

Fifty Shades of The Common Core

Revised

Rock Valley Elementary

Spring 2013

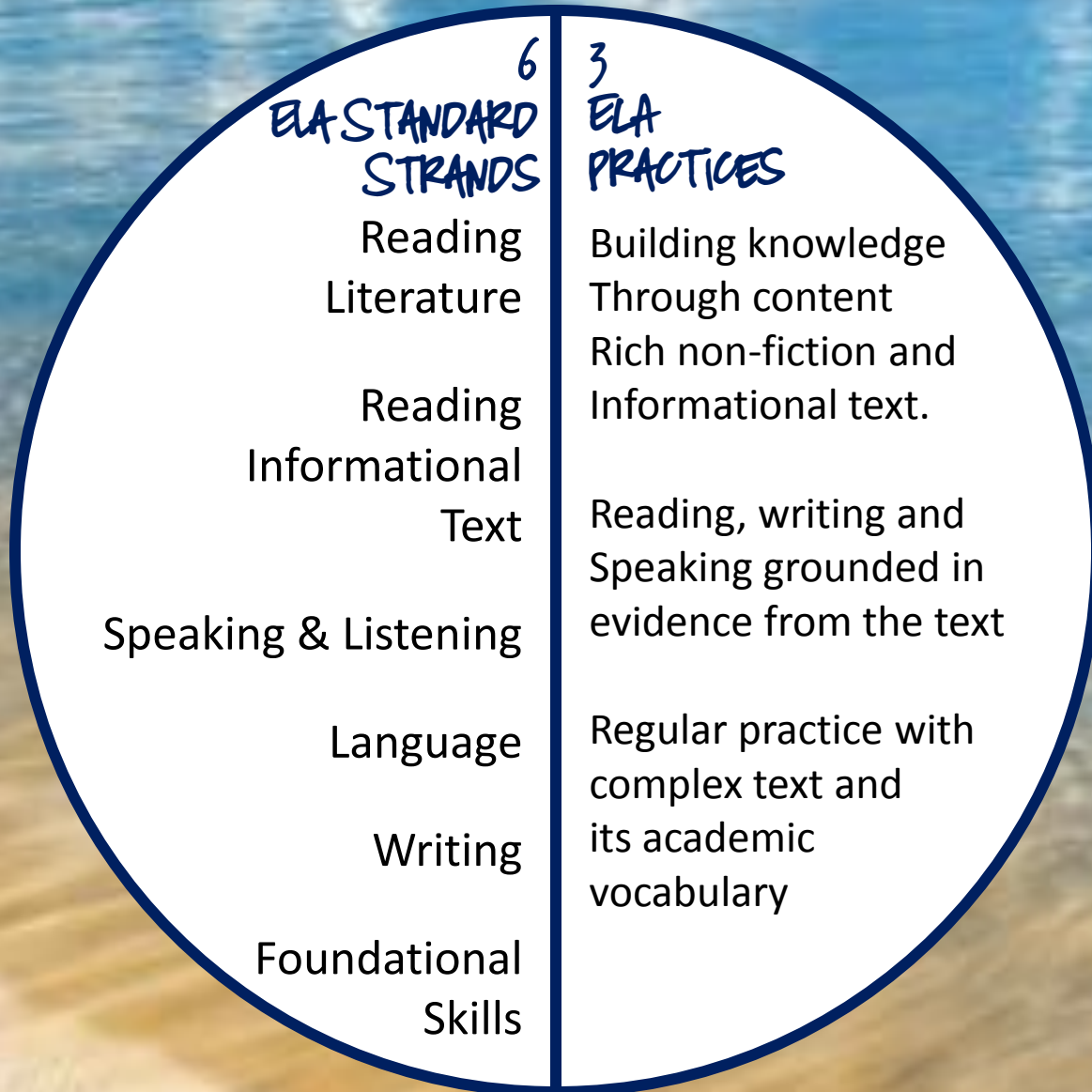
by Amanda Trei
Rock Valley Elementary School





THE COMMON CORE LITERACY MODEL

An Operational Representation



ANCHOR STANDARDS FOR READING

Literary Fiction & Informational Non-Fiction

| | |
|----|---|
| 1 | Text-based Understanding & Comprehension |
| 2 | Central Message(s)/theme(s)/BIG ideas(s) |
| 3 | Characters/individuals across the text |
| 4 | Author's Word Choice (syntax, vocab & language) |
| 5 | Text Structure & Text Features |
| 6 | Point of View/Purpose |
| 7 | Content Integration – Read & Research |
| 8 | Evaluate Claims & Arguments (NF only) |
| 9 | Text to Text Comparison |
| 10 | Text Complexity |

Key Ideas & Details Craft & Structure Integration of Ideas

KEY IDEAS FOR THE REST

Writing – 3 Text Types: Personal Narrative, Informative & Argument

Speaking & Listening – Flexible Communication & Collaboration, Text-Based Discussion Groups

Language – Grammar & Vocabulary: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Abstract Nouns, Verb Tenses, Simple, Compound & Complex Sentences, Proper Nouns, Quotation Marks, Spelling Patterns, Context Clues, & Shades of Meaning

Foundational Skills – Fluency, Phonics & Phonological Awareness
Concepts of Print, The Alphabet, Punctuation Marks, Prefixes & Suffixes, Multi-Syllabic Words, Roots & Affixes, Rhyme, Blending, Segmenting, Sound Spelling Patterns, Irregular Words, Sight Words

THE 3 COMMON CORE PRACTICES

Text Split

Building knowledge through content-rich non-fiction and informational texts.

Text Based Reading and Responding

Reading, writing, and speaking (orally or written responses) grounded in evidence from the text including text based questions, text based answers around text based conversations with the TEXT as the common denominator.

Text Complexity

Regular practice with complex text and its academic vocabulary.

What the

Standards **DO**

Value in Reading

comprehension...

“close, attentive reading” ... “critical reading” ... “reasoning and use of evidence” ... “comprehend, evaluate, synthesize” ... “understand precisely...question...assess the veracity” “cite specific evidence” ... “evaluate others’ point of view” ... “reading independently and closely” ...

What the

Standards **DON'T**

Value in Reading

comprehension...

These phrases are **NOT** in the
Common Core...

**make text-to-self connections,
access prior knowledge, explore
personal response, relate to
your own life...**

“In short, the Common
Core standards
deemphasize reading as
a personal act and
emphasizes textual
analysis.”

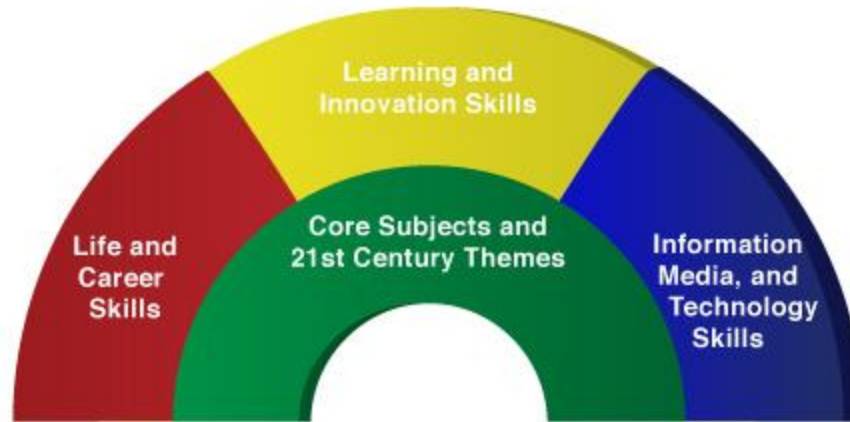
– Pathways to the Common Core

**So what
Does this
all mean?**





Communication
Collaboration
Creativity
Critical Thinking
Caring



Partnership for 21st Century Education



Clearly Understanding Lower vs. Higher Level Thinking

Question Thinking Relationship

| Lower Level Thinking | | | Higher Level Thinking | | |
|---|---------------|--------------|---|------------|-----------|
| Surface Comprehension | | | Deep Comprehension | | |
| Closed | | | Open | | |
| Remembering | Understanding | Applying | Analysis | Evaluate | Create |
| Describing | Summarizing | Implementing | Comparing | Critiquing | Designing |
| Passive Reading | | | Active Reading | | |
| Accepting the Literature/Information In the Book | | | Questioning the Literature/Information In My Head | | |
| Reader's Connections | | | Reader's & Character's Feelings, Opinions, Reactions | | |
| Describing Character's Traits | | | Analyzing Character's Feelings & Changes | | |
| Retelling Story Elements & Plot | | | Determining Author's Message & Purpose Author's Methods: Literary Elements | | |

the answer is already known

..and communicating
this language WITH
students...

CREATE

Combine elements or ideas to form a new whole.

- What is an alternative...?
- Could you invent...?
- Can you compose a...?
- What is your theory about...?
- How can you imagine...?
- What could you design to...?

Building Constructing Changing
Combining Devising Adapting
Formulating Improving Producing

EVALUATE

Make judgments based on criteria and standards.

- Which is more important...?
- Is there a better solution to...?
- How can you defend...?
- What are the pros of...? cons...?
- Why is... of value?
- How would you feel if...?

Validating Justifying Critiquing
Debating Monitoring Selecting
Assessing Prioritizing Rating

ANALYZE

Separate a whole into parts and determine their relationships.

- Why do you think...?
- What is the relationship...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

Classifying Experimenting Simplifying
Investigating Dividing Differentiating
Dissecting Discovering Researching

APPLY

Carry out or use a procedure in a given situation.

- What would happen if...?
- How could you clarify...?
- Why do you think...?
- Which approach would you...?
- How would you use...?
- What is a situation like...?

Practicing Implementing Interviewing
Choosing Operating Solving
Planning Developing Generalizing

UNDERSTAND

Construct meaning from instructional messages.

- What is the main idea of...?
- Can you find an example of...?
- How would you summarize...?
- What might happen next...?
- How do you explain...?
- What ideas or facts show...?

Organizing Paraphrasing Reviewing
Discussing Extending Inferring
Interpreting Outlining Showing

REMEMBER

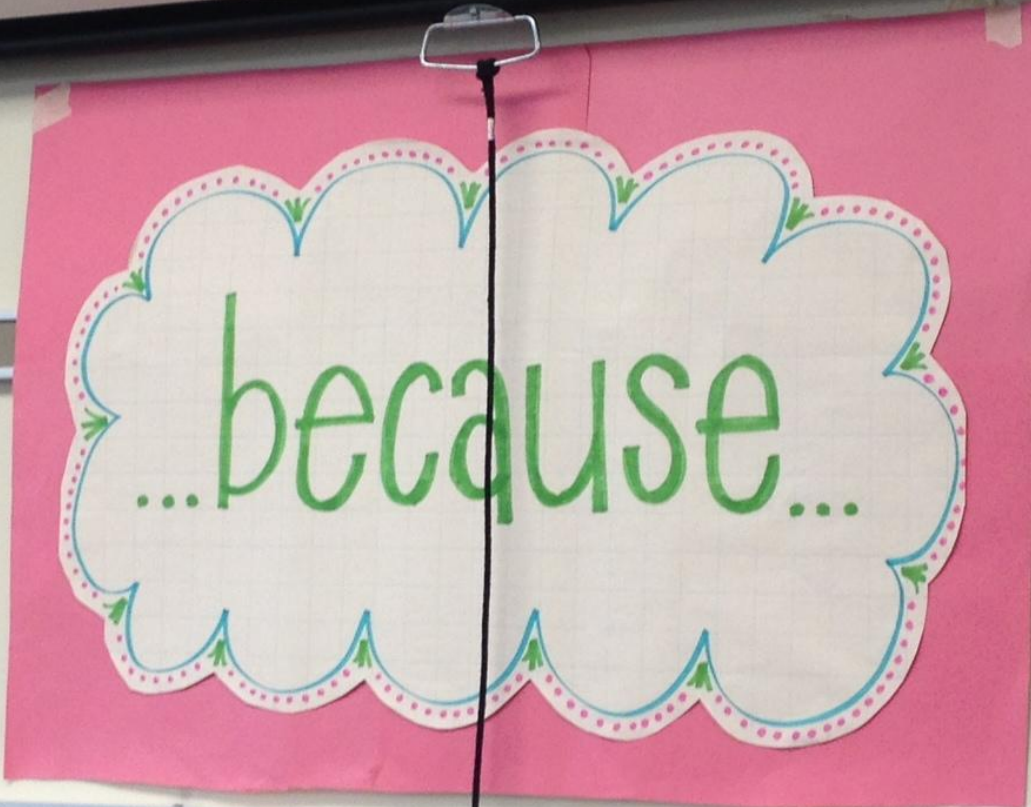
Retrieve relevant knowledge from long-term memory.

- Can you recall...?
- Where is...? Who is...?
- Could you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

Showing Restating Choosing
Naming Listing Finding Matching
Recognizing Relating

Higher Level Thinking

Lower Level Thinking



... followed
by our
evidence
based
thinking,
tells others
the
rationale
for our
thinking.

Aesop's Fable

Brain Work

Would you sell



Critical Thinking Rubric

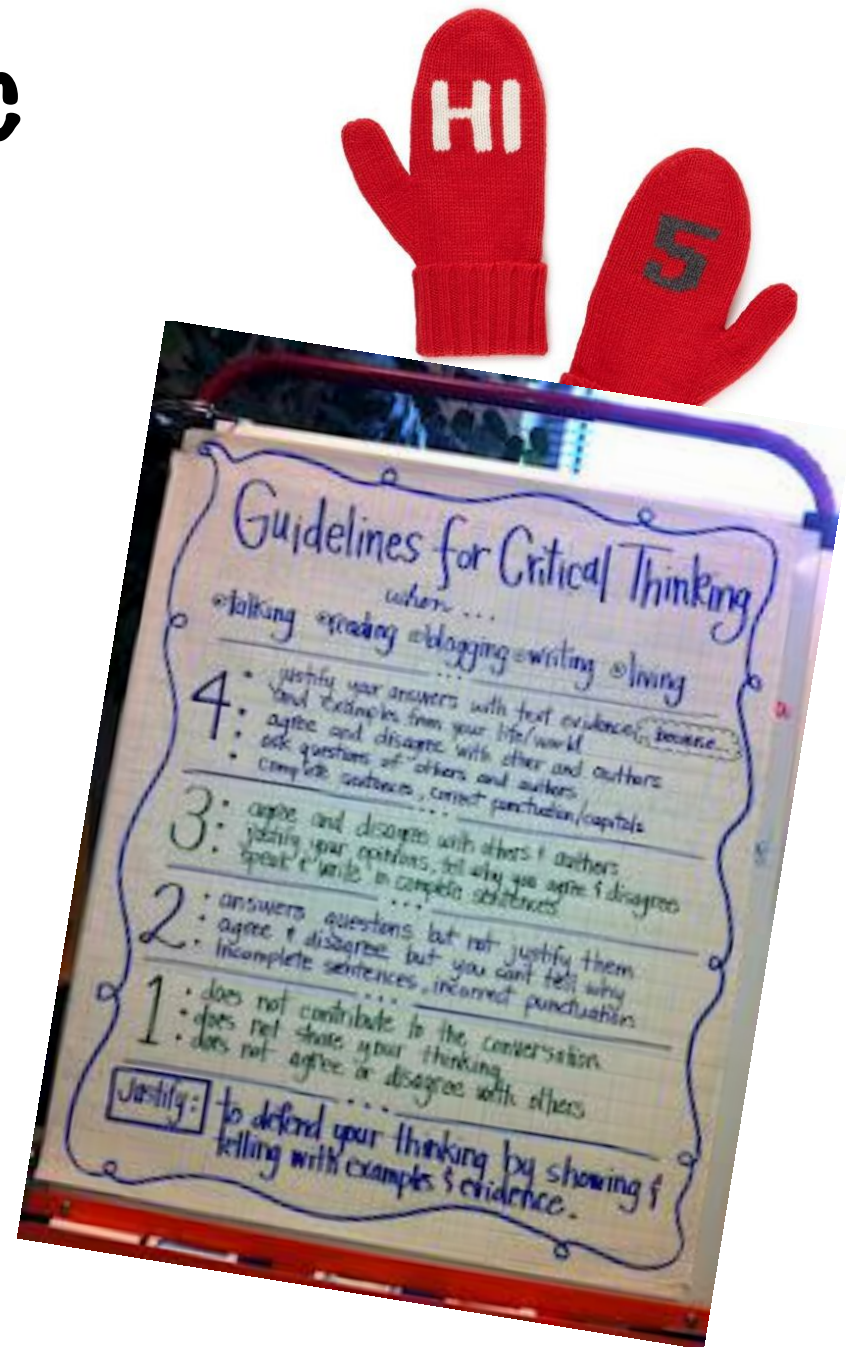
Guidelines for Critical Thinking (Rubric)

when...speaking • reading • blogging • writing • living

- 4**
- justify your opinions with text evidence and examples you're your life/world. Tell your thinking followed by "because" and your justification
 - agree and disagree with others and authors and tell why
 - keep the conversation going by asking open-ended questions of others and authors (as if the teacher wasn't there)
 - speak and write in complete sentences so other can follow your thoughts
 - use accurate punctuation and capital letters when writing or blogging
- 3**
- agree and disagree with others and authors and tell why
 - justify your opinions and tell why you agree or disagree
 - speak in complete thoughts and write in complete sentences so others can follow your line of thinking
 - uses accurate punctuation and capital letters when writing or blogging
 - oral and/or written contributions make the conversation richer and more interesting
- 2**
- you answer questions or tell your opinion but cannot justify them
 - agree and disagree with others or the author but you cannot tell why
 - speak or write using incomplete thought and sentences so other have a difficult time following your line of thinking
 - writes or blogs using incorrect punctuation and/or misuses capital letters
- 1**
- does not contribute to the conversation
 - does not share their opinion or not sure of their opinion or ideas
 - does not agree or disagree with others and/or authors
 - writes or blogs brief responses without justifications

justify:

to defend your thinking by showing and telling with text based, schema-based and/or world-based examples and evidence.



I disagree
with _____
because _____.

I think _____
because _____.

I agree
with _____
because _____.

I infer _____
because _____.



I agree
with _____
because _____.

I disagree
with _____
because _____.

I think _____
because _____.

I infer _____
because _____.

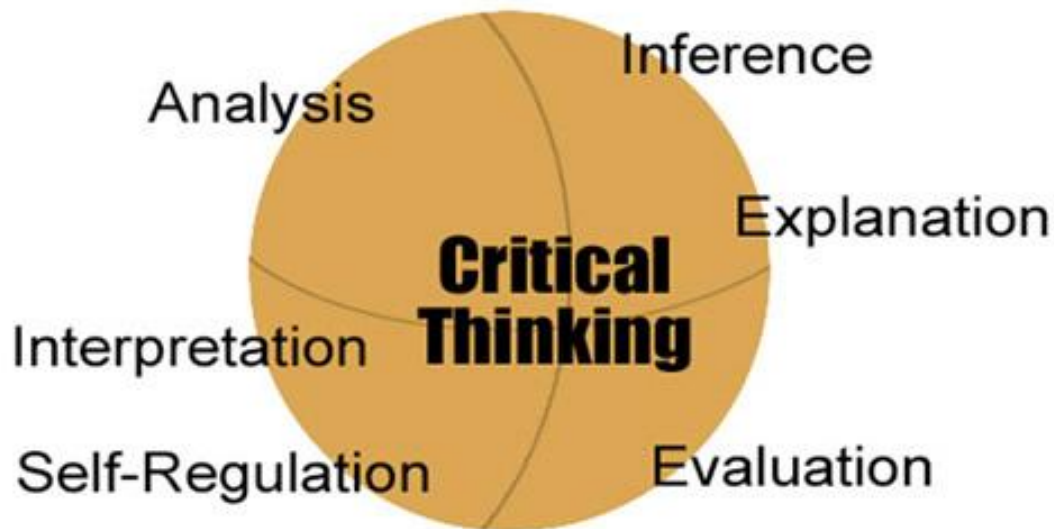
My theory is _____
because _____.

first

WE MUST BE CRITICAL

THINKERS...

Core Critical Thinking Skills

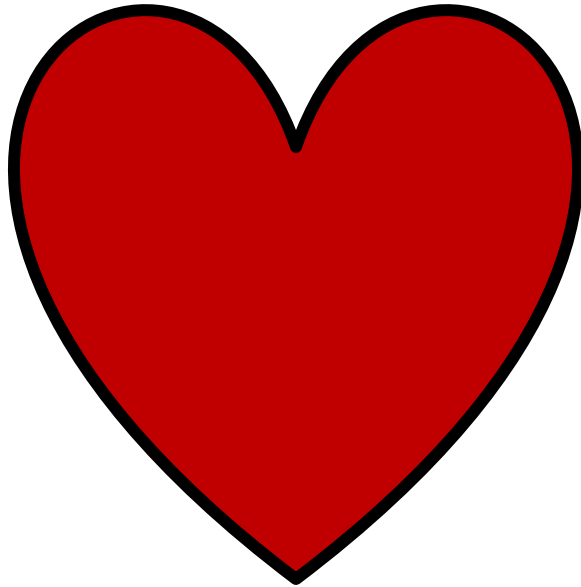


Form an opinion


and justify it!

Agree or disagree.

I Have An Opinion?

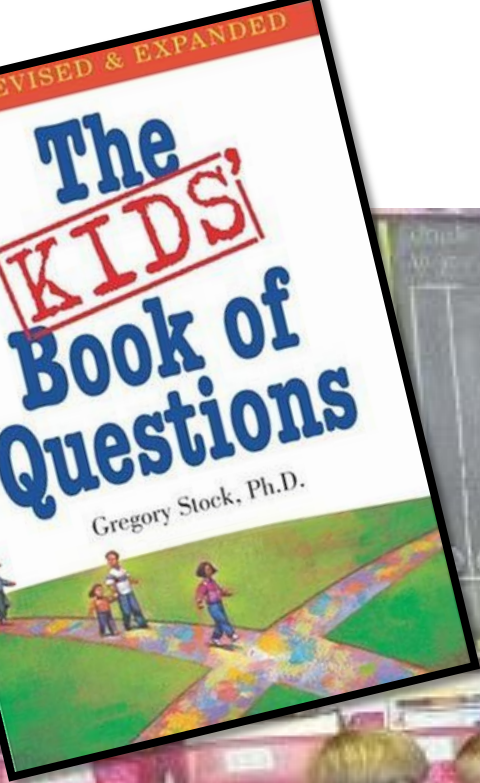


HELP KIDS ANSWER, "WHO AM I?"



Critical
Thinking
Begins with
Empathy

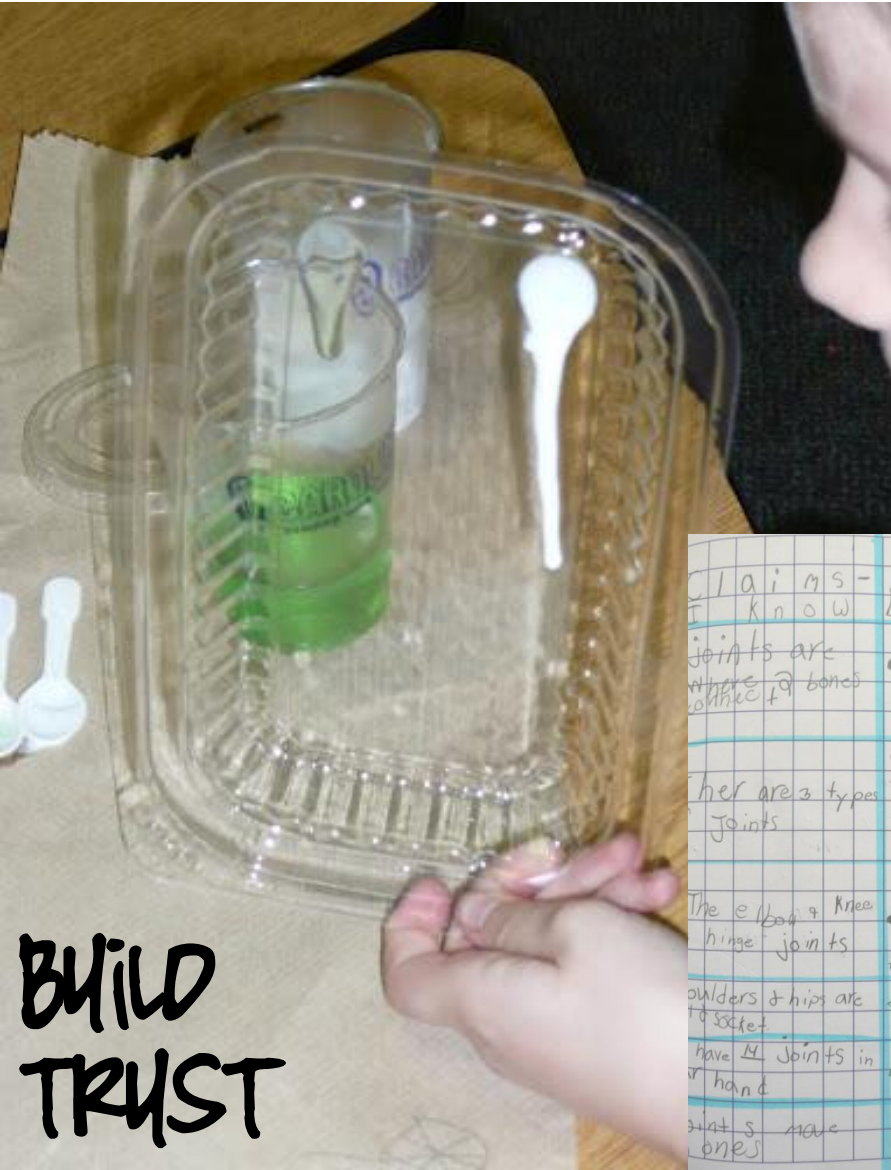
JUSTIFYING OUR OPINIONS



 BUILD
COMMUNITY



JUSTIFYING SCIENTIFIC CLAIMS



| Claims - | Evidence - |
|---|---|
| I know joints are where 2 bones connect | because • I can move the joint |
| There are 2 types of joints | • They move different - ball & socket - gliding - hinge |
| The elbow & knee hinge joints | • They go back & forth |
| Shoulders & hips are ball & socket joints | • We can rotate our hips |
| Our hands have 14 joints in them | Shoulders • We can feel them |
| What bones have joints | • I can feel them • I can feel them |



BUILD TRUST

Science Notebook Template

Q=Question

P=Prediction

WID=What I Did

= Line of Learning

8-29-11

Q Which solids do magnets attract?

P We predict that solids with metal parts will attract to a magnet. Some of us predict that metal solids that are heavy will not attract (they will drop down).



Our prediction

WID
(What I Did)



We learned that some types of metal are magnetic and some aren't (steel and brass). Plastic, wood, cloth, and cork and rubber are not magnetic.



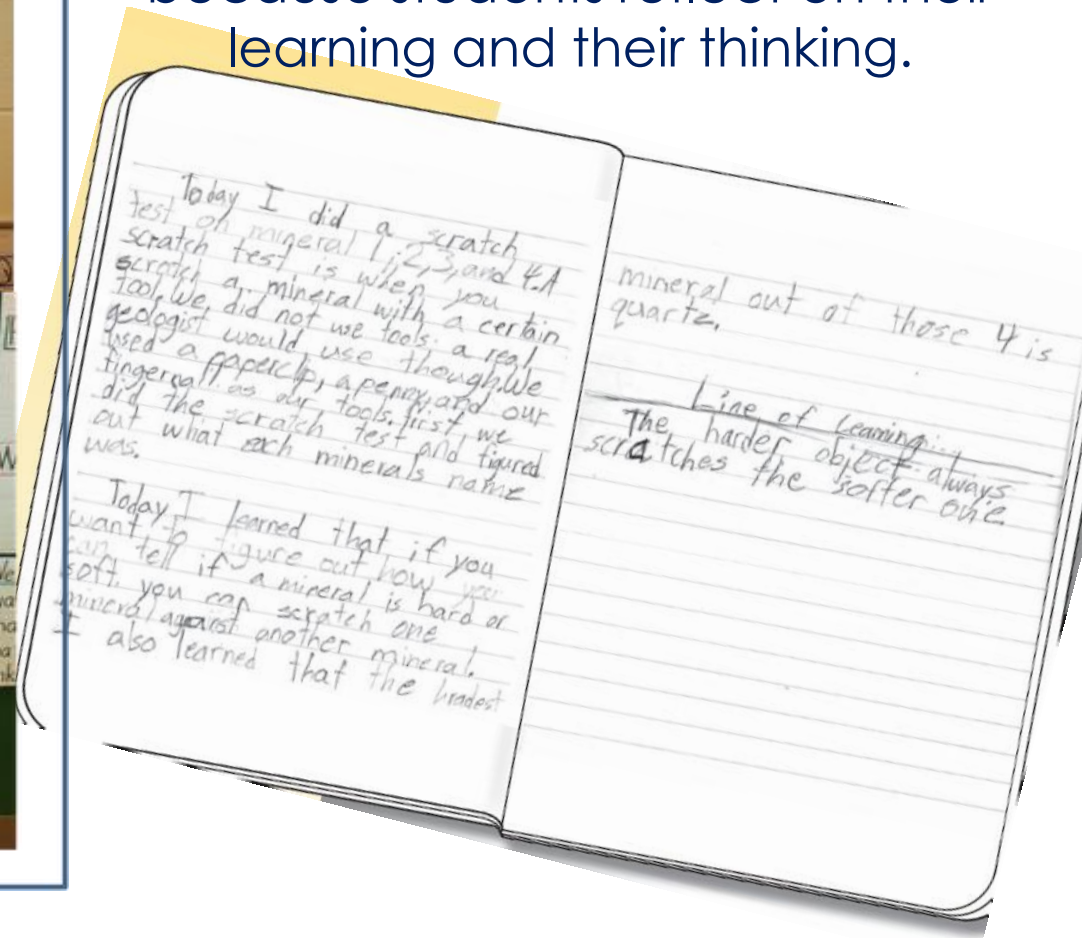

Some of us tried other things at our tables!

We wonder:

- What is cork made of?
- What is a magnet?
- Where do magnets come from?
- Will magnets work under water?
- How do magnets stick?
- How do magnets work?

SCIENCE NOTEBOOKS...

...increase CRITICAL THINKING because students reflect on their learning and their thinking.



4TH GRADE SAMPLE ITEMS



Sort these five shapes according to the characteristics labeled in the boxes below. Some figures may belong in more than one box.



Rectangle



Rhombus



Right Triangle



Square



Trapezoid

Click on a shape and then click inside a box to place the shape in the box. Continue as many times as necessary.

| Shapes with at least one right angle | Shapes with perpendicular sides | Shapes with parallel sides |
|--------------------------------------|---------------------------------|----------------------------|
| | | |

| Method W | Method Z |
|--|--|
| $ \begin{array}{r} 23 \times 49 \\ 20 \times 9 = 180 \\ 3 \times 9 = 27 \\ 20 \times 4 = 80 \\ 3 \times 4 = + 12 \\ \hline 299 \end{array} $ | $ \begin{array}{r} 23 \times 49 \\ \text{Area Model} \\ \begin{array}{ c c } \hline 40 & + 9 \\ \hline 20 & \begin{array}{ c c } \hline 800 & 180 \\ \hline \end{array} \\ \hline + 3 & \begin{array}{ c c } \hline 120 & 27 \\ \hline \end{array} \\ \hline \end{array} \end{array} $ |
| | $ \begin{array}{r} \text{Rectangle Sections} \\ \begin{array}{r} 1 \\ 800 \\ 120 \\ 180 \\ + 27 \\ \hline 1,127 \end{array} \end{array} $ |

Identify the method where Pablo made a mistake and explain what he should do to correct it.



DAILY ANALOGIES

Types of Analogies
with examples

| | |
|--|---------------------------------|
| Antonyms | up:down::over:under |
| Synonyms | obese:fat::slender:thin |
| Person to Situation | mother:house::teacher:school |
| Part to Whole <small>Whole + Part</small> | battery:flashlight::hd:computer |
| Geography <small>Location or</small> | Raleigh:NC::Olympia:WA |
| Measurement | pound:kilogram::quart:liter |
| Time | March:spring::Dec.:winter |
| Object/Function | broom:sweep::knife:cut |
| Characteristic | ice cream:sweet::pickle:sour |

Daily Analogies

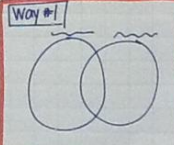
| | | |
|----------------|-------------------------------|---------------------|
| MONDAY 9/10 | ship:sailor::hospital:nurse | Situation to Person |
| | bicycle:two::tricycle:three | Characteristic |
| TUESDAY 9/11 | sweating:heat::shivering:cold | Characteristic |
| | dog:leash::horse:reins | Object/Function |
| WEDNESDAY 9/12 | goose:flock::bee:swarm | Part/Whole |
| | China:Asia::Italy:Europe | Geographical |
| THURSDAY 9/13 | right:wrong::false:true | Antonyms |
| | Pacific:ocean::Earth:planet | Synonym |
| FRIDAY 9/14 | fennis:racquet::baseball:bat | Object/Function |
| | true:untrue::sense:non sense | Antonym |

Attribute = characteristic, feature, trait, quality

Considering Attributes when making comparisons.

| | | |
|-------------------------|-------------------|-----------------------------|
| * size | * parts | * eats |
| * shape | * location | * electric/ not electric |
| * color | * edges/sides | |
| * purpose | * category | |
| * function | * who uses it | |
| * weight | * resource | |
| * activity | * noise/ sound | |
| * living/ non-living | | |
| * enjoyability | | |

Way #1



Way #2

| | |
|---------------------|-----------|
| Alike and Different | |
| Alike | Different |

"Mc. Trei, this is hard!"
"I don't know."



SCHOOLWIDE VOCABULARY INSTRUCTION

Tier 2 & Tier 3 Words

Vocabulary Notebook

| Word | Student-Friendly Definition | Picture |
|---------------------|---|---------|
| wordsmith | a knower & user of words | (W) |
| summary | a brief statement of the main ideas | |
| figurative language | words or phrases that authors use to compare two similar things | |
| duplicate | to copy | |
| efficiently | using your resources wisely | |
| context | how a word is used with other words | |
| cope | strategies for dealing with stuff | |
| immaculate | not messy, but clean | |
| lithe | graceful, normal, proper | |
| menacing | threatening | |
| enlarge | to make bigger | |
| gigged | to catch, or hook | |

helditeracy.blogspot.com

balance
stable

leader
stamina
effort

New Vocabulary Words from: Charlotte's Web

| Word | Definition | Picture |
|----------|---------------------------------|---------|
| ax | sharp tool / knife | |
| runt | small / weak | |
| infant | a baby | |
| appetite | hungry | |
| pupils | students | |
| blush | cheeks turn red / pink | |
| stroke | pet | |
| gaze | look at for a long time | |
| vanish | disappear / go away | |
| amused | entertained - kept busy - happy | |
| wept | to cry | |
| manure | animal's waste | |

Word

rater

Catalog

Sobbed

Ignorant

request

method

related

firm

pliers

unusual

picture

definition

a type hole

magazine / book
Can't order things
of

Cry, really, really

(stupid), silly

to ask for something
a way of doing
Calm

strong
hard
steady

are a tool to
loosen things

weird / doesn't
of

URGENCY WITH WORD LEARNING

Vocabulary Note book

| Word | Definition | Picture |
|--------------|---|---------|
| Word | background knowledge or memories | |
| Schema | The science or study of earth's surface | |
| Geography | Take away | |
| Revoke | Power and user of good word | |
| word smith | to give advice or think about or write about somebody | |
| Lectured | to criticize somebody | |
| Critical | to make fun of somebody | |
| Criticize | someone who has to go begging | |
| Hobo | worn out | |
| Shabby | hard to get along with | |
| Cantankerous | the worse | |

Vocabulary Note book

| Word | Definition | Pick Picture |
|-----------|---|--------------|
| Discreet | quiet and careful, practically invisible | |
| Persevere | to stick with something to the end even if you are really confused when you are doing | |
| Confusion | the area or distance between two sets | |
| Range | Go bigger | |
| Expanded | to pick | |
| Select | Reasonable | |
| Valid | word pairs that go together in some way | |
| Attr | fat | |
| Analogy | | |
| obese | | |
| synonyms | | |



Making Inferences with... PICTURE OF THE DAY

We infer the baby otter can't swim yet, because its fur is all dry.

We infer the otters are sun-tanning because there are shadows on the water.

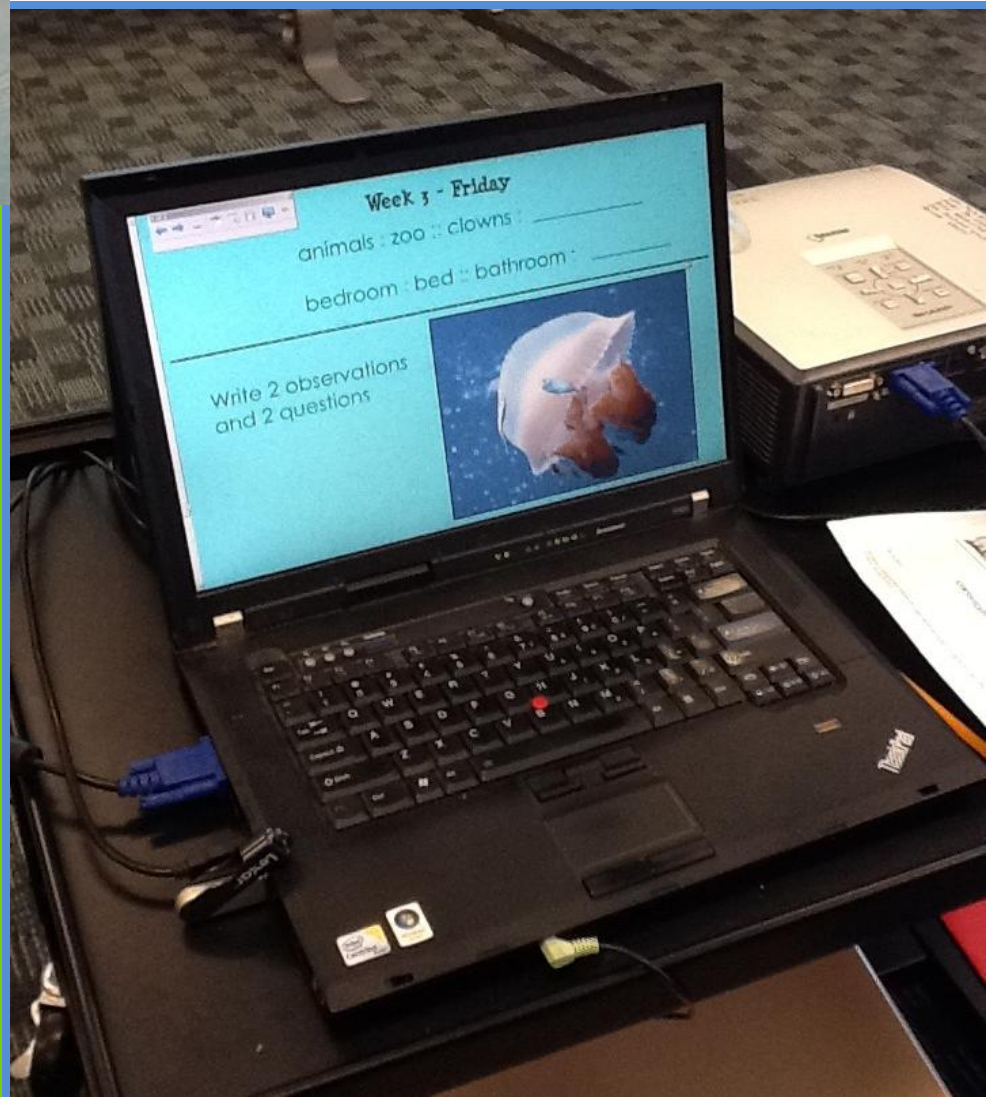
We infer that the otters love each other because they are hugging.

We infer they are hugging because they have their arms wrapped around each other.

We infer this is a female mother otter with her baby because Moms and babies cuddle.

We infer _____ because _____

(inference) (observation and/or schema)



YOU TUBE **IS** INFORMATIONAL TEXT

Video Response: What is the {Producer's} Message?

6

Posted by **Mrs. Jones** | Posted in **Video Response** | Posted on 12/06/2011

Michael Jordan "Failure" Nike Comme Share More info



Said On 12/08/2011

I think the lesson is that even if you mess up you try again. You dont give up, you stay at it because Micheal Jordan said he lost almost 300 games, people depended on Micheal Jordan 23 times and he let them down but he never gave up. I also think he is very brave because he could of quit but did not quit. I think he is very brave because he gets laughed at and made fun of when he misses shots, but he ignore's them. You believe in yourself!

Reply

Watch and listen to this Nike commercial featuring Michael Jordan, you may need to watch it several times. {If you don't know who Michael Jordan is, you can do some research after you're finished responding to this post.} Then, think about the producer's message (Author's Message) and infer or draw your own conclusions about what you think the producer wanted you to learn from watching this commercial. I've give you a hint * it has something to do with the relationship between success and failure.

first

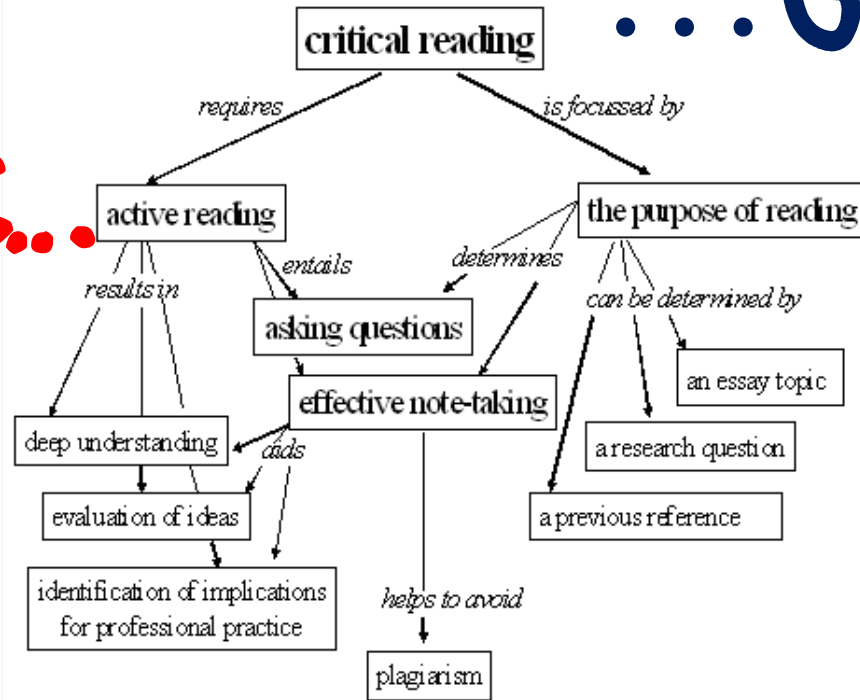
WE MUST BE CRITICAL

THINKERS...

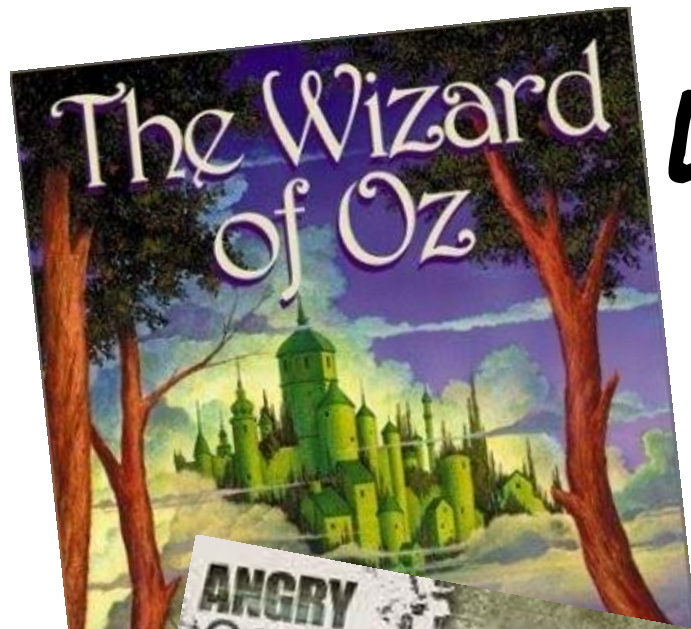
...before

WE CAN BE CRITICAL

READERS.



You don't have to believe everything you read in a book, you have the right to question it and judge for the reasons for yourself.



LITERARY
TEXT

OR



INFORMATIONAL
TEXT



So What?

critical reading...

...is a way of looking at a book and
analyzing what the author is saying and
the methods the author [and
illustrator] are using to communicate a
message or idea. Your analysis is
complete when you have formed **your**
own interpretations of the
author's intentions.



Strategy #15 Engage All Students, Regardless of Instructional Reading Level, in Thinking Deeply About Story

- Beyond a series of questions
- Beyond “Today I want you to make a prediction.”
- Beyond story retelling
- Beyond details of the reading process but active in all of it
- **Meaning at the text level**

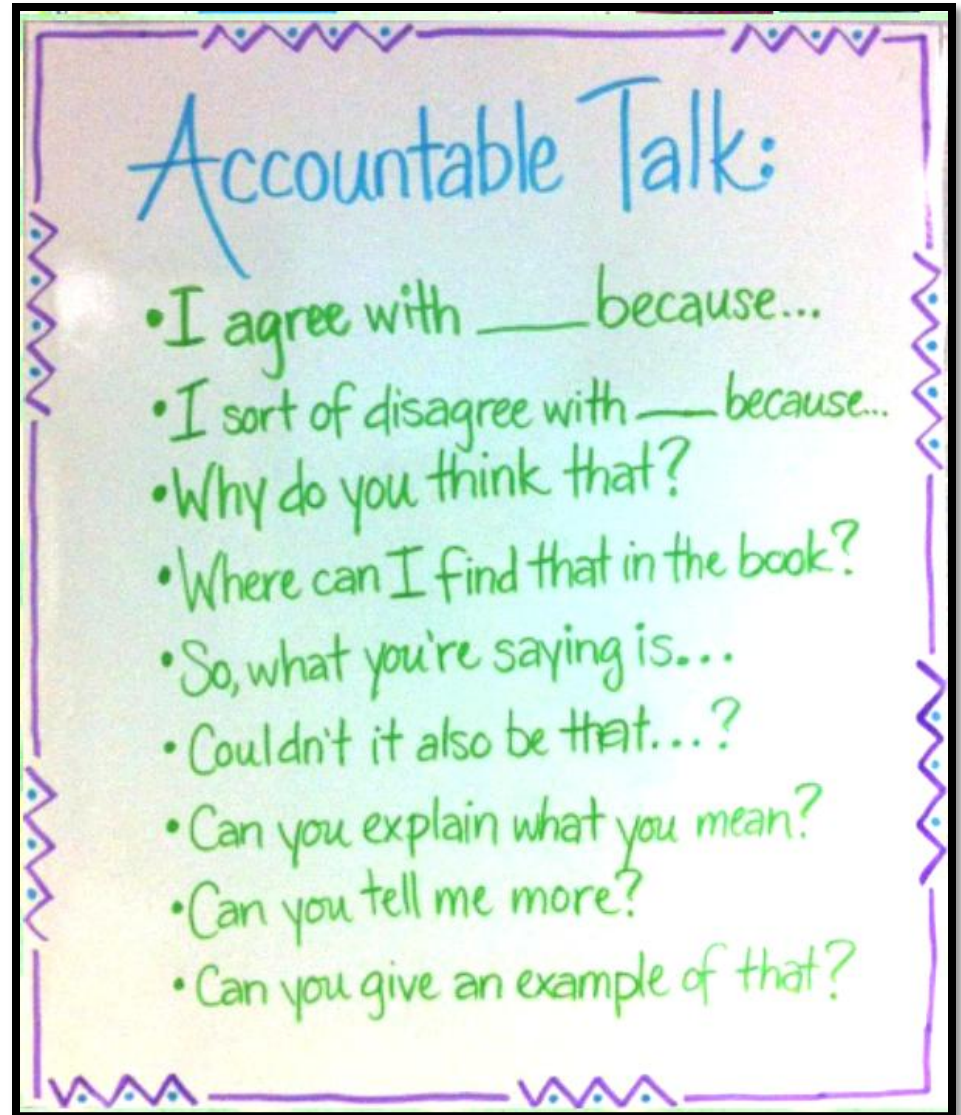
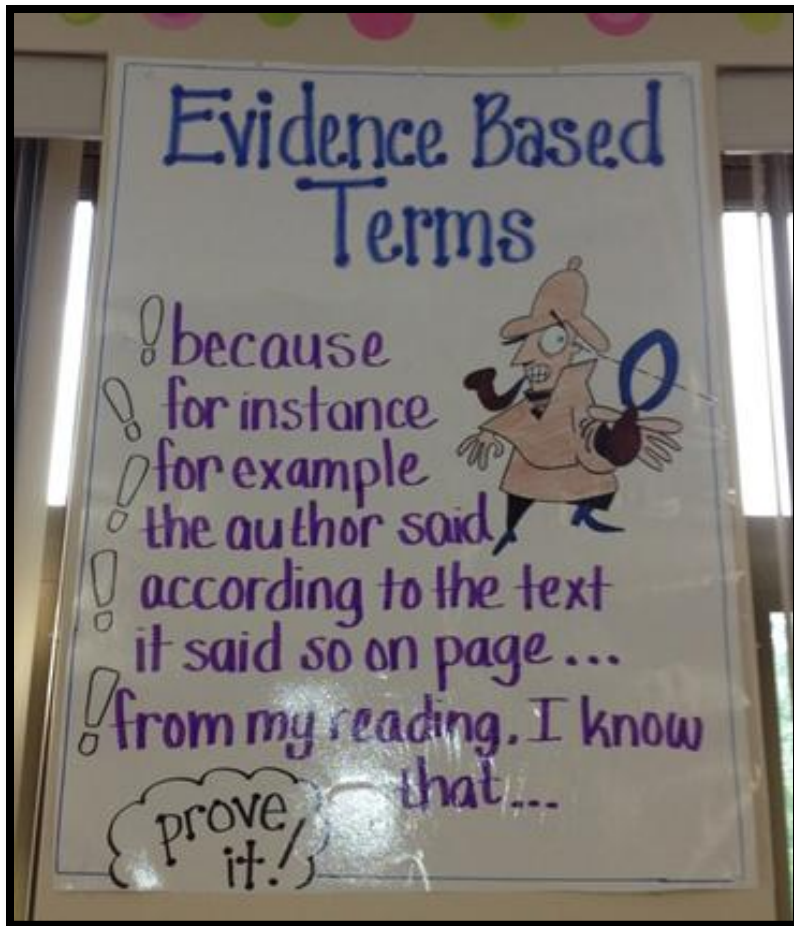
The Language of Teaching Comprehension Instruction Deeply

| Little Questions | Big Questions |
|---|---|
| What houses did each pig build? | How are the pigs' houses different? Why did the writer have the third pig build the brick house instead of the second pig? |
| What did the wolf say before he blew down the houses? | Why did the wolf say the same thing at each house? |
| What happens at the beginning, middle and end of the story? | What did the pigs learn from their experience? |



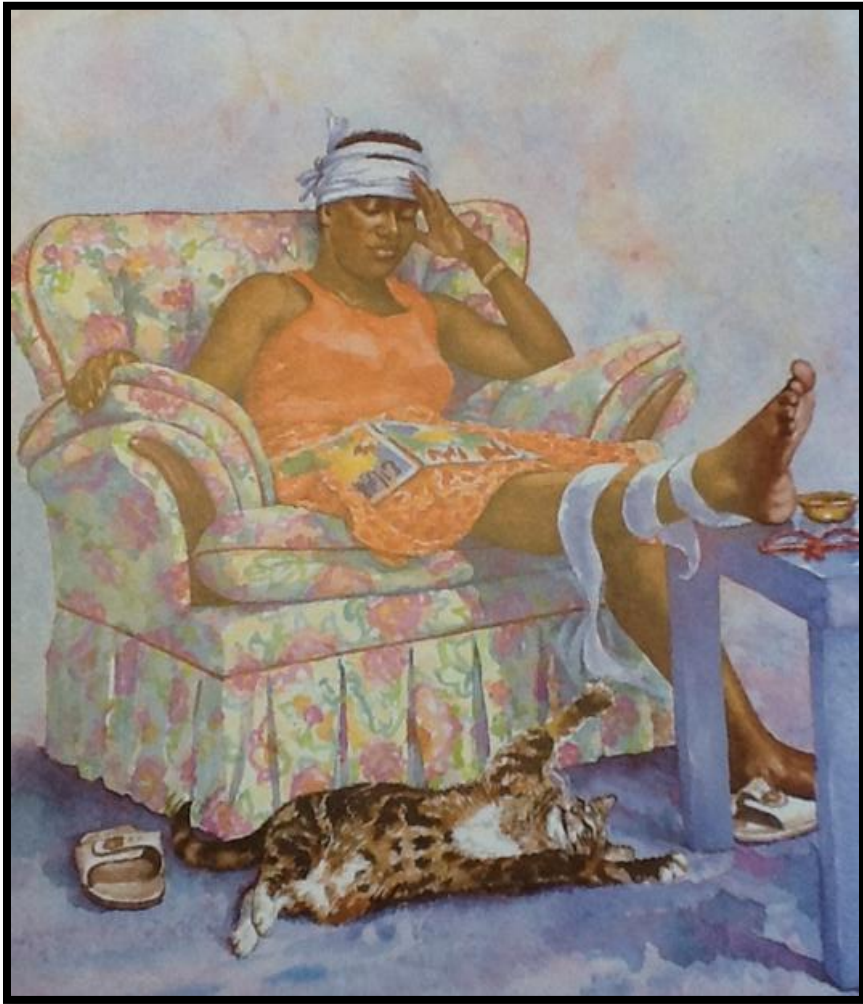
TEXT BASED STARTERS...

TEXT BASED ENTENDERS...



TEXT BASED QUESTIONS

Guided Reading, Shared Reading, Literature Circles

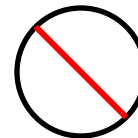
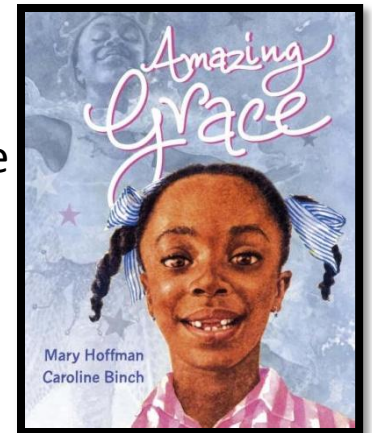


Look at the illustration on page 8, and explain what the author's purpose was for writing "Sometimes [Grace] could get Ma and Nana to join in, when they weren't too busy?"

Why does Grace "keep her hand up" twice, even though her friends continue to tell her she can't be Peter Pan?

When Grace told her mother what happened at school, what was Ma so angry about?

What did Nana want Grace to learn by taking her to the ballet that day?

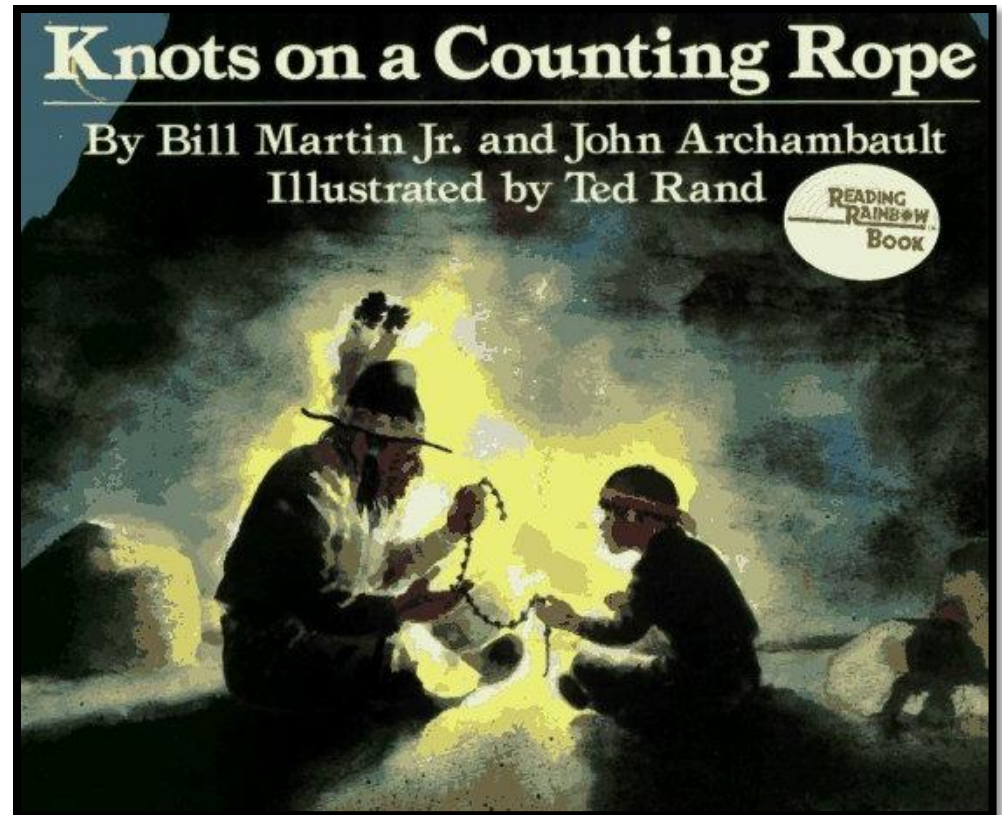


TEXT BASED ANSWERS..W/ TBE

Requires US to read it first...Allyia said...

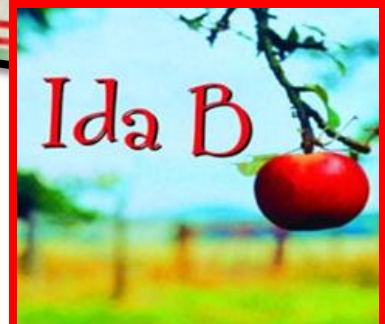
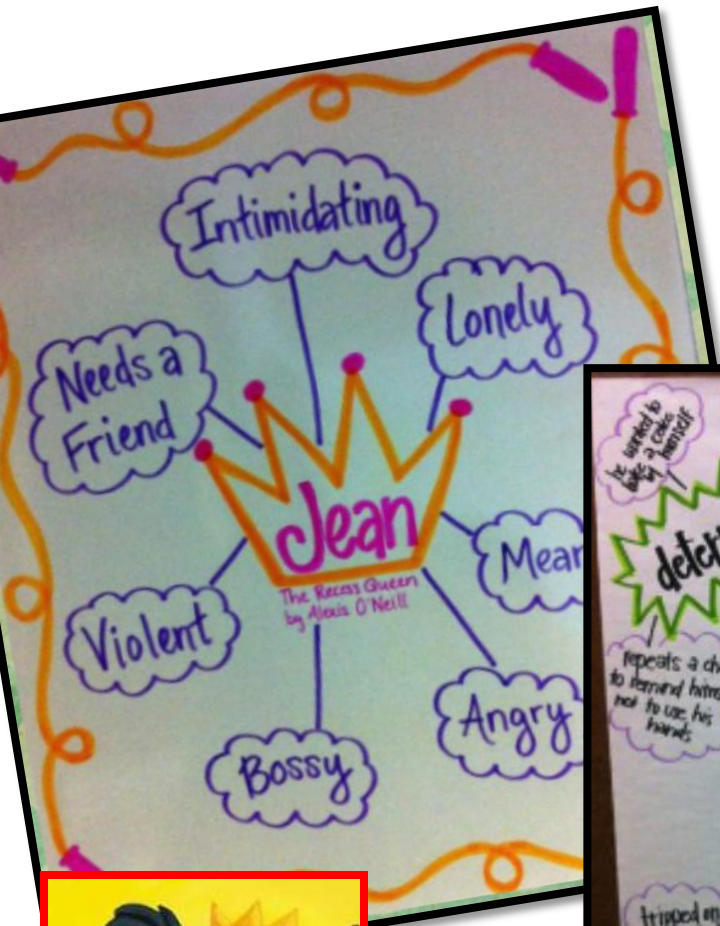
“I infer that Strength of Blue Horse is blind because....”

- He was born “sick & frail”.
- “You were born with a dark curtain over your eyes.”
- “Will I always have to live in the dark?”
- “I can feel the morning.”
- “I could not see the rainbow but I can feel its happiness.”
- “Rainbow is my eyes.”

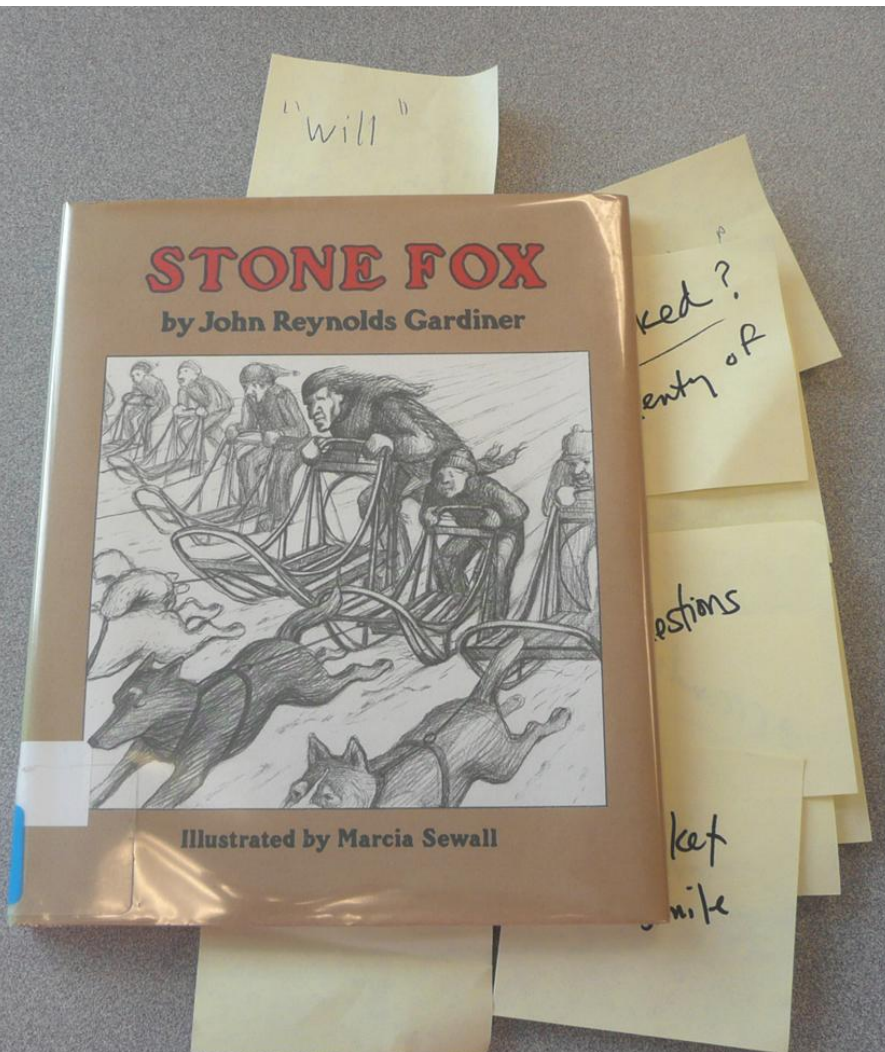


CHARACTER ANALYSIS

With Text Based Evidence

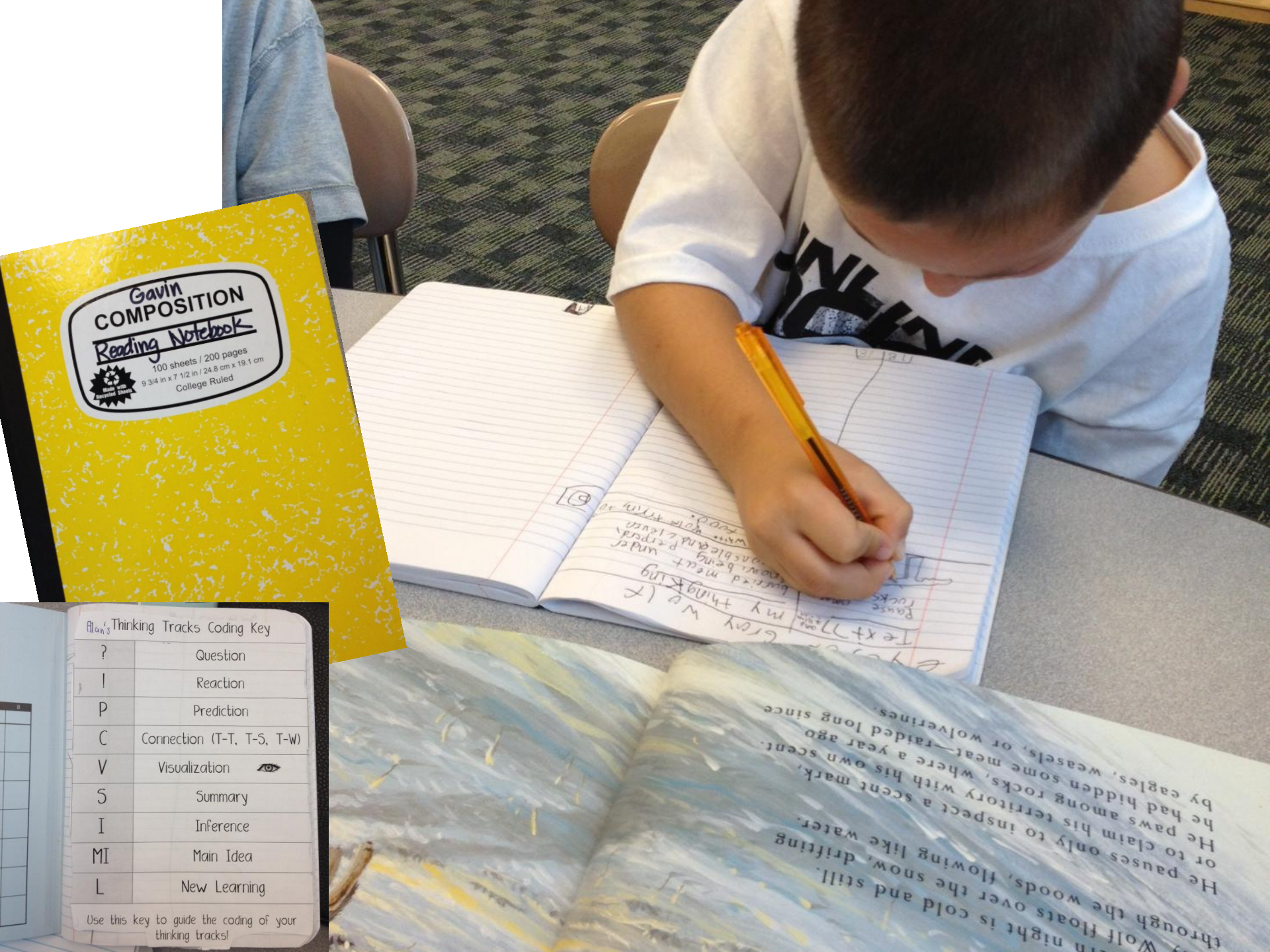


TEXT BASED READING RESPONSE



Stone fox p.3 3-8-12


| Text text | My thinking |
|-----------------------------------|--|
| "daringer" | a bone or flashlight |
| "snider woldent put his gun away" | "because he was scared of search light!" |
| "I'm warning you!" | warning is to pay for the tax and horse. |
| "the strong box" (flash back). | * (grampa word let him) is probably full of tax letters that wille can't get into. |
| "Yellow tobacco stained teeth" | EW WW He probably brushes his teeth with tobacco! He might be a rober! |
| "Head on!" | face it. |
| "grampa got sick" | because he couldn't pay taxes because they were broke. |
| "Mr. foster" | likes to smoke. |
| "to find a way" | wille had alot of perserveren |



**Gavin
COMPOSITION
Reading Notebook**
100 sheets / 200 pages
9 3/4 in x 7 1/2 in / 24.8 cm x 19.1 cm
College Ruled

Gray Wolf
my thinking
Pause
Text
locks
buried meat
knows being
possible and
under
with hair
trap

Alvin's Thinking Tracks Coding Key

| | |
|----|---|
| ? | Question |
| I | Reaction |
| P | Prediction |
| C | Connection (T-T, T-S, T-W) |
| V | Visualization  |
| S | Summary |
| I | Inference |
| MI | Main Idea |
| L | New Learning |

Use this key to guide the coding of your thinking tracks!

Gray Wolf
my thinking
Pause
Text
locks
buried meat
knows being
possible and
under
with hair
trap

He pauses only to inspect a scent mark, or to claim his territory with his own scent. He paws among rocks, where a year ago by eagles, weasels, or wolverines. through the woods, flowing like water. Wolf floats over the snow, drifting through the woods, flowing like water. He pauses only to inspect a scent mark, or to claim his territory with his own scent. He paws among rocks, where a year ago by eagles, weasels, or wolverines.

TEACHING MULTIPLE STRATEGIES THROUGH ONE PIECE OF TEXT

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Vocabulary Strategies **HELP** for Solving Unknown Words ??

DURING READING


- Using Context Clues (4 types)
 - Definition - the word is defined in the sentence
 - Antonym - often with signal words: unlike, as opposed to
 - Synonym - other words used with similar meaning
 - Inference - not directly described, but need to be inferred
- Make A Substitution
 - trying another word that might make sense
- Use prefix & suffix clues
 - Analyze word beginnings & endings -ly -less -ful
- Check the glossary

AFTER READING

- Use a dictionary (book or app)
- Ask a friend, ask Siri
- Add it to your vocabulary notebook

Word Work:

jianbing
exploration
dumplings

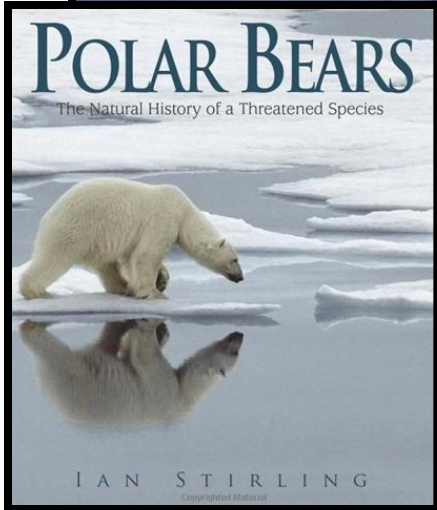
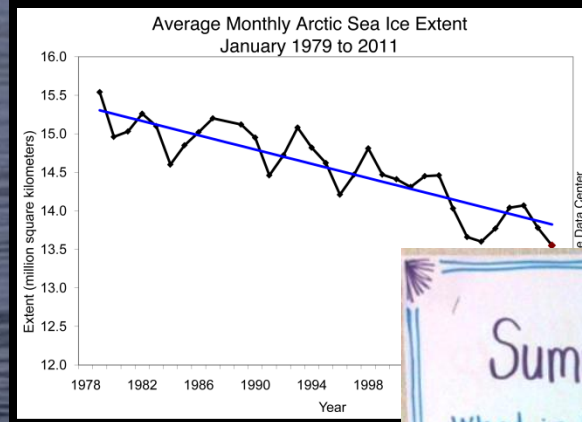


Reading Work:

1. Which context clue type did the author use to help you understand what the words mean? Justify.
2. Based on the details of Song's day, what does his family value?
3. Explain/infer how the region where Song's family lives is important for them to "make their living by growing food." Use evidence from the text.

NON-FICTION READING

Shift Our Thinking from... "What do want kids to KNOW?" to
"What do I want kids to get out of it?"



Summary vs. Theme

| Summary | Theme |
|--|---|
| What is the story about? | What is the story really about? |
| Mr. George Baker and Harry are friends and neighbors. George is 100 and Harry is in elementary. Every morning they wait for the school bus together to take them to school to learn how to read. | "No matter how old you are, you can still accomplish anything." |
| Book: Mr. George Baker | www.julieballew.com |

BiG

EVALUATING NON-FICTION TEXT

with Two-Column Notes...all strategies at once

Name: _____

| TEXT | MY THINKING |
|--|---|
| <p style="text-align: center;">Informational Text: Soil Properties</p> <p>Because soils develop under a variety of conditions, the soil in one location can be very different from the soil in another location. In order to understand soil, and how one soil differs from another, geologists look at and measure the soil properties.</p> <p>Soil Color The most obvious property when looking at soil is its color. The color of soil can tell scientists a lot about it. Geologists officially recognize over 170 different soil colors. Most of these are shades of black, brown, red, gray and white.</p> <div data-bbox="428 773 799 951" data-label="Image"></div> <p>Generally speaking, the darker a soil is, the more nutrient rich it is. The darker color often indicates an increase in decomposed organic matter known as humus. Gray soils often indicate poor drainage, while red soils can indicate very poor soils. These general rules about soil colors can however be misleading. Under certain conditions, a very poor soil can appear as dark black, while a rich healthy soil can appear as red.</p> <p>Soil Texture Another easily experienced property of soil is texture. Pick up a pinch of soil between your fingers, and rub it back and forth. You</p> | <p style="text-align: center;">Evidence of Strategies Used to Understand Soil Properties</p> |

OPINIONATED STUDENTS BLOGGING



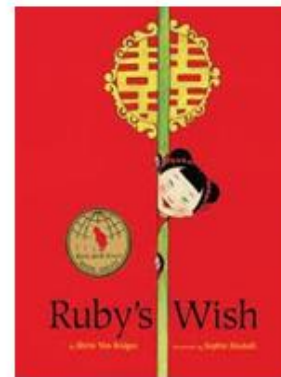
blogs.wcpss.net/ourclassreads

edublogs



Ruby's Wish: What's Your Opinion?

Posted by Mrs. Jones | Posted in Reading Response | Posted on 12/02/2011



Guinea Pig Said On 12/05/2011



[By Mrs. Jones...example comment.]

I think that the way Ruby was treated in the book was wrong because that's not nice to treat her that way. When she was at the parade, the boys got the decorative colorful lanterns and the girls got the plain and simple ones. I infer that this made Ruby feel inferior to the boys. I infer that it made her feel like she wasn't as liked as the boys. I admire her for writing a poem that told her grandfather how she REALLY felt. She was acting very brave and courageous to speak her mind but didn't feel comfortable explaining her poem to her grandfather. Ruby stood up for herself (and other girls in China) by questioning the traditions of her country. She thought it wasn't right for only boys to get an education at a university and she did not stop fighting for herself until she was accepted at a university.

Reply

We've been reading books from different countries. We've also been sharing about the ideas in these books, as well as agreeing and disagreeing with them. Think about what it would be like to be Ruby growing up in China. What is your opinion about Ruby's predicament and the customs of China? And how would you feel if those customs existed in the United States? In the United States today, do you think boys and girls are treated differently or the same? And how? Give examples.

Now, back up your thinking with evidence from the text and your own ideas to answer the following questions:

What is your opinion about Ruby's predicament and the set customs of China? And how would you feel if those customs existed in the United States?

THE CAMPS OF TEXT COMPLEXITY



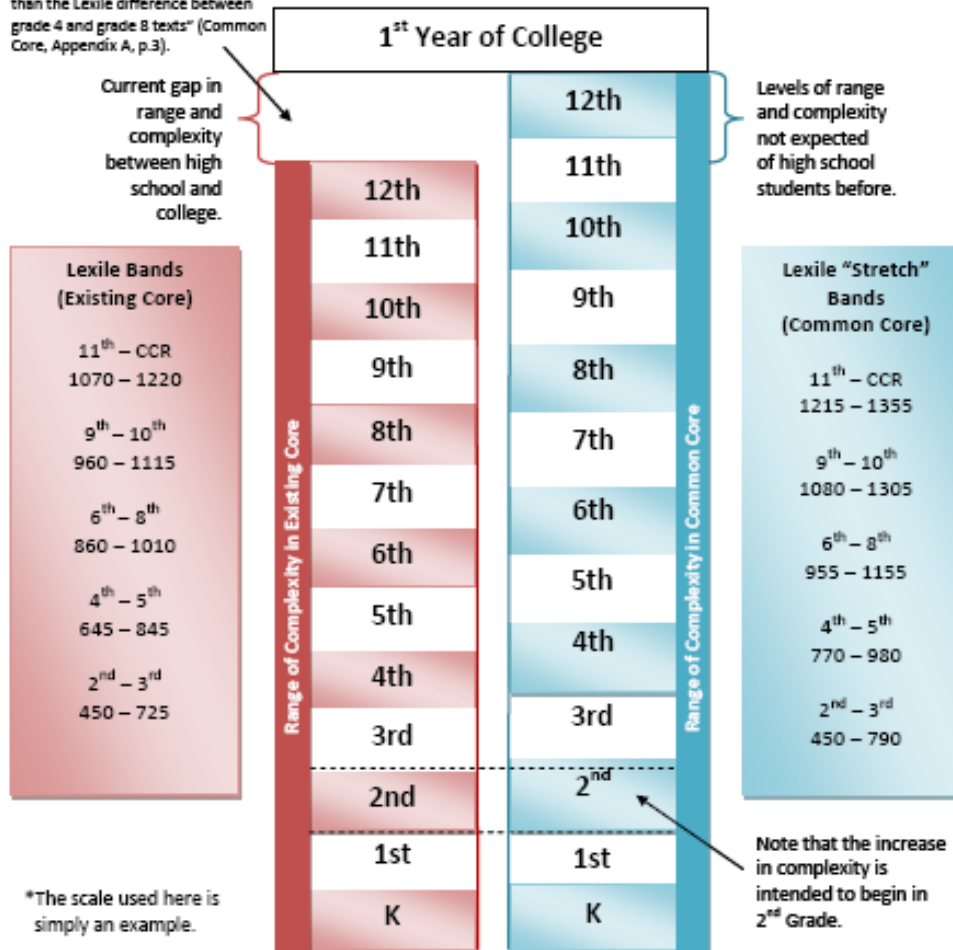
TEXT COMPLEXITY STRETCH BANDS

| Grade Band | Current Lexile | *Stretch* Lexile |
|------------|----------------|------------------|
| K-1 | N/A | N/A |
| 2-3 | 450L-725L | 450L-790L |
| 4-5 | 645L-845L | 770L-980L |
| 6-8 | 860L-1010L | 955L-1155L |
| 9-10 | 960L-1115L | 1080L-1305L |
| 11-CCR | 1070L-1220L | 1215L-1355L |

TEXT COMPLEXITY.. A RESULT OF THE GAP

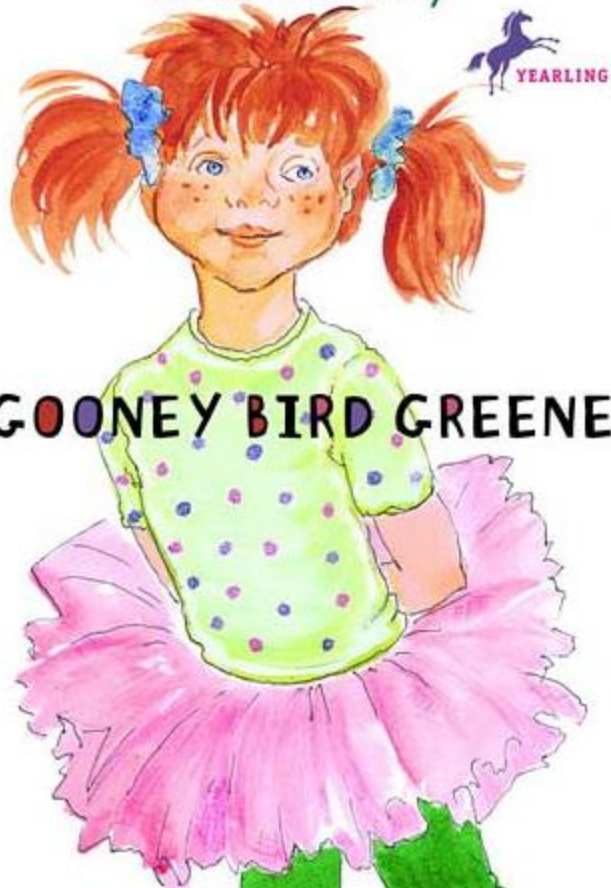
A Visual Representation of the Range and Complexity of Text in the Existing Core Compared to the Common Core*

Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.3 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts (Common Core, Appendix A, p.3).



TACKLE TEXT COMPLEXITY WITH READ-ALONDS

By the Two-Time Newbery Award Winner
Lois Lowry



Trying Out for Peter Pan... ^{should I} do it?

| Pro's | Con's |
|------------------|----------------------|
| Reasons to Do It | Reasons to Not Do It |

Jack & Annie

| Pro's | Con's |
|-------|-------|
| | |

Willy's Race... Stone Fox

| | |
|---|---|
| + | △ |
|---|---|

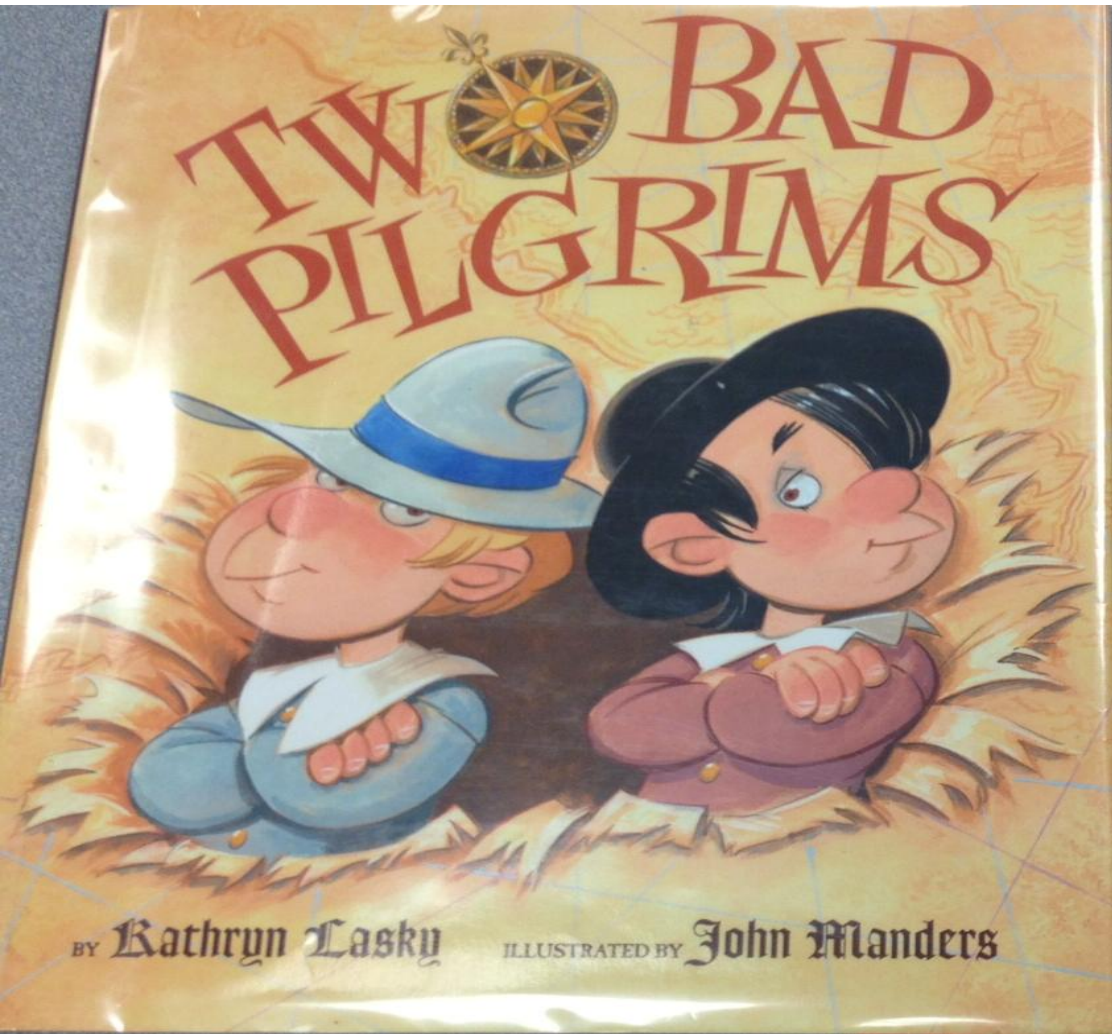
But...

WHEN DO KIDS REALLY EVER HAVE TO STRUGGLE
THROUGH CHALLENGING TEXT?



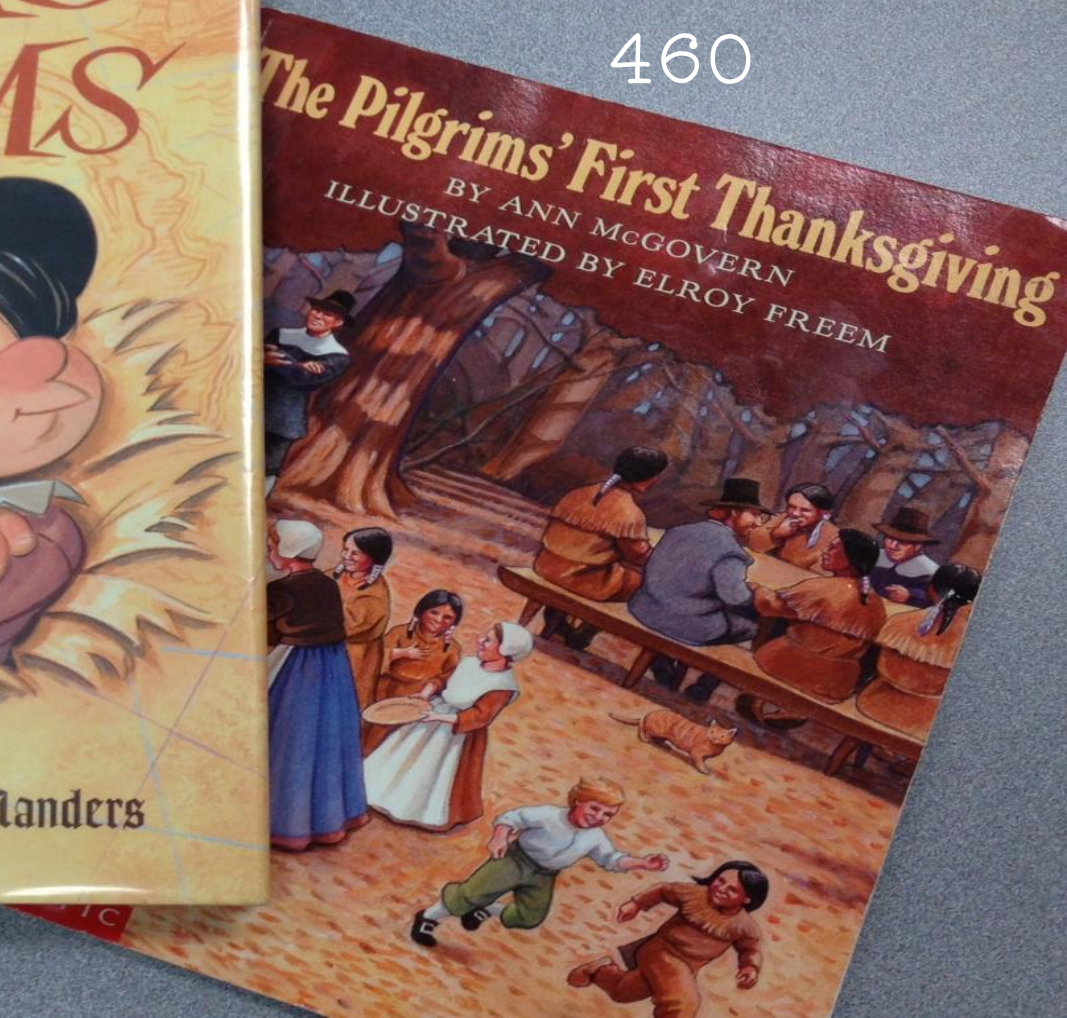
TACKLE TEXT COMPLEXITY WITH ...

Complex Texts. Period.



Lexile Level 580

Lexile Level
460



CLOSE READING



REALLY
MAKING
SENSE
OF
NONFICTION
INFORMATION

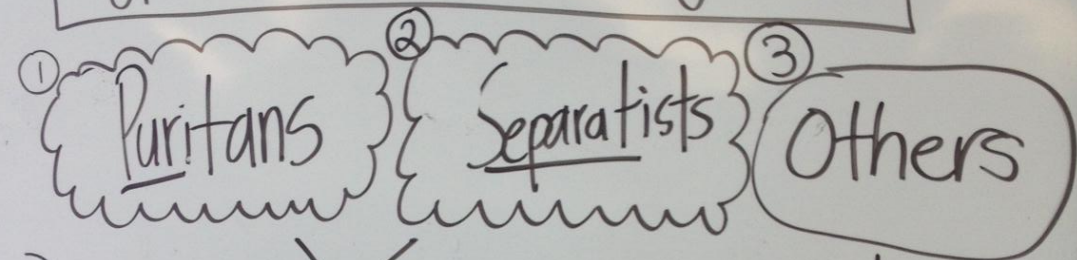
10/31/12

ML

who & why

Types of People on The Mayflower

(p3)



Reason they left

frustrated with the Church

adventure

Saints

Strangers

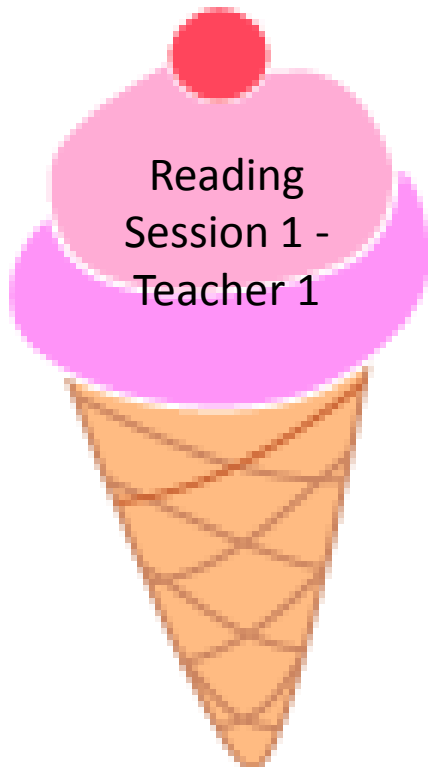
collective nouns

Pilgrims

SCOOPS OF LEARNING

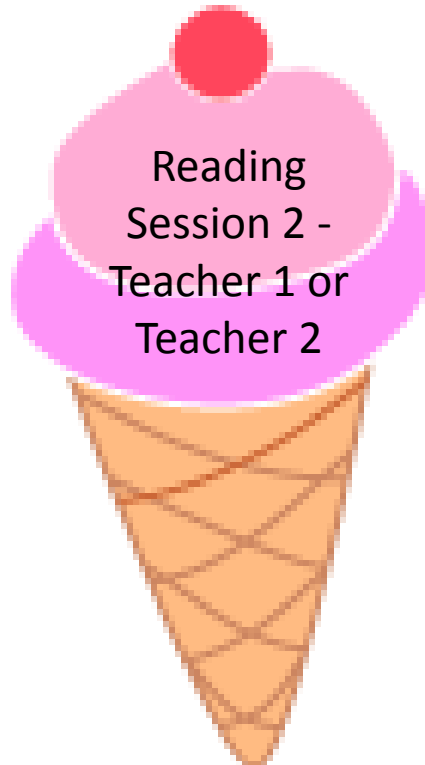
for our At-Risk Learners

Instructional
Level Text
Through
Guided Reading



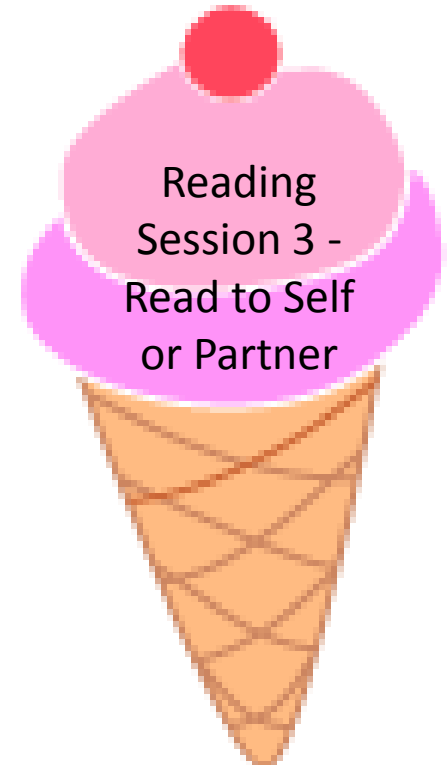
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Complex Level
Text through
another dose of
Guided Reading

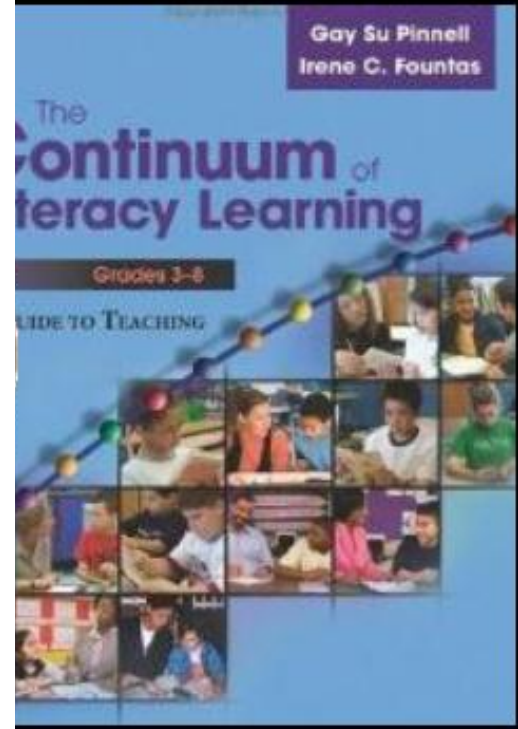
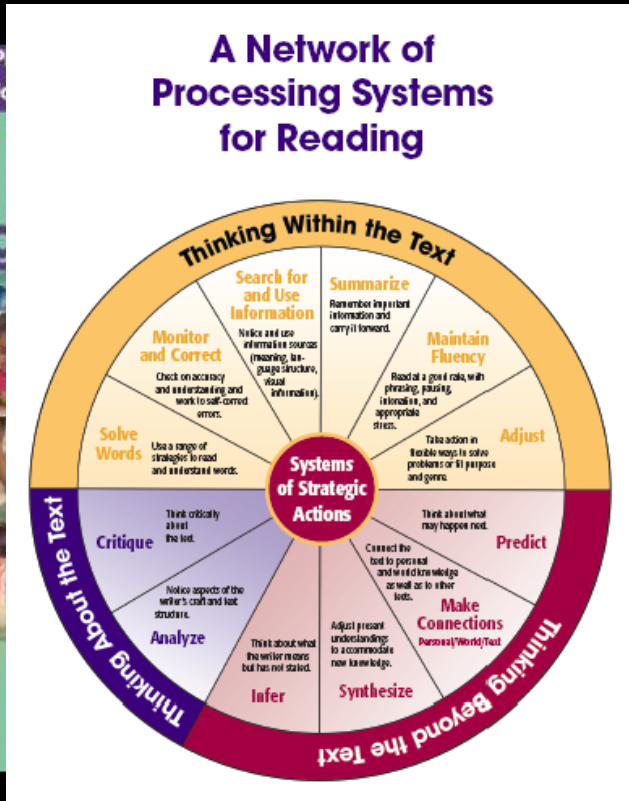
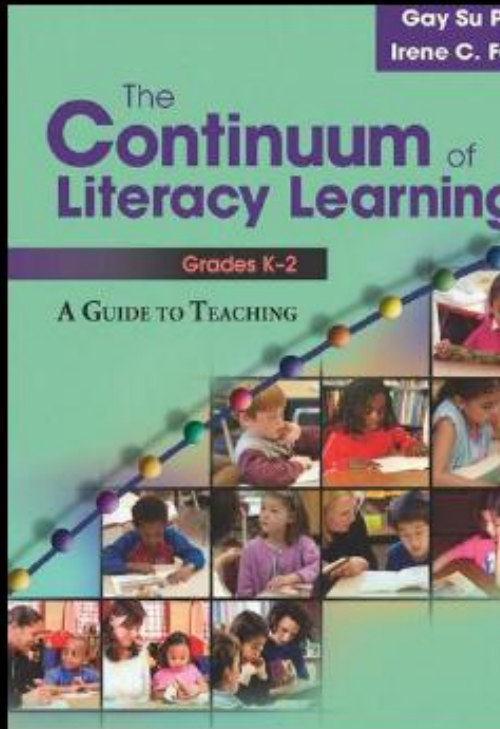


+

Independent
Text Level



planning higher level independent reading activities



“Writing About Reading”

PLANNING & ASSESSING CRITICAL THINKING

Literacy Lesson Plans

Mrs. Jennifer Jones . Lake Myra Elementary
 Week of February 13-17, 2012 | 3rd Grade 9:30-10:50am

Mini-Lessons: (Procedural): Guidelines for Critical Thinking Anchor Chart, Code of Cooperative Learning Anchor Chart, How to Compose in WORD and paste into the blog

Guided Reading

I will use critical thinking to read, discuss & evaluate content specific texts with my peers with support and guidance from the teacher.

- 3.RIT.6 – Compare my point of view with the author’s point of view
- 3.RIT.2 – Determine the main idea of a text
- 3.RIT.4 – Determine the meaning of general & domain-specific words and phrases in a text.
- 3.SL.1 – Engage in collaborative discussions
- Text: Food for Life: Life Science – organisms have basic needs, food provides energy and nutrients for growth, observes & describes the structure and functions of animal (human) parts.*

Independent

I will analyze a book (of my choice) to write a summary and book recommendation. I will create a “Book Talk” video Infomercial.

- 3.W.1 – Write opinion pieces on topics or text
- 3.W.6 – Use technology to produce and publish writing to interact with others.
- 2.RL.2 – Recount stories including central message
- 3.SL.4 – Report on a topic using descriptive details, speaking clearly at an understanding pace.

Cooperative Learning

I will work collaboratively with my peers to compare and contrast two books on the same topic and create one Venn diagram together.

- 3.RIT.9 – Compare & contrast two different non-fiction titles on the same topic.
- 3.RIT.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text
- 3.SL.1 – Engage in collaborative discussions
- 3.L.1.1 – Compare the different functions of the skeletal and muscular system, using two different non-fiction texts *Muscles and Bones* and *Skeletons*

Blog

I will analyze the character’s motivation and feelings in *The Paper Bag Princess*, and evaluate them compared to stereotypes I know about princes & princesses.

- 3.RL.3 – Describe & analyze character feeling and motivation and tell how their actions are a part of events.
- 3.W.1 – Write opinion pieces on topics, supporting a point of view with reasons.
- 3.TT.1.3 – Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.

2nd Grade Guided Reading Rotations

Assessment/Rubric Record Sheet: Mrs. Jennifer Jones & Mrs. Oates

Week of: _____

| GR Groups | Day 1 | Day 2 | Day 3 |
|-----------|-------|-------|-------|
| Oates | 1 | 2 | 3 |
| Jones 1 | 3 | 1 | 2 |
| Jones 2 | 2 | 3 | 1 |

| | |
|---|---|
| 4 | justify answers with text evidence; agree & disagree with others; ask questions of others and authors; use complete sentences |
| 3 | agree & disagree with others; justify opinions; speaks and writes in complete sentences |
| 2 | answers questions but does not justify them; agree & disagree but does not tell why, incomplete sentences |
| 1 | does not contribute to the conversation; does not know what they are thinking; does not share; distracted behavior |

| Group 1 | Reading Response | Blog Responses | Independent Work | Effort + Responsibility |
|-----------|------------------|----------------|------------------|-------------------------|
| Jasmine | | | | |
| Cameron | | | | |
| Haley | | | | |
| Rachel | | | | |
| Sophia C. | | | | |
| Eric | | | | |
| Group 2 | Reading Response | Blog Responses | Independent Work | Effort + Responsibility |
| Megan | | | | |
| Gage | | | | |
| Nichole | | | | |
| Suzette | | | | |
| Nathan | | | | |
| Makayla | | | | |
| Group 3 | Oral Responses | Blog Responses | Independent Work | Effort + Responsibility |
| Maddie | | | | |
| Amanda | | | | |
| Jeremy | | | | |
| Chandler | | | | |
| Jackson | | | | |
| Olivia | | | | |

{ BOOK REVIEW }

by (Name) _____

for (Title): _____

SUMMARY

This book is about _____

RBT: REMEMBER & UNDERSTAND; CCSS 2.RL.5

RECOMMENDATION

I _____ recommend this book because _____

RBT: ANALYZE & EVALUATE; CCSS 2.W.1

____ Produced into video Infomercial - RBT: CREATE; CCSS 2.W.6

OPINION WRITING

The Best Book Reviews Have:

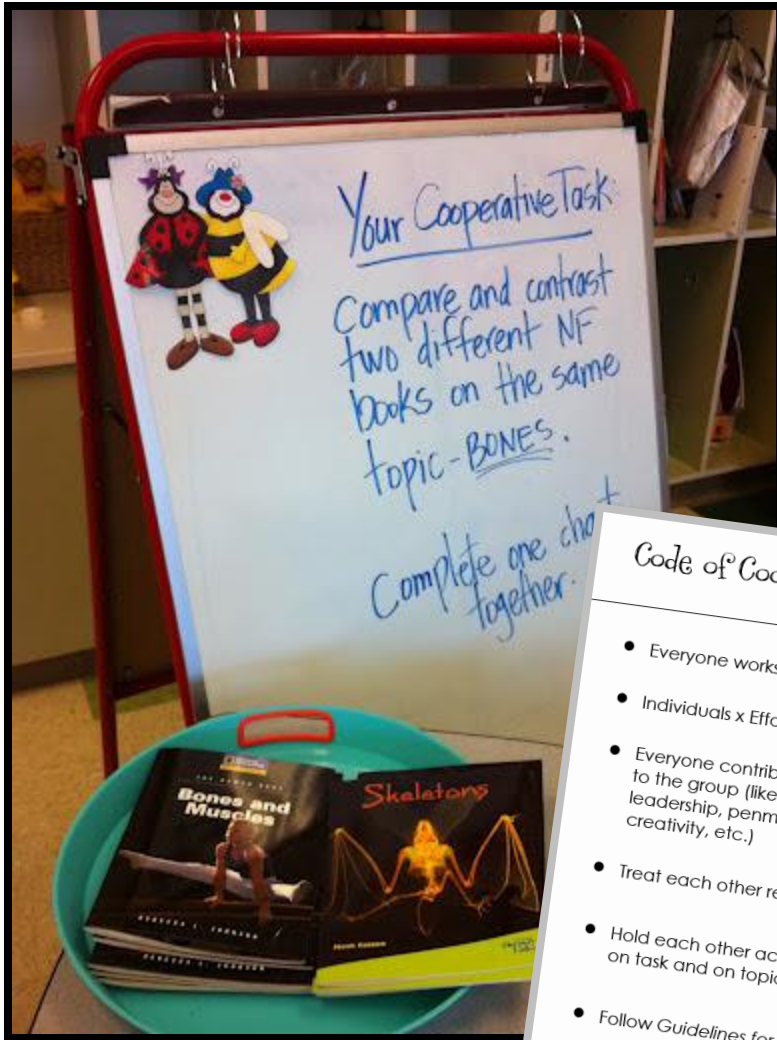
- A strong summary
(Include the theme, but don't spoil the ending!)
- A personal opinion
(Why do you like it? Story? Craft? Both?)
- A recommendation
(Who else would like this book? Why?)
- Evidence from the text
(This can be quotes or page numbers or both.)
- Strong conventions
(Double check your punctuation, capitalization, paragraphs, & spelling!)

www.julieballev.com

GROUP LEARNING

Cooperative Independent

[Book Clubs & Literature Circle](#)



Code of Cooperative Learning

- Everyone works toward common goals
- Individuals x Effort = Group Effort
- Everyone contributes something positive to the group (like ideas, knowledge, leadership, penmanship, attitude, creativity, etc.)
- Treat each other respectfully
- Hold each other accountable to staying on task and on topic
- Follow Guidelines for Critical Thinking

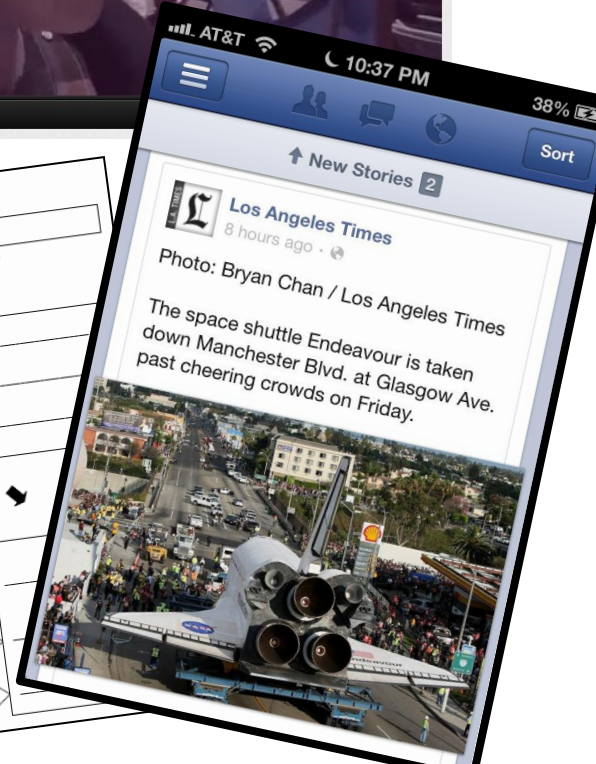
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COMPARE AND CONTRAST DIAGRAM

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO



Revolutionary War Hero

Please Choose 1 Activity!




| | | |
|--|---|--|
| <p>The Tale of Two Heroes!</p> <p>Compare and Contrast two Revolutionary War Heroes</p> | <p>NEWS Cast</p> <p>Pretend you are reporting live from an interview with your war hero. Film a newscast with important facts about your hero.</p> | <p>Windows Movie Make</p> <p>Make a movie about the life of your hero.</p> |
| <p>RIP</p> <p>Make a tombstone for your hero. Make sure you give important details about his or her life.</p> | <p>Reporter</p> <p>Use audacity to record a radio announcement about your hero.</p> | <p>Prezi or Word!</p> <p>Use one of these programs to report the facts learned.</p> |

You choose! If you have another idea, please get it approved by Mrs. Oates or Miss Logue. List it here:

By Michele Oates, AG Teacher, LMES

HIGHER LEVEL THINKING
INDEPENDENT PROJECTS

Please choose one activity from each COLUMN!

| | | | |
|--|--|--|--|
| <p>Design a CD cover of a Greek God's favorite play list. Include six songs and list in order of preference.</p>  | <p>Create a picture of your God with 4 of his best friends. Two may be other Gods and 2 must be famous mortals with whom your God would associate. (Do not have to be living!)</p> | <p>Create a Wanted Poster for your favorite God.</p>  | <p>Write a "Dear John" letter to your God from a former spouse/girlfriend/boyfriend. This is a breakup letter that explains the writer's feelings about the relationship and why it ended.</p> |
| <p>Create a report card from any grade in your God's career including 6 subjects your God would take and the grades they earned. Teacher comments are optional.</p> | <p>Design a model of your God's main mode of transportation. Include 3 bumper stickers or window decals that show what your God would support.</p> | <p>Create postcards or pictures of your God's favorite three vacation destinations. On each include at least 3 sentences about why they enjoyed that spot.</p> | <p>Design a shopping list your God would use with at least 3 stores/websites/Catalogs your God would use with a list of what they would buy there. At least one should be a grocery list with items your God would eat or drink.</p> |
| <p>Create 3 pictures of your God enjoying some of his/her favorite hobbies. Arrange the pictures in order of the God's preference with absolute favorite first.</p> | <p>Create ticket stubs from 3 of your God's favorite movies or plays. Each should include 3-4 sentences describing why your God enjoyed the production.</p> | <p>Write a newspaper or magazine article featuring an event in your God's life. Illustrations should be included.</p> | <p>Design a map of your God's city. Include points of interest, landmarks, etc.</p>  |

By Michele Oates, AG Teacher, LMES



Research WISEly

Wonder ?

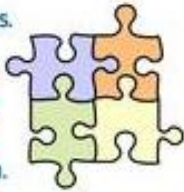
- . Ask questions
- . Identify your problem
- . Analyze the problem and ask questions.

Investigate



- . Gather information.
- . What are the keywords?
- . What are the best sources?
- . Search for information.
- . Record notes and sources.

Synthesize



- . Organize your information.
- . Summarize your findings.
- . Draw conclusions.
- . Make inferences.
- . Use graphical organizers to arrange your information.

Express



- . Decide on the best way to communicate your findings.
- . Create a first draft.
- . Prepare a bibliography.
- . Revise the first draft.
- . Prepare the final product.
- . Evaluate your process AND the product.

THE FIVE W'S OF WEB SITE EVALUATION

WHO

- Who wrote the pages and are they an expert?
- Is a biography of the author included?
- How can I find out more about the author?

WHAT

- What does the author say is the purpose of the site?
- What else might the author have in mind for the site?
- What makes the site easy to use?
- What information is included and does this information differ from other sites?

WHEN

- When was the site created?
- When was the site last updated?

WHERE

- Where does the information come from?
- Where can I look to find out more about the sponsor of the site?

WHY

- Why is this information useful for my purpose?
- Why should I use this information?
- Why is this page better than another?

h o t s

| | |
|--|---|
| <h2>create</h2> | Definition: Can you generate new products, ideas or demonstrate new ways of viewing things? |
| Teacher will: *facilitate *extend *analyze *evaluate | Student will: |
| Skills to be demonstrated by students: | |
| <ul style="list-style-type: none"> using old ideas to create new ones generalizing from given facts relating knowledge from several sources predicting, drawing conclusions | |
| Key Words to Consider as you Develop Objectives & Questions: | |
| <ul style="list-style-type: none"> act adapt assemble blend build change coin compile compose conceive concoct construct craft create design develop discuss elaborate estimate fashion forecast form formulate | |
| Question Stems: | |
| <p>Can you design a...to...?</p> <p>Can you see a possible solution to...?</p> <p>If you had access to all resources, how would you...?</p> <p>Why don't you devise your own way to...?</p> <p>What would happen if...?</p> <p>How many different ways can you...?</p> <p>Can you create new and unusual uses for...?</p> <p>Can you develop a proposal which will...?</p> | |
| Possible Projects/Assignments: | |
| <ul style="list-style-type: none"> Invent a machine to do a specific task | |

| | |
|--|--|
| <h2>evaluate</h2> | Definition: Can you make decisions based on in-depth reflection, criticism and assessment? |
| Teacher will: *clarify *accept | Student will: |
| Skills to be demonstrated by students: | |
| <ul style="list-style-type: none"> compare and discriminate assess value of theories, products, or ideas make choices based on evidence verify value of evidence recognize subjectivity | |
| Key Words to Consider as you Develop Objectives & Questions: | |
| <ul style="list-style-type: none"> agree appraise argue assess award choose compare conclude contrast criteria criticize critique debate | |
| Question Stems: | |
| <p>Do you agree with the actions of...?</p> <p>What is your opinion of...?</p> <p>Would it be better if...?</p> <p>How would you rate the...?</p> <p>How would you justify...?</p> <p>Which is more important...?</p> <p>What are the consequences of...?</p> <p>Why is...of value?</p> | |
| Possible Projects/Assignments: | |
| <ul style="list-style-type: none"> Write a review of a book, movie, or product Compare and contrast two different theories or products Assess the value of a historical event or decision Make a choice between two different options based on evidence Verify the value of evidence in a court case or legal dispute Recognize subjectivity in a historical event or decision | |

| | |
|--|---|
| <h2>analyze</h2> | Definition: Can you dissect information to explore understandings and relationships? |
| Teacher will: *probe *evaluate *dissect *guide *question *dissect *observe *organize *act as a resource | Student will: *discuss *debate *investigate *inquire *think deeply *uncover *test *calculate *actively participate *argue *question *examine |
| Skills to be demonstrated by students: | |
| <ul style="list-style-type: none"> break learned information into its parts to best understand information seeing patterns organization of parts recognition of hidden meanings identification of components | |
| Key Words to Consider as you Develop Objectives & Questions: | |
| <ul style="list-style-type: none"> analyze appraise arrange assume break down calculate categorize classify compare conclusion contrast correlate criticize debate detect diagram differentiate discover discriminate dissect distinguish distinction divide examine experiment focus group function illustrate inference inquire inspect investigate limit list motive order outline point out prioritize probe question recognize relate research separate sequence sift simplify subdivide survey take part in test for theme | |
| Question Stems: | |
| <p>Why do you think...?</p> <p>What inference can you make...?</p> <p>What is the relationship between...?</p> <p>What ideas justify...?</p> <p>What evidence can you find...?</p> <p>How is...similar to...?</p> <p>How would you categorize...?</p> <p>What conclusions can you draw...?</p> | <p>What is the theme...?</p> <p>What is the purpose of...?</p> <p>What do you see as other possible outcomes?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What was the turning point...why?</p> <p>Compare...to...? Contrast...to...?</p> <p>What can you infer...?</p> |

ARE WE
 COMMUNICATING
 WITH
 STUDENTS
 WHAT IT IS
 WE EXPECT
 THEM TO KNOW,
 DO AND
 UNDERSTAND?

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Reader Response

| REMEMBER | UNDERSTAND | APPLY | ANALYZE | EVALUATE | CREATE |
|---|------------|-------|--|----------|--------|
| Lower Level Thinking | | | Higher Level Thinking | | |
| <u>Fiction</u> <ul style="list-style-type: none"> • summary • events • character description • story elements • setting • detailed retelling • P/S • identifying text structure/fe | | | <u>Fiction</u> <ul style="list-style-type: none"> • text based evidence • character analysis • author's message(s) • lesson learned • inferences • Theme • opinions • reactions | | |
| <u>Non-fiction</u> <ul style="list-style-type: none"> • summary • text features • main points, supporting details • information • facts • details • features | | | <u>Non-fiction</u> <ul style="list-style-type: none"> • "So what?" • BIG IDEAS, Big Picture • Important Concepts • Main Message(s) • Opinions • Reactions | | |

THE TAKE-AWAYS



Tiers of Vocabulary Instruction

Tier 3

Academic Content Words

biotic, abiotic, ecosystem, environment, terrarium,
germinate, photosynthesis, acute, geometric

Tier 2

High Utility Words

emerge, bicker, flounder, frightened, increase, soak,
pack, tweak, navigate, function, priority, tug

Tier 1

Basic Words

in, out, house, dog, cat, blue, yellow, flower, book,
girl, run, house, sad, car, go, animal, street

