebae, cell, chlorophyll, fern, photosynthesis, spore 12A,B | How animals live in a region: adapt, behavior, cold- blooded instinct, warm-blooded, cell, decompose, extinction, membrane, nucleus, population 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. <i>Write to clarify an environment or environmental issue.</i> |
| 6 | Features of one place in the world: biome, desert, ecosystem, environment, rainforest, savanna, temperate forest 12A | How plants grow there: bacteria, decomposition, fungus, germination, grassland, marine, nutrient, paramecium, protozoan 12A,B | How animals live there: carnivore, cold-blooded, consumer, herbivore, host, invertebrate omnivore, parasite producer, scavenger vertebrate, anatomy 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue. |
| 7 | Features of one place in the world: biome, deciduous desert, ecosystem environment grassland, permafrost rainforest, savanna taiga, temperate forest tundra 12A | How plants grow there: bacillus, budding cellulose, coniferous diatom, evergreen lichen, rhizoid rhizome, spore 12A,B | How animals live there: carnivore, evolution, herbivore, host, invertebrate, kingdom, omnivore, parasite, scavenger, taxonomy, vertebrate, dependence, food web, migrate, niche, symbiosis 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write or prepare display or presentation to clarify an environment or environmental issue. |
| 8 | Features of an American environment: biome, characteristics coniferous, desert, ecology ecosystem 12A | How plants live there: Chloroplast, population, cross pollination, diversity photosynthesis, pollination, pistil, stamen 12A,B | How animals live there: carrying capacity conservation, domesticated homeostasis, larva metamorphosis, renewable resources, taxonomy 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. <i>Write or prepare display or presentation on environment or environmental issue.</i> |

Technology and Physics Vocabulary

Here are some important terms students need to know about technology. Choose the words that your class will learn. Add more words too. Look at other grades to see if those words fit your grade, too.

| K-1 | 2 | 3 | 4 | 5 | 6-8 |
|---|--|---|--|---|---|
| air / <i>aire</i> big / <i>grande</i> cold / <i>frio</i> color / <i>color</i> cool / <i>fresco</i> drink / <i>bebida</i> feel / <i>sentir</i> gas / <i>gas</i> hot / <i>caliente</i> light / <i>luz</i> see / <i>vea</i> shape / <i>forma</i> size / <i>tamaño</i> small / <i>pequeño</i> smell / <i>olor</i> solid / <i>solido</i> warm / <i>tibio</i> water / <i>agua</i> wet / <i>moje</i> | few / <i>pocos</i> foot / <i>pie</i> inch / <i>pulgada</i> large / <i>grande</i> little / <i>little</i> poco many / <i>muchos</i> metal / <i>metal</i> mile / <i>milla</i> paper / <i>papel</i> rock / <i>piedra</i> short / <i>chico</i> tall / <i>alta</i> wood / <i>madera</i> | balance / <i>equilibrio</i> effort / <i>esfuerzo</i> energy / <i>energía</i> force / <i>fuerza</i> friction / <i>fricción</i> fulcrum / <i>fulcro</i> function / <i>función</i> gravity / <i>gravedad</i> inclined plane / <i>avion</i> force / <i>fuerza</i> invention / <i>invención</i> lever / <i>palanca</i> machine / <i>máquina</i> mechanical / <i>mecánico</i> motion / <i>movimiento</i> pull / <i>tire</i> pulley / <i>polea</i> simple machine / <i>máquina</i> <i>sencilla</i> slope / <i>cuesta</i> wheel / <i>rueda</i> wheel and axle / <i>rueda y el eje</i> work / <i>trabajo</i> | absolute zero / <i>cero absoluto</i> acceleration / <i>aceleración</i> attract / <i>atraiga</i> boiling point / <i>punto hirviente</i> Celsius / <i>Celcius</i> deceleration / <i>desaceleración</i> degree / <i>grado</i> electromagnet / <i>electroimán</i> energy transfer / <i>transferencia de energía</i> Fahrenheit / <i>Fahrenheit</i> force / <i>fuerza</i> friction / <i>fricción</i> inertia / <i>inercia</i> insulator / <i>insultator</i> magnet / <i>imán</i> magnetic / <i>magnético</i> magnetic field / <i>campo magnético</i> magnetic force / <i>fuerza magnética</i> magnetism / <i>magnetismo</i> mechanical energy / <i>energía mecánica</i> melting point / <i>punto de fusión</i> pole / <i>poste</i> temperature / <i>temperatura</i> | absorption / <i>absorción</i> Bernoulli's principal / <i>principal de Bernoulli's</i> conduction / <i>conducción</i> conductor / <i>conductor</i> convection / <i>convección</i> drag / <i>obstáculo</i> electrical / <i>eléctrico</i> expand / <i>ensanche</i> filament / <i>filamento</i> fuel energy / <i>energía del combustible</i> gravity / <i>gravedad</i> illuminate / <i>ilumine</i> incandescent / <i>incandescente</i> lift / <i>elevación</i> mass / <i>masa</i> prism / <i>prisma</i> radiant / <i>radiante</i> thermostat / <i>termóstato</i> wave / <i>onda</i> neon / <i>neón</i> power / <i>energía</i> radiation / <i>radiación</i> rate / <i>tarifa</i> reflection / <i>reflexión</i> refraction / <i>refracción</i> sound / <i>sonido</i> thrust / <i>empuje</i> | data / <i>datos</i> equilibrium / <i>equilibrio</i> evidence / <i>evidencia</i> gravitational force / <i>fuerza gravitacional</i> hypothesis / <i>hipótesis</i> kinetic energy / <i>energía cinética</i> materials / <i>materiales</i> matter / <i>materia</i> momentum / <i>impetu</i> physical / <i>fisico</i> potential / <i>potencial</i> potential energy / <i>energía potencial</i> predict / <i>prediga</i> probability / <i>probabilidad</i> procedure / <i>procedimiento</i> projectile / <i>proyectil</i> proof / <i>prueba</i> property / <i>propiedad</i> range / <i>gama</i> resistance / <i>resistencia</i> rotate / <i>rote</i> scientific method / <i>método científico</i> terminal velocity / <i>velocidad terminal</i> theory / <i>teoría</i> thermal / <i>termal</i> universal gravitation / <i>gravitación universal</i> variable / <i>variable</i> velocity / <i>velocidad</i> |

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain technology and physics.

TECHNOLOGY AND PHYSICS Examples of Vocabulary Aligned with Topics

| | | | | | |
|----------|--|---|--|--|--|
| K | TIME Tools people use to keep track of time. 13A,12D 5A day, calendar, clock, hour, time | SOLIDS how to Identify, describe properties of solids. 11,12C, 5A big, color, is, see, shape, size, small | LIQUID how to describe liquids 11, 12C, 5A all, drink, dry, wet | Compare and contrast: liquid and solid 11, 12C, 5A | SYNTHESIS <i>List. Illustrate key words; describe, illustrate and explain ways to classify things matter</i> |
| 1 | What makes light? 11, 12C,D,5A bright, dark, light, make | What makes heat? 11, 12CD, 5A cold, cool, hot, warm | Describe size, taste, 11, 12C, 5A feel, gas, point, see, small, shape, water | solids and gases 11, 12C, 5A feel, gas, point, see, small, shape, water, hard, soft | SYNTHESIS <i>List. Illustrate key terms/concepts; Illustrate, and explain ways to classify matter; explain what makes heat and light.</i> |
| 2 | measuring size foot, inch, mile, tall, walk 11, 12C, 5A | how to classify things large, little, long, metal, natural, paper, rock, wood 12CD, 11,5A | how to compare things begin, alike, end, kind, many, same, something 12CD, 11,5A | how to contrast things different, bigger, smaller, harder, softer ILS12CD, 5A | SYNTHESIS <i>List, picture key terms/concepts; describe key terms/concepts; describe, explain how to measure and classify</i> |
| 3 | Simple machines: effort, fulcrum, gravity, inclined plane, lever, slope 11,12D,5A | Simple machines: balance, energy, force, friction, 11, 12D, 5A | Simple machines: motion, pulley, wheel and axle 11,12D,5A | Simple machines energy, focus, friction, wheel and axle 11,12D,5A | SYNTHESIS <i>List, picture key terms/concepts; describe, illustrate and explain how simple machines work</i> |
| 4 | simple machines: balance, friction, gravity, inertia, slope 11,12D,5A | movement and friction: acceleration, energy, energy transfer, friction, gravity, heat insulator, motion 11,12D,5A | What affects heat? Celsius, degree, Fahrenheit, friction 11,12CD,5A | <i>Prepare demonstration of physics or booklet about physics.</i> | SYNTHESIS <i>Describe, diagram, and explain simple machines, movement, friction, and heat</i> |
| 5 | energy and motion: energy, motion, power, rate 11,12D,5A | energy and motion: conductor, friction, fuel, magnet | Flight Bernoulli's principle, drag, lift, mechanical, thrust, velocity 11, 12D, 5A | Heat and Light absorption, conduction, convection, illuminate, incandescent, neon, radiation, reflection, refraction 11, 12C, 5A | SYNTHESIS <i>List, give examples of key terms/concepts; describe, diagram, and explain relationships in energy and motion, flight, heat and light.</i> |
| 6 | Physics and Technology scientific method 12D, 11 | Physics and Technology scientific method probability 12D, 11 | Movement acceleration, deceleration, momentum, projectile, , velocity 12D, 11 | Effort and Force kinetic potential, thrust 12D, 11 | SYNTHESIS <i>List, give examples of key terms/concepts; make a guide to everyday physics and technology</i> |
| 7 | Motion Describe motion by speed and direction and position: acceleration, direction 12D, 11 | Motion position, potential, terminal velocity, thrust, kinetic motion 12D, 11 | Friction Celsius, drag, effort, Fahrenheit, friction, resistance, thermal 12D, 11 | Friction Estimate friction and its effect on motion and heat; direction, inertia, position, projectile, speed, velocity 12D, 11 | SYNTHESIS <i>List, give examples of key terms/concepts; make a guide to physics and technology</i> |
| 8 | Simple machines-how they get work done. effort, focus, horsepower, inertia, momentum, thrust, work 11, 12D, 5A | Simple machines-how they get work done. effort, focus, horsepower, inertia, momentum, thrust, work 11, 12D, 5A | Energy and simple machines: acceleration, deceleration, kinetic, momentum, potential, terminal velocity, universal gravitation 11, 12D, 5A | Energy and simple machines: drag, efficiency, friction, resistance, work 11, 12D, 5A | SYNTHESIS <i>List, give examples of key terms/concepts; make a guide to physics and technology</i> |

Systems of Science Vocabulary Astronomy Ecology Human Body Geology

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|--|--|---|--|--|--|---|--|
| hard / duro smell / olor soft / suave air / aire cold / frío rock / piedra warm / tibio lake / lago river / río water / agua wet / moje | road / camino sound / sonido transportation / transporte vibration / vibración earth / tierra rock / piedra water / agua weather / tiempo earth / tierra moon / luna season / temporada sun / sol year / año | rock / piedra soil / tierra water / agua weather / tiempo attract / atraiga magnet / imán earth / tierra galaxy / galaxia moon / luna solar system / sistema solar sun / sol | landform / landform lightning / relámpago mountain / montaña storm / tormenta thunder / trueno igneous / ígneo metamorphic / metamórfico sediment / sedimento soil / tierra coal / carbón natural resource / recurso natural oil / aceite timber / madera water / agua | consumer / consumidor environment / ambiente food chain / cadena de alimento food web / tela de araña producer / productor climate / clima prey / presa produce / producto season / temporada survive / sobreviva astronomer / astrónomo gravity / gravedad meteor / meteoro planet / planeta solar system / sistema solar biome / bioma condensation / condensación moisture / humedad precipitation / precipitación season / temporada temperature / temperatura | acid rain / lluvia ácida condensation / condensación evaporation / evaporación landform / landform leaching / lixiviar precipitation / precipitación storm / tormenta water table / nivel freático water vapor / vapor del agua atmosphere / atmósfera climate / clima cloud type / tipo de nube frost / helada hurricane / huracán temperature / temperatura tornado / tornado abiotic / no biótico asteroidal / asteroidal impact / impacto atmosphere / atmósfera earth history / historia de tierra mass extinction / extinción masiva orbit / orbito planet / planeta season / temporada volcanism / volcansismo | botany / botánica competition / competencia consumer / consumidor evolution / evolución food chain / cadena de alimento producer / productor reproductive rate / tasa reproductiva scavenger / animal que se alimenta de carroño air pressure / presión atmosphere / atmósfera dew / rocío jet stream / corriente del jet moisture / humedad temperature / temperatura glacier / glaciar leaching / lixiviar rock cycle / ciclo de la roca soil formation / formación de tierra storm / tormenta valley glacier / glaciar del valle water table / nivel freático black hole / hoyo negro density / densidad mass / masa red giant / gigante rojo telescope / telescopio white dwarf / enano blanco | digestive / digestivo endocrine / endocrino excretion / excreción nervous system / sistema nervioso organ / organo reproduction / reproducción respiration / respiración respiratory system / sistema respiratorio tissue / tejido transport / transporte vital function / función esencial appendage / apéndice camouflage / camuflaje decomposition / decomposición defensive structure / estructura defensiva food chain / cadena de alimento fungus / hongo microorganism / microorganismo reproductive rate / tasa reproductiva season / temporada spine / espina dorsal atmosphere / atmósfera biodegradability / biodegradabilidad cloud type / tipo de nube homeostasis / homeostasis humidity / humedad natural resource / recurso natural solar heating / calefacción solar temperature / temperatura regulation / regulación troposphere / troposfera wind / viento | air mass / masa aérea air pressure / presión atmosphere / atmósfera evaporation / evaporación freezing point / punto helado front / frente jet stream / corriente del jet lithosphere / litosfera monsoon / monzón smog / niebla storm / tormenta asteroid / asteroide black hole / hoyo negro comet / cometa constellation / constelación gravitational force / fuerza de gravitación orbital motion / movimiento orbital planet / planeta radio telescope / catalejo de radio sphere / esfera universe / universo erosion / erosión fracture / fractura igneous / ígneo leaching / lixiviar metamorphic / metamórfico organic rock / piedra orgánica sedimentary / sedimentario seismic / sísmico seismograph / sismógrafo viscosity / viscosidad volcanic eruption / erupción volcánica water table / nivel freático weathering / capear |

SYSTEMS OF SCIENCE Examples of Vocabulary Aligned with Topics

| | | | | | |
|----------|---|---|--|---|--|
| K | ENVIRONMENT hard, smell, soft 12 A | WEATHER air, cold, warm 12 E | WATER lake, river, water, wet 12 E | ANIMALS, PLANTS animal, plant 13 C | SYNTHESIS Based on what I knew and what I learned, draw and label what is important |
| 1 | LAND, WATER earth, rock, water, weather 12 E | SOLAR SYSTEM moon, sky, sun 12 F | WEATHER, TIME day, month, season, week 12 F | WATER TRAVEL boat, go, ship 13A | SYNTHESIS Based on what I knew and what I learned, what do I think is important |
| 2 | EARTH-SUN moon, planet, sun 12 F | LAND rock, soil 12 E | LANDFORMS earth, hill, mountain 12 F | WEATHER water, weather 12 E | SYNTHESIS Make booklet or write paragraph about one topic |
| 3 | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | SYNTHESIS Based on what you knew and what you learned, write and illustrate a guide about a system |
| 4 | How does an ecosystem work? | What do I know about Technology/Physics? | What do I know about human body? | How do scientists use the scientific method to figure out the solar system? | SYNTHESIS How do scientists read diagrams, graphs, and tables to explain a system? |
| 5 | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | SYNTHESIS Based on what you knew and what you learned, write and illustrate a guide about a system |
| 6 | weather system air pressure atmosphere dew jet stream moisture temperature 12E | Solar System Planet, galaxy, orbit, rotation 12F | Geology of Earth rock formation glacier leaching rock cycle soil formation valley glacier water table 12E | <i>star life cycle</i> black hole density mass red giant telescope white dwarf 12F | SYNTHESIS Write and illustrate a guide to a system |
| 7 | How do people use what we know about electricity, force, motion, energy? | How do scientists use the scientific method to understand the human body? | How do scientists use the scientific method to understand the solar system? | How do scientists read diagrams, graphs, and tables to explain Technology/Physics? | SYNTHESIS How do people learn, discover, and use science systems? |
| 8 | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | Read, illustrate, write about the _____ system | SYNTHESIS Write and illustrate a guide to the _____ system |

MAKE SENSE WITH SCIENCE VOCABULARY

Set up Science Word Exhibits—ask students to add words and illustrations and then to write a summary with these words.

Examples of Science Vocabulary Word Walls

