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1:00 - 4:00 p.m.

Literacy in the Content Areas: Disciplinary Literacy Tools

with

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Literacy in the Discipline and Disciplinary Literacy: A Place for Both

It is incorrect to say that disciplinary literacy is a replacement for general reading and writing strategy instruction. Learners who struggle with reading and writing do not possess the foundational skills and strategies necessary to learn proficiently and need access to both. Educators need to understand and know when to use general reading and writing strategies ***as well as*** discipline specific reading and writing strategies.

General Reading Strategies

- Monitor comprehension
- Pre-read
- Set goals
- Think about what one already knows
- Ask questions
- Make predictions
- Test predictions against the text
- Re-read
- Summarize

Disciplinary-Specific Reading Strategies

- Build prior knowledge
- Build specialized vocabulary
- Learn to deconstruct complex sentences
- Use knowledge of text structures and genres to predict main and subordinate ideas
- Map graphic (and mathematical) representations against explanations in the text
- Pose discipline relevant questions
- Compare claims and propositions across texts
- Use norms for reasoning within the discipline (i.e., what counts as evidence) to evaluate claims

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Range of Texts for Reading and Writing

A text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Informational Text

- Nonfiction
- Literary nonfiction
- *Biographies, articles, essays, speeches

Literary Text

- Fiction
- *Stories, dramas, poems

*Refer to the "Text Types for Reading and Writing" handout for more examples.

Range of Texts for Reading

	Informational Text	Literary Text
Elem	50%	50%
Mid	55%	45%
High	70%	30%

As students progress in grades, they should read more informational texts.

Range of Texts for Writing

	Opinion/ Argument	Explanatory/ Informational	Narrative
Elem	30%	35%	35%
Mid	35%	35%	30%
High	40%	40%	20%

As students progress in grades, they should write more argumentative and explanatory texts.

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Common Core State Standards for Literacy in All Subjects
Anchor Standards
"Cheat Sheet"

Reading

- **Key Ideas & Details**
  Anchor standard 1 for reading: **explicit/implicit meanings**
  Anchor standard 2 for reading: **main ideas**
  Anchor standard 3 for reading: **text relationships**

Craft & Structure
Anchor standard 4 for reading: **vocabulary**
Anchor standard 5 for reading: **text structure**
Anchor standard 6 for reading: **author purpose/perspective**

Integration of Knowledge & Ideas
Anchor standard 7 for reading: **visual literacy/technology**
Anchor standard 8 for reading: **argument and support**
Anchor standard 9 for reading: **multiple texts**

Range of Reading and Level of Text Complexity
Anchor standard 10 for reading: **text complexity**

Writing

- **Text Types and Purposes**
  Anchor standard 1 for writing: **argumentative writing**
  Anchor standard 2 for writing: **informative/explanatory writing**
  Anchor standard 3 for writing: **narrative writing**

Production and Distribution of Writing
Anchor standard 4 for writing: **task, purpose & audience**
Anchor standard 5 for writing: **writing process**
Anchor standard 6 for writing: **technology**

Research to Build and Present Knowledge
Anchor standard 7 for writing: **inquiry & research**
Anchor standard 8 for writing: **relevant & reliable sources**
Anchor standard 9 for writing: **evidence for analysis & reflection**

Range of Writing
Anchor standard 10 for writing: **routine writing**

Speaking & Listening

- **Comprehension & Collaboration**
  Anchor standard 1 for speaking & listening: **collaboration**
  Anchor standard 2 for speaking & listening: **information analysis**
  Anchor standard 3 for speaking & listening: **bias**

Presentation of Knowledge & Ideas
Anchor standard 4 for speaking & listening: **presentation**
Anchor standard 5 for speaking & listening: **visual aids**
Anchor standard 6 for speaking & listening: **speech adaptation**

Language

- **Conventions of Standard English**
  Anchor standard 1 for language:**grammar and usage**
  Anchor standard 2 for language: **convention correctness**

Knowledge of Language
Anchor standard 3 for language: **using appropriate language in context**

Vocabulary Acquisition & Use
Anchor standard 4 for language: **context & reference materials**
Anchor standard 5 for language: *(not used in DL)*
Anchor standard 6 for language: **vocabulary**

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Close Reading

About the Strategy

CLOSE READING involves critically examining a text, often through repeated exposure or reading of the text. Close reading can facilitate a deeper comprehension of text as well as help teach students to engage in reading habits demonstrated by effective readers. Close readings are often done within the context of interactive read alouds and shared reading where teachers model aloud their thinking process. The key components of close reading include (a) the use of complex texts, (b) setting a purpose for reading and activating previous knowledge on the topic, (c) repeated readings of the text, (d) annotation, (e) discussion, (f) asking text dependent questions, and (g) writing about the text.

Implementation of the Strategy

- Select the text passage to be used (three paragraphs to two pages). The text should be a complex text and should warrant further investigation and understanding.
- Read the text yourself and then create several text dependent questions you could ask students.
- Introduce the strategy and establish its purpose.
- Provide adequate background knowledge or activation of prior knowledge on the content.
- Read a short passage aloud to your students and model how to annotate the text, using a think aloud.
- Have the students read and reread (with appropriate scaffolding) the text multiple times while annotating the text.
- Have students discuss their initial understanding of the text.
- Have students answer and/or ask text dependent questions, modeling with a think aloud.
- Have students write about the text, modeling with a think aloud and an interactive write.
- Have students practice close reading with multiple print and digital texts in diverse media, formats, and lengths.

Measuring Progress

- Teacher observation
- Conferencing
- Student journaling

Research

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher, 66*(3), 179-188.

Boyles, N. (2012/2013). Closing in on close reading. *Educational Leadership, 70*(4), 36-41.

Common Core State Standards

Reading: Informational Texts

- Range of Reading and Text Complexity

Grade Level

6-12

Purpose

Use with students to support comprehension: use close reading to reread text, annotate text, discuss text, and answer and ask text-dependent questions

When to Use

During Reading

Grouping

Whole Group
Small Group
Partners
Individuals

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CLOSE READING

Introduce	• Teacher introduces the text, and sets the purpose for reading.
Read	• Students read the text with appropriate scaffolds, e.g., teacher reads text/portions of the text out loud as students follow along until students can read independently.
Annotate	• Students annotate the text, i.e., "read with a pencil" or "interrogate the text."
Discuss	• Students talk through their understanding of the text with a partner.
Question	• Teacher guides discussion (whole group, small group, or partners) of the passage with text-dependent questions.
Write	• Students record and extend their thinking.

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Annotations

About the Strategy

ANNOTATIONS is a strategy that improves comprehension through students' interactions with the texts while reading. Students write down what they are thinking as they are reading. Annotations go beyond highlighting because students record what they are thinking and the why behind their thinking within the text, which leads them a deeper understanding of the text. Annotations are made during reading.

Implementation of the Strategy

- Select a short text or a portion of a longer text worthy of reading and rereading.
- Think aloud through a portion of the text and jot connections, questions, important information, and inference in the margins.
- Engage students in the process by reading a portion of the text and having students jot their thoughts in the margin. Encourage them to talk to a partner and discuss their thinking.
- Have students read the rest of the text in collaborative groups, reading and annotating together.
- Note: Text coding can be used along with annotations. If so, share a few meaningful text codes – a * for important information, a ? for a question, and so forth – but remember, annotating is about interacting with the text, not creating an elaborate coding system. If you decide to use text codes, create an anchor chart of the various text codes that you and your students selected.

Measuring Progress

- Teacher observation
- Conferring
- Student annotations

Research

Harvey, S. and Daniels, H. (2009). *Comprehension and collaboration.* Portsmouth, NW: Heinemann.

Common Core State Standards Strand

Reading: Informational Texts - Craft and Structure

Grade Level

6-12

Purpose

Use with students to support comprehension: read for multiple purposes

When to Use

During Reading

Grouping

Whole Group
Small Group
Partners
Individuals

Text Dependent Questions

Common Core State Standards
Reading: Literature and Information Text
– Range of Reading and Text Complexity

Grade Level
6-12

Purpose
Use with students to support comprehension: ask a variety of text dependent questions to critically examine a text

When to Use
During Reading
After Reading

Grouping
Whole Group
Small Group
Partners
Individuals

About the Strategy

TEXT DEPENDENT QUESTIONS require students to provide evidence directly from the text in their answers to questions. In order to ask these types of questions, teachers must have read the text in advance. Text dependent questions include questions about (a) general understandings, (b) key details, (c) vocabulary and text structure, (d) author's purpose, (e) inferences, and (f) opinions, arguments, and intertextual connections. Students can also ask text dependent questions as a way to critically examine a text. Questions can be asked and answered during or after reading.

Implementation of the Strategy

- Select the text passage to be used (three paragraphs to two pages). The text should be a complex text and should warrant further investigation and understanding.
- Read the text yourself and then create several text dependent questions you could ask students.
- Introduce the strategy in the context of a close read and establish its purpose.
- Have students answer and/or ask text dependent questions, modeling how to answer text dependent questions and ask text dependent questions with a think aloud.
- Have students practice answering and asking text dependent questions with multiple print and digital texts in diverse media, formats, and lengths.

Measuring Progress

- Teacher observation
- Conferencing
- Student journaling

Research

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher, 66*(3), 179-188.

Taboada, A., Bianco, S., & Bowerman, V. (2012). Text-base questioning: A comprehension strategy to build English Language Learner's content knowledge. *Literacy Research and Instruction, 51*(2), 97-109.

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TEXT-DEPENDENT QUESTIONS

1. Select the text based on the standards selected for learning.
2. Read the text to identify the sections that warrant text-dependent questions, sections that will enhance students' understanding of the text in service to the standards. Mark these sections, so you can stop and ask the questions during and after reading and/or cue the reader.
3. Write text-dependent questions. Not all texts will require the same types or amount of questions, so be sure to ask questions that will lead students toward understanding the text is service to the standards.
    a. **GENERAL UNDERSTANDING** questions orient the reader to the main idea of the text and are appropriate for all texts because readers need to have an overall understanding of the text before they can analyze it.
    b. **KEY DETAILS** questions orient the reader to important details that the author uses to inform the reader. These question often include the who, what, where, when, why, or how in the stem and can include more nuanced details that add clarity to the reading. Key details are appropriate for all texts and should be used to scaffold students' understanding as they respond to more complex questions.
    c. **VOCABULARY AND TEXT STRUCTURE** questions orient the reader to the vocabulary used by the author and the structure of the text itself. Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, developing questions that illuminate these connections. Questions about vocabulary and text structure will be more relevant to specific texts.
    d. **AUTHOR'S PURPOSE** questions orient the reader to the genre of the text and the use of narration to help readers make sense of what they are reading. Questions about author's purpose will be more relevant to specific texts.
    e. **INFERENCE QUESTIONS** require students to read the entire selection so that they know where the text is going and how they can reconsider key points in the text as contributing elements of the whole, especially where the texts leaves matters uncertain or unstated. Inference questions will be more relevant to specific texts.
    f. **OPINIONS, ARGUMENTS, AND INTERTEXTUAL CONNECTION** questions generate opinions about what readers have read, and readers should be able to argue their perspectives using evidence from the text and from other texts, experiences, and beliefs that they hold. Typically, these questions should be asked only after readers have read and reread a text several times to fully develop their understanding.
4. Situate text-dependent questions within a larger context that connects to a standard/s, e.g., a close read, collaborative discussions, or a culminating activity around the key ideas or understanding.

Asking text-dependent questions that require a single response or a paragraph response prepares students for the Smarter Balanced Assessment. Additionally, using questioning and discussion techniques is a critical component of Domain 3b: Instruction of the Danielson Framework for Educator Effectiveness.

Adapted from Fisher, D. & Frey, N. (2012). Text-dependent questions. *Principal Leadership*, 70-72. Retrieved from http://www.fisherandfrey.com/_admin/_filemanager/File/Text_Dependent.pdf

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TEXT-DEPENDENT QUESTIONS

General Understanding

- What is the key idea/theme of the text? What is the evidence?
- How did the author organize the ideas?

Key Details

- Which details support the key idea? Look for the who? What? When? Where? Why? How much? How many?
- How did the author develop the argument, explanation, or narrative?
- Are there any shifts or patterns in the writing? Look for signal words and phrases.
- Are there any nuances in meaning?

Vocabulary & Text Structure

- What role do the individual paragraphs, sentences, phrases, or words play?
- How does organization contribute to meaning?
- Why do authors begin and end when they do?
- Does the meaning of words go beyond the denoted meaning? What is the connotative meaning of the words?
- When is figurative language used and to what effect?
- How can meaning be altered by changing key words?
- Why may have the author chosen one word over another?

Author's Purpose

- What is the author's purpose for writing - entertain, inform, persuade? How do you know?
- From whose point of view is the text told? 1st person? 3rd person limited/omniscient?
- How reliable is the narrator? How do you know?

Inferences

- Where does the text leave matters uncertain or unstated?
- How do the parts build to a whole?
- Whose story/perspective is not represented?

Opinions, Arguments, Intertextual Connections

- What is your opinion about the text? What evidence do you have to support your opinion?
- Which forms of rhetoric are used? To what effect?
- What other texts support or refute the claims and counterclaims made in this text? What other texts represent a similar or different experience/perspective?
- What questions does this text left unanswered/unexamined that may be worthy of being researched?

Writing to Learn

About the Strategy

WRITING TO LEARN is a strategy that helps students think deeply about a text by activating background knowledge about a text, recording thinking while reading a text, and extending thinking about what was read. It is used before, during, and after reading a text. This strategy supports students' comprehension by using writing to facilitate students' processing of their understanding of a text.

Implementation of the Strategy

- Select the text passage to be used.
- Read the text yourself and then create writing prompts that will extend students' thinking about a text.
- Decide the format for students to write to learn (e.g., exit slip, 3-2-1, journal entry, paragraph response, notes).
- Introduce the strategy and establish its purpose.
- Have students write to learn, modeling how to respond to a writing prompt with an interactive write and a think aloud.
- Have students practice responding to writing prompts with multiple print and digital texts in diverse media, formats, and lengths.

Measuring Progress

- Teacher observation
- Conferencing
- Student journaling
- Writing to learn formats as formative, ongoing, and summative assessments

Research

Anderson, N. L., & Briggs, C. (2011). Reciprocity between reading and writing: Strategic processing as common ground. *The Reading Teacher, 64*(7), 546-549.

Bos, C. S. (1991). Reading-writing connections: Using literature as a zone of proximal development for writing. *Learning Disabilities Practices, 6*(4), 251-256.

Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35*(1), 39-50.

Weiser, B., & Mathes, P. (2011). Using encoding instruction to improve the reading and spelling performances of elementary students at risk for literacy difficulties: A best-evidence synthesis. *Review of Educational Research, 81,* 170-200.

Common Core State Standards

Reading: Informational Texts
– Range of Reading and Text Complexity

Grade Level

6-12

Purpose

Use with students to support comprehension: explicitly connect reading and writing on a variety and range of reading materials

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

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Writing to Learn

Decide if you want students to write to learn before, during, and/or after reading a text. Then select a format for student to activate their learning, record their thinking while reading, and/or extend their thinking about what they read.

Before Reading	
Admit Slips	Students write on an assigned topic upon entering the classroom.
Yesterday's News	Students summarize the information from a presentation, discussion, reading, or lesson from the day before.
Crystal Ball	Students describe what they think will happen next in a book, lab, or class.
Artifact Prompt	Teacher sets out several "artifacts" (items around the classroom or home) and gives the students the following prompt: A good ____ is like a ____ because ____. Students explain how a concept, theme, etc. is like the artifact selected and presents reasons why. For example, a good lab conclusion is like a magnifying glass because it makes the important things easier to see.
Misconception Check	Teacher presents students with common or predictable misconceptions about a concept, principle or process then asks the students whether they agree or disagree. Students explain their responses. Format can be written, oral, multiple choice or true-false. (For example, Northern lights are caused by reflections off the glaciers.)
Brainstorming, Mind Dump, or Topic Blast	Can be used to pre-assess or gain access to prior knowledge. Teachers give students a topic or prompt in which they list or write all they know about the topic. Teachers can use this information to guide instruction.
K-W-H-L	Given a topic, students write in columns what they *K*now, what they *W*ant to know, *How* they will learn it, and after the lesson, what they *L*earned. Students can share aloud or with a partner what they learned. Teachers can monitor student responses to guide instruction, as well as assess what was learned.
During Reading	
Annotations	Students interact with a text by writing notes in the margin and coding the text.
Notes	Students write the main idea and supporting details during/after interacting with a text.
After Reading	
Exit Slip or Ticket to Leave	A closure activity where students write on an assigned prompt.
Awards	Students recommend someone/something for an award the teacher creates supporting their reasons using concepts from class. For example, the Most influential leader in WWII Award.
3-2-1	Teacher creates writing prompts for students' response. For example, 3 ways to identify an insect, 2 ways insects differ from spiders, and 1 question I still have about insects.
Summary or Paragraph Response	Students write a short piece that contains the major ideas or concepts of a topic. The emphasis is on the use of as few words as possible that will accurately communicate the understanding of the concept.

Column Notes

About the Strategy

COLUMN NOTES is a graphic organizer that allows students to analyze and synthesize information from one or more sources. Column notes provide enough structure for students to record important information but enough flexibility so students can use them to take notes on information from any type of text in any format. Educators should choose the format for the column notes that is most appropriate for the needs of their classroom and should check students' notes and provide feedback to students regularly. Students can use words and/or illustrations to record their ideas. Students synthesize the main idea of the notes by writing a one-sentence summary at the end of the notes. Column notes is used during and after reading, listening to, or viewing texts.

Implementation of the Strategy

- Identify the format for the column notes that is most appropriate for the task and the classroom.
- Once you decide on the format, establish expectations:
  1. When will students use the column notes?
  2. What do exemplar column notes look like?
  3. When will you view the column notes and provide students feedback?
- Establish the purpose of the column notes.
- Either model for the students how to set up the column notes or provide students with the column notes: Ideas from the Text-Reaction Notes, Main Idea-Detail Notes, Opinion-Proof Notes, Hypothesis-Proof Notes, Problem-Solution Notes, Process Notes, and Multiple Sources Notes; scaffold as needed.
- Model how to complete the column notes; scaffold as needed.
  - Write the purpose for reading, viewing, or listening at the top of the page.
  - Divide the paper into columns and label the columns.
  - Record information from the texts in the appropriate columns.
  - Synthesize the main idea of the notes by writing a one-sentence summary at the end of the notes.

Measuring Progress

- Teacher observation
- Conferring
- Graphic organizer post-reading as assessment

Research

Dexter, D. D., & Hughes, C. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. *Learning Disability Quarterly, 34*, 51-72.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2008). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities, 37*(2), 105-118.

Little, D. C., & Box, J. A. (2011). The use of a specific schema theory strategy-semantic mapping to facilitate vocabulary development and comprehension for at-risk reader. *Reading Improvement, 48*(1), 24-31.

Common Core State Standards

Reading: Informational Texts – Integration of Knowledge and Ideas

Grade Level

6-12

Purpose

Use with students to support comprehension: integrate ideas across and between texts

When to Use

During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

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Common Core State Standards Wisconsin
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Column Notes

Set up the column notes: Ideas from the Text-Reaction Notes, Main Idea-Detail Notes, Opinion-Proof Notes, Hypothesis-Proof Notes, Problem-Solution Notes, Process Notes, and Multiple Sources Notes; Divide the paper into columns and label the columns. Write the purpose for reading, viewing, or listening at the top of the page. Record information from the texts in the appropriate columns. Synthesize the main idea of the notes by writing a one-sentence summary at the end of the notes.

Purpose for reading/viewing/listening:	
Ideas from the Text (Cite text and page numbers)	**Reaction**
Summary:	

Purpose for reading/viewing/listening:	
Main Idea (Cite text and page numbers)	**Supporting Details**
Summary:	

Purpose for reading/viewing/listening:	
Opinion **(Isolate statements of opinion, bias or limited point of view)**	**Proof**
Summary:	

Purpose for reading/viewing/listening:	
Hypothesis **(Identify predictions or theories)**	**Proof (Evaluate the evidence offered for each proof)**
Summary:	

Purpose for reading/viewing/listening:	
Problem **(Identify the nature, causes, and effects of a problem)**	**Solution**
Summary:	

Purpose for reading/viewing/listening:	
Process **(Describe a process)**	**Steps (Outline the specific steps)**
Summary:	

Purpose for reading/viewing/listening:			
Main Idea	**Source 1** **(Cite text and page number)**	**Source 2** **(Cite text and page number)**	**Conclusions** **Record your own opinions, observations, thoughts, and experiences)**
Summary:			

Summary Frames

About the Strategy

Using SUMMARY FRAMES is a strategy that provides students with fillable statements to use when summarizing a text. As students become proficient at summarizing a text, they will decrease their use of the summary frames, and use the structures independently within their own summary writing. Summarization includes identifying the key ideas and important details of a text while eliminating unnecessary details. It is used after reading a text. This strategy supports students' comprehension by providing a structure that supports their ability to complete summaries and to determine the structure of a text.

Implementation of the Strategy

- Establish the purpose for using summary frames.
- Select a text and a summary frame that supports the organization of the selected text.
- Model the use of the summary frames with the students, using a class text and a think aloud to illustrate your thinking; scaffold as needed.
- Repeat with a variety of texts with varying text structures.
- Have students read texts and complete the summary frame either independently or with a partner to demonstrate comprehension.
- Help students understand that one text might utilize several frames.

Measuring Progress

- Teacher observation
- Conferring
- Student journaling
- Summary/writing frames post-reading as assessment

Research

Cudd, E. T., & Roberts, L. L. (1987). Using story frames to develop reading comprehension in a 1st grade classroom. *The Reading Teacher, 41*(1), 74-79.

Grant, P. L. (1979). The cloze procedure as an instructional device. *Journal of Reading, 22*(8), 699-705.

Reutzel, D. R. (1986). Investigating a synthesized comprehension instructional strategy: The cloze story map. *Journal of Educational Research, 79*(6), 343-349.

Santa, C.M., Havens, L.T., Maycumber, E.M. (1998). *Creating independence through student-owned strategies* (2nd Ed). Dubuque, IA: Kendall/Hunt.

Common Core State Standards Strand

Reading: Informational Texts
- Key Ideas and Details

Grade Level

6-12

Purpose

Use with students to support comprehension: summarize key ideas and details and determine the structure of a text

When to Use

After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

Wisconsin Department of Public Instruction
Common Core State Standards Wisconsin
Wisconsin RtI Center

Name: _____

Summary Frames

Read a text and determine its text structure. Then, summarize the text by completing a summary frame for the corresponding text structure.

Title: _____ Author: _____

Text Structure	Summary Frame
Description	_____ is a kind of _____ that…
Problem/Solution	_____ wanted…, but…, so…
Sequence	_____ begins with…, continues with…, and ends with…
Compare/Contrast	_____ and _____ are similar in that they are both… but_____ …, while _____ …
Cause/Effect	_____ happens because… OR _____ causes …

Title: “Inside Vietnam: Battle at IaDrang”
Author: *National Geographic*
Source:http://www.youtube.com/watch?v=iLyBazkpUFQ

Purpose for Reading: Understand how the United States became involved in the Vietnam War	
What is National Geographic, and how reliable is it? How do you know?	
What was President Kennedy’s reasoning for becoming involved in the Vietnam Conflict?	
What role did the U.S. play in the coup against President Ngo Dinh Diem?	
Why is the Gulf of Tonkin incident (or the USS Maddox incident) significant?	
What is the significance of the battle at IaDrang in the Vietnam War?	
What is guerrilla warfare?	
What is the significance of the battle of IaDrang? Why does National Geographic start and end this segment with IaDrang?	
Is National Geographic trying to inform,entertain, or persuade? How doyou know?	
Are there places where the text leaves matters uncertain or unstated?	
Whose perspective is not represented?	
What questions does this text left unanswered, which may be worthy of further research?	
One-Sentence Summary Frame: Cause-Effect _____ happens because… OR _____ causes …	

Answer the following question: In an informative/explanatory paragraph for the teacher, explain how the United States became involved in the Vietnam War to the extent in which it was and identify a potential area of research.Apply a variety of strategies when writing: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic.

Anti-war protesters gather by the Reflecting Pool with the Washington Monument in the background, in Washington D.C. on Oct. 21, 1967. (AP Photo)

Source:*http://wodumedia.com/vietnam-35-years-later/anti-war-protesters-gather-by-the-reflecting-pool-with-the-washington-monument-in-the-background-in-washington-d-c-on-oct-21-1967-ap-photo/*

One-Sentence Summary Frame: Description _____ is a kind of _____ that…	

Answer the following question: Find an image from the Vietnam War. Create a narrative text in the format of your choosing (e.g., narrative or poem) for the class that either describes the image or tells the story behind the image to capture the sentiment of an aspect of the Vietnam War (e.g., public support for the Vietnam War, civil rights, media's role in the war, or the life of soldiers). Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action). Present image and narrative to the class.

Letters from VietnamSource: http://www.vietvet.org/letters.htm

A LETTER TO MY WIFE: 25 May, 1968

Dear Roberta,

Today is probably the worst day I have ever lived in my entire, short life. Once again we were in contact with Charlie, and once again we suffered losses. The losses we had today hit home, as my best friend in this shit hole was killed. He was only 22 years old and was going on R&R on the first of June to meet his wife in Hawaii. I feel that if I was only a half second sooner in pulling the trigger, he would still be alive.

Strange how short a time a half of a second is--the difference between life and death. This morning we were talking about how we were only two years different in age and how we both had gotten married before coming to this place. You know, I can still feel his presence as I write this letter and hope that I am able to survive and leave this far behind me.

If there is a place called Hell this surely must be it, and we must be the Devil's disciples doing all his dirty work. I keep asking myself if there is a God, then how the hell come young men with so much to live for have to die. I just hope that his death is not in vain.

I look forward to the day when I will take my R&R. If I play my cards right, I should be able to get it for Hawaii so our anniversary will be in that time frame. The reason I say this is by Sept., I will have more than enough time in country to get my pick of places and dates. I promise I will do everything necessary to insure that I make that date, and I hope that tomorrow is quiet.

We will be going into base camp soon for our three-day stand down. I will try to write you a longer letter at that time. Please don't worry too much about me, as if you won't, for I will take care of myself and look forward to the day I am able to be with you again.

Love,Stan

Letter #1: 18 OCT 68

Hi everybody,

Well I've been in the Nam for over 24 hours, and it's been raining the whole time. I'm still in Da Nang so I don't have an address which you can write me at. I've been assigned to the 5th Marines, 1st MarDiv. But because of the rain the helicopters cannot get us into the area. It could be one day or one week before I get to my unit. There's no hurry anyway cause right now 1/5 is being hit very hard by NVA. We seen a chopper come in from 1/5 with medevacs.

Right now I'm sleeping on a cot with a roof over my head and a wooden floor, so I'm doing all right. The air field is right beside my hut and those phantoms and skyhawks fly out of here 24 hours a day. About 80 go out an hour.

On my flight out to Okinawa, we stopped in Hawaii for 45 minutes. What I saw of Hawaii was little, but it was awful hot. I can say I've been at least. Okinawa was real nice and the weather was a cool 90. The towns were worse than Mexico, so you know I had a real good time. I like places like that. You really learn a lot.

About 5:00 am today the lights went out on the Air base and Marine base. Then about three rocket rounds fell about 3 miles away. That's about the only thing I've seen so far.

I'll write tomorrow. I don't want ya to worry cause I'm all right and can handle myself. Call Sharon and tell her I'm okay.

Love, Paul

March 4, 1968

Well Mom,

There really is a war going on over here. We made contact in daylight yesterday for the first time since I've been here. You know how they say war is not like the movies show it. Well, they're wrong. It's exactly like the movies.

We were on a Company-size patrol when they hit us. 1stplt was in the front, we were next, and 2nd plt was in the rear. Wayne was working with the 2ndplt on the machine guns.

They hit the first plt, and everyone got down. Then first moved up 50 meters, and we moved out to the left. As soon as we moved behind a hedgeline, an automatic weapon opened on us. We just kept moving.

We finally got out of range about 100 meters down the trail. Then we got on line and assaulted a hedgeline 50 meters in front of us. We didn't meet any resistance; so, after we got on the other side, we got down and waited. Then we got the word the 1stplt was in bad shape and needed us. So, we were going to move out on line about 50 meters and then swing to our right and get the gooks in the middle of us and 1st.

We started out on line, keeping low and moving slow. It was a clear, open field we were going across. We were halfway across when fire opened up from our right. Everyone got down, and the St/Sgt started yelling at us to keep moving; so, we being young, brave Marines got back on line and kept moving.

But then the bullets started zipping around our legs and raising dust. We knew for sure they were shooting at us then. We weren't about to stay on line after that. We bolted to the right, ran about 25 meters, and took cover behind dirt piled up all along this road.

We waited there, just the 1st squad (2nd and 3rd squad were behind us), for about five minutes. They weren't shooting anymore; so, we start sticking our fool necks up to see what was happening. And they started shooting again. Now we knew where they were, tho. They were dug in right behind a thick bamboo patch, about 2 squads. At least now we could shoot back. We were doing pretty good--holding our own. Four of them started to run, and we cut them down.

THEN!we started receiving fire from our rear. I started getting scared, then, because we had no protection to the rear. They had us pinned down for 1/2 hour. We couldn't even raise our heads to see where they were. Finally the 2nd and 3rd squads moved up and cleared up our rear. We continued the fire fight to our front.

By this time, we had taken a few casualties, including our ST/Sgt--shot through the neck close to the collarbone. A medevac chopper landed right behind us as we set up a hard base of fire, turning our M-16s on automatic. Our St/Sgtwouldn't leave tho; and he kept running around yelling orders, his neck all patched up. (He thinks he's John Wayne.)

After awhile, we thought we had wiped them out because they kept running and we kept cutting them down. After awhile, the fire stopped; and the S/Sgt wanted a frontal assault on the positions. We didn't like that idea because, if there was one automatic weapon left, it could tear our whole squad to pieces.

We finally made him see the light. We threw a few grenades; and, sure enough, they started shooting again. We just exchanged fire for another hour, and then the TANKS!!!came. Three tanks with the 2ndplt swept through the position from our right. I saw Wayne with the M-60. There were 3 gooks left. The tanks opened fire when they saw them. Killed two and took one prisoner.

All that took a little over five hours. One of our Corpsmen was put up for a medal.

Wayne told me later that he was feeding the machine gun, and the A gunner was shooting, when a chicom landed right next to the A gunner. He toppled over Wayne, and Wayne had to take charge of the gun. That plt had one killed.

Mike sent me a letter and told me not to tell you he is coming to Nam. I'll write him and tell him how lousy everything is around here. We got mail three times last week, and I got a whole mess of letters from you. I got a letter from Sonny, and he says Dan will be OK. I hope so.

Where do you think I should go for R&R (in 5 months)? Tokyo, Hong Kong, Bangkok, Taipei, Australia, Hawaii, P.I. or Oki?

I'll write soon....Tim

Dear Maxie--

For twenty-four years, I've had a hole in my life called Viet Nam.

I tried to wipe all of the memories away. I have seen a few movies like "Good Morning, Viet Nam" that are light, fun, and very unrealistic. I could never watch the heavy ones like "Full Metal Jacket" or "Born on the Fourth of July" or a series like "China Beach." Every now and then, I get unknowingly drawn into memories by a movie like "For the Boys;" it has a Viet Nam scene where the terrain looks too much like Route 9 west of the Rock Pile. It was too real, and it was painful to watch.

When I came home after my tour, no one wanted to hear about Viet Nam; people said that we were baby killers and other ugly things.

The secret of my survival was to come home, grow my hair long, and blend in. Fortunately, being a Viet Nam vet is not quite like being green or having three legs, and I could blend in. Most of the people I knew never guessed that I had been in the Marines or "over there." If the conversation ever turned to military or the war, I just told them that I had been "in the service." I rarely told anyone that I had been a Marine or that I had been to Viet Nam.

I became a closet Viet Nam veteran and refused to participate in any veteran organizations. After a while, Viet Nam veterans' groups started springing up; but they were embarrassing. Who were those scraggly, middle-aged guys trying to wear jungle uniforms that didn't fit any more? I wasn't part of that group; they were people who couldn't find real work. I had gone back to college on the G.I Bill, and I had a good job. Why couldn't they put Nam behind them and go back to work? They didn't seem like a part of my life or connected to me at all.

Desert Storm opened up new versions of the old wounds. This time the guys fought a war that lasted a couple of days, got tons of emotional support, and came home heroes. They could even tell who their enemy was. There were attempts to share the heroic adulation with the scraggly middle-aged guys from Viet Nam, but that sounded like a nation trying to salve its guilt. There was no way I would come out of the closet and admit publicly that I was a Viet Nam vet by marching in a parade for someone else's war.

Throughout the years after Viet Nam, I paid a big price for being there. I had gotten very good at drinking to forget in Nam, and it took me eighteen years to break that habit. Luckily, I was able to stop before it ruined everything. My kids still have the scars. I can never find those times I missed when my kids were young, and I was still drinking to forget. I was coping with life just like I did in Viet Nam, but they paid the price of my absence from their childhood.

I started smoking over there, too. Whenever we had incoming, we passed the time in the trenches by chain smoking. Our government also helped make smoking easy by ensuring that cigarettes were cheap and available - and even included them in our C rations. It took me twenty-one years to stop that habit. Now I hike in the mountains and am starting to recover some of the lung capacity I lost. Ironically, the only time I still crave a cigarette is after a long uphill hike when my lungs start to hurt like they did when I smoked two packs a day.

I have found that I was very angry in Viet Nam. I was angry because I was there. I was angry when people got killed because there were no answers to my questions of "Why?" When I typed the condolence letters to their mothers, I was angry that they had to be perfect; and it took so long. I was angry when the "lifers" got drunk and made us work all night because they wanted to show that they had power over us enlisted guys. I was angry at the invisible generals who lived in air conditioned houses while we were living in leaky tents and eating lousy food. I was angry at anyone who was responsible for any part of my being in that war. I was angry at the world for not ending the war.

After I came home and became a real person again, the anger didn't just go away. It continued to come out in my contempt for any authority figure who happened to be my boss. It came out in high blood pressure. It came out in my relationship with my wife and my kids. It did not go away because I did not face it. I did not have any technique to defuse the anger. I felt like the preacher at the funeral in the "Big Chill" who said, "I don't know what to do with my anger." That undefused anger has cost me emotionally and financially for a major part of my adult life.

I still have that hole. I have lost a year of my life, and I want it back. Luckily, my wife saved every letter I wrote her from Viet Nam. Those letters are my lost memories.

This book is a fragmented recollection of those memories that I have recreated a quarter of a century later. It is bits and pieces of memory gleaned from the letters and supplemented by recollections edited with the effects of time. There is no particular pattern to the fragments; memories don't fit into nice patterns. This is more like rummaging though an attic than reading a story with a beginning and an end.

For most of us, a Viet Nam tour didn't have a story line; you did your tour of duty and came home, if you were still alive and in one piece at the end of your tour. When we came the war was there; when we left it was still going on. We never knew if our being there really changed things.

This is not a tale of anything heroic or grand. It is a story of survival, boredom, fear, loneliness, hope, and personal triumph. This war was not heroic or grand or any of those things you see in old World War II movies. It was about being in a strange place, halfway around the world. It was just an exercise in making it through the day, one day at a time. It was a time for staying alive instead of dying for a cause we really didn't understand.

The Wall at the Viet Nam Memorial played a major role in my need to fill the hole. When I am in Washington, I go by the Wall. I can never stay there very long or stop to read the names; it's too overwhelming. And too real. And it's in a hole.

This book is my attempt to fill that hole and get my life back.

Gary Canant
West Hartford
1992

Letters from Vietnam
Source: http://www.vietvet.org/letters.htm

Purpose for Reading: Understand how soldiers felt while deployed to Vietnam during the war	
How did soldiers respond to being in Vietnam during the war? What make you think so?	
To whom did soldiers write?	
Did the content of the letter change depending upon who wrote it? Why do you think this is so?	
Why do you think soldiers wrote letters home?	
Whose perspective is not represented?	
What questions does this text left unanswered, which may be worthy of further research?	
One-Sentence Summary Frame: Problem-Solution _____ wanted…, but…, so…	

Answer the following question: Using evidence from the letters home from Vietnam, prepare for a class debate by writing an argument for or against the following statement: War is worth the personal sacrifice made by U.S. soldiers. Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

Performance Task:

After reading/researching/listening/viewing three credible resources (texts), write/create/presenta multimodal display (product) for the classroom (audience) that provides an/a explanation/argument/narrativeabout an aspect of the Vietnam War – e.g., the role media in the war, civil rights within the military, the impact of the lack of public support for soldiers, the lack of care for veterans (content) so that you can demonstrate your ability to use appropriate tools strategically (purpose/so what).

Examples of Students' Projects:

Combat Reporters:
http://www.youtube.com/watch?v=zH6UWBdueKA&list=PLM_S_RSyVEVuQKgK2CVLwo6X72j3Sl6h0&index=2

Reflection on Vietnam:
http://www.youtube.com/watch?v=DMgSrdWaWZg&list=PLM_S_RSyVEVuQKgK2CVLwo6X72j3Sl6h0

Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6–11)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 6–11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, and concrete • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6–11)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 6–11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
3	The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling

Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6–11)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 6–11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
2	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling

Smarter Balanced Informative-Explanatory Writing Rubric (Grades 6–11)

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 6–11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
1	The response may be related to the topic but may provide little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: • use of evidence from the source material is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].				

Developing Performance Tasks

A performance task is an example of an assessment that fits within a balanced assessment system. Teachers need to determine ***the purpose*** of the performance task: Is the performance task going to plan, support, monitor learning, or verify learning? Teachers need to determine ***the type*** of assessment the performance task is going to be: Is the performance task going to be a formative, benchmark, or summative assessment?

Once that is decided, then teachers can design the performance task. A performance task presents students with a complex, real-world challenge in which the scenario, role, process, and product are authentic; students must then demonstrate that they have the skills and knowledge to complete the task. Use the following criteria to design performance tasks:

Integrate knowledge and skills across multiple content standards or strands within a content area

Measure capacities such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence

Require **student-initiated** planning, management of information and ideas, interaction with other materials

Require **production of extended responses**, such as oral presentations, exhibitions, and other scorable products, including more extended written responses, which might be revised and edited

Reflect a **real-world task and/or scenario-based problem**

Allow for **multiple approaches**

Represent content that is **relevant and meaningful** to students

Allow for demonstration of important knowledge and skills, including those that address **21st-century skills** such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.

Require **scoring** that focuses on the **essence** of the task

Be **feasible** for the school/classroom environment

Adapted from Smarter Balanced Assessment's Performance Task Specifications, April 16, 2012

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After reading/researching/listening/viewing _____ (texts), write/create/present _____ (product) for _____ (audience) that provides an/a explanation/argument/narrative _____ (content) so that _____ (purpose/so what).

Social Studies Class Text-Based Performance Task

After reading/researching/listening/viewing a selected geographical area (texts), write/create/present a 10-day itinerary, budget, and map (product) for a family of four (audience) that provides (an) explanation/argument/narrative of the key historical and geographic features of the region (content) so that you demonstrate your global awareness and skills in information and media literacy (purpose/so what).

English Class Text-Based Performance Task

After reading/researching/listening/viewing "American's Growing Dependency on Food Stamps," excerpts from *Nickel and Dimed,* and "Who benefits from Food Stamps"? (texts), write/create/present a/an letter to the editor (product) for the local newspaper (audience) that provides (an) explanation/argument/narrative that is focused, well developed, organized, and error free (content), so that you demonstrate your social and cross-cultural skills and economic literacy (purpose/so what).

Marketing Class Text-Based Performance Task

After reading/researching/listening/viewing business to business companies in Wisconsin (texts), write/create/present a report (product) for the class (audience) that provides a/an explanation/argument/narrative about products/services marketed to companies (content) so that you demonstrate your business and entrepreneurial literacy (purpose/so what).

Foods Class Text-Based Performance Task

After reading/researching/listening/viewing nutrition for healthful living (texts), write/create/present a day's menu to include breakfast, lunch, snacks, and dinner (product) for your family (audience) that provides (an) explanation/argument/narrative of nutrition for healthful living (content) so that you demonstrate your critical thinking (purpose/so what).

Biology Class Text-Based Performance Task

After reading/researching/listening/viewing several experiments (texts), write/create/present written directions and a graphic display for an experiment (product) for a classmate (audience) that provides (an) explanation/argument/narrative of how to determine which of four brands of detergent will most effectively remove three different types of stains on cotton fabric (content) so that you demonstrate your creativity and innovation (purpose/so what).

Mathematics Class Text-Based Performance Task

After reading/researching/listening/viewing problems with data (texts), write/create/present a data display (product) for the class (audience) that provides an/a explanation/argument/narrative of how to select and use a graph or chart to represent the data (content) so that you demonstrate your critical thinking and problem solving and communication skills (purpose/so what).

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COMMON CORE STATE STANDARDS FOR MATHEMATICS
Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning , strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately) and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.
Mathematically proficient students:
- explain to themselves the meaning of a problem and looking for entry points to its solution.
- analyze givens, constraints, relationships, and goals.
- make conjectures about the form and meaning of the solution attempt.
- consider analogous problems, and try special cases and simpler forms of the original problem.
- monitor and evaluate their progress and change course if necessary.
- transform algebraic expressions or change the viewing window on their graphing calculator to get information.
- explain correspondences between equations, verbal descriptions, tables, and graphs.
- draw diagrams of important features and relationships, graph data, and search for regularity or trends.
- use concrete objects or pictures to help conceptualize and solve a problem.
- check their answers to problems using a different method.
- ask themselves, "Does this make sense?"
- understand the approaches of others to solving complex problems.

2. Reason abstractly and quantitatively.
Mathematically proficient students:
- make sense of quantities and their relationships in problem situations.
  - ✓ *decontextualize* (abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents and
  - ✓ *contextualize* (pause as needed during the manipulation process in order to probe into the referents for the symbols involved).
- use quantitative reasoning that entails creating a coherent representation of quantities, not just how to compute them
- know and flexibly use different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students:
- understand and use stated assumptions, definitions, and previously established results in constructing arguments.
- make conjectures and build a logical progression of statements to explore the truth of their conjectures.
- analyze situations by breaking them into cases
- recognize and use counterexamples.
- justify their conclusions, communicate them to others, and respond to the arguments of others.
- reason inductively about data, making plausible arguments that take into account the context
- compare the effectiveness of plausible arguments
- distinguish correct logic or reasoning from that which is flawed
  - ✓ elementary students construct arguments using objects, drawings, diagrams, and actions..
  - ✓ later students learn to determine domains to which an argument applies.
- listen or read the arguments of others, decide whether they make sense, and ask useful questions

4 Model with mathematics.

Mathematically proficient students:

- apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.
  - ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.
  - ✓ By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.
- simplify a complicated situation, realizing that these may need revision later.
- identify important quantities in a practical situation
- map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.
- analyze those relationships mathematically to draw conclusions.
- interpret their mathematical results in the context of the situation.
- reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students

- consider available tools when solving a mathematical problem.
- are familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
- detect possible errors by using estimations and other mathematical knowledge.
- know that technology can enable them to visualize the results of varying assumptions, and explore consequences.
- identify relevant mathematical resources and use them to pose or solve problems.
- use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students:

- try to communicate precisely to others.
- use clear definitions in discussion with others and in their own reasoning.
- state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.
- specify units of measure and label axes to clarify the correspondence with quantities in a problem.
- calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the context.
  - ✓ In the elementary grades, students give carefully formulated explanations to each other.
  - ✓ In high school, students have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students:

- look closely to discern a pattern or structure.
  - ✓ Young students might notice that three and seven more is the same amount as seven and three more.
  - ✓ Later, students will see 7 x 8 equals the well-remembered 7 x 5 + 7 x 3, in preparation for the distributive property.
  - ✓ In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 x 7 and the 9 as 2 + 7.
- step back for an overview and can shift perspective.
- see complicated things, such as some algebraic expressions, as single objects or composed of several objects.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students:

- notice if calculations are repeated
- look both for general methods and for shortcuts.
- maintain oversight of the process, while attending to the details.
- continually evaluate the reasonableness of intermediate results.

TEXT TYPES FOR READING

Texts can be spoken, written, or visual – listened to, read, or viewed. Although people most commonly think of *written text* as texts, a text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create texts that combine words, images, and sound in order to make meaning of texts that no longer read in one clear linear direction.

Authors select particular text types depending upon their topic, audience, and purpose. Texts are published in a variety of digital and print sources, e.g., podcasts, Websites, blogs/microblogs, movies/videos, exhibits, live performances, newspapers, journals, magazines, anthologies, billboards, and fliers. Common Core State Standards categorizes the types of student reading as informational and literary reading. For each category, there are types of text that are more relevant to a specific discipline. The following lists of text types are not inclusive.

Reading	Text Types	Examples
Informational Texts	Literary nonfiction • Advertisement • Article • Artwork • Cartoon • Critique • Editorial • Email • Essay • Graphic novel • Journal entry • Letter • Music composition • Narrative (autobiography, biography, memoir) • Petroglyph • Photograph • Poster • Report abstract • Review • Speech • Text message • Visual text	
	Nonfiction: • Advertisement • Article • Chart • Critical analysis • Critique • Email • Essay • Form • Graph • Lab report • Map	

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	• Memo • Post • Recipe • Research proposal • Review • Symbol • Textbook • Text message • Visual text • White paper	
Literary Texts	Stories: • Allegory • Artwork • Cartoon • Graphic novel • Fable • Flash fiction, short story, and novel (adventure fiction, fantasy fiction, historical fiction, horror fiction, mystery fiction, realistic fiction, romance fiction, science fiction) • Folk tale • Legend • Music composition • Myth • Parable • Parody • Petroglyph • Photograph • Pictograph • Satire • Visual text	
	Dramas: • Plays (one-act and multi-act plays) • Scripts	
	Poetry: • Ballad • Cinquain • Concrete • Couplet • Elegy • Epic • Epigram • Free verse • Haiku • Limerick • Lyric • Narrative • Nursery rhyme • Ode • Quatrain • Sonnet	

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TEXT TYPES FOR WRITING

Texts can be spoken, written, or visual – listened to, read, or viewed. Although people most commonly think of *written text* as texts, a text is any communication – spoken, written, or visual – involving language. In an increasingly visual and online world, students need to be able to interpret and create nonlinear texts that combine words, images, and sounds.

Authors select particular text types depending upon their topic, audience, and purpose. Texts are published in a variety of digital and print sources, e.g., podcasts, Websites, blogs/microblogs, movies/videos, exhibits, live performances, newspapers, journals, magazines, anthologies, billboards, and fliers.

Common Core State Standards categorize student writing by purpose: persuade, explain, and convey experiences. For each writing purpose, there are types of text that are more relevant to a specific discipline. The following lists of text types are not inclusive.

Writing	Text Types	Examples
Opinion/Argumentative Texts	• Advertisement • Article • Artwork • Cartoon • Chart • Critical analysis • Critique • Editorial • Email • Essay • Graph • Graphic novel • Letter • Memo • Music composition • Photograph • Play • Poem • Poster • Post • Research proposal • Review • Satire • Speech • Text Message • Visual text • White papers	
	• Article • Artwork • Cartoon • Chart • Critical analysis • Email • Essay • Form	

Informative/Explanatory Texts	• Graphic novel • Graph • Journal entry • Lab report • Letter • Literature review • Map • Memo • Music composition • Narratives (autobiography, biography, memoir) • Petroglyph • Photograph • Poem • Poster • Post • Recipe • Reference material • Report abstract • Research proposal • Review • Speech • Symbol • Textbook • Text message • Visual text • White paper	
Narrative Texts	• Allegory • Artwork • Cartoon • Graphic novel • Fable • Flash fiction, short story, and novel (adventure fiction, fantasy fiction, historical fiction, horror fiction, mystery fiction, realistic fiction, romance fiction, science fiction) • Folk tale • Legend • Music composition • Myth • Narrative (autobiography, biography, memoir) • Parodies • Petroglyph • Photograph • Pictograph • Play (one-act and multi-act plays) • Poem • Satire • Script • Visual text	

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COMMON CORE STATE STANDARDS WISCONSIN

Close Reading and Performance Tasks: Engagement and Access for All Learners

Identify the standards for what it is that students need to know and be able to do.

Identify a performance task for students to demonstrate their learning.

Identify resources in service to the standards that create engagement and provide access to grade-level standards.

Select instructional practices to create engagement and provide access to grade-level standards.

Select research-based classroom strategies to support student learning.

Identify tools for measuring student learning, e.g., teacher observation, conferring with students, and student reflection.

Lesson Plan

Develop a standards-based lesson plan by aligning your resources with Wisconsin's education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of lesson design—standards, high quality instruction, and a balanced assessment system. A lesson can vary in length, is recursive in nature, and allows students several opportunities for practice.

GENERAL INFORMATION

Grade	Class	Length of Lesson

Unit Title and Lesson Title		Sequence: Where does this lesson fit within the unit?
Unit Title	Lesson Title	

LESSON OVERVIEW

LESSON STANDARDS

Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and behavioral demands of the standards.

LESSON TARGET(S) and SUCCESS CRITERIA

What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? *Students will…*

ESSENTIAL QUESTIONS

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

ASSESSMENTS

- How will you use formative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning and inform instruction?
- How will you use the results of your formative assessments to differentiate instruction?
- How will you communicate student learning?
- How do students provide feedback about their learning?
- In what ways do students have multiple options to demonstrate their learning?
- How will your assessments be culturally responsive?

LESSON CONCEPTS AND ACADEMIC VOCABULARY

What general academic and domain-specific words deepen student understanding?

PRIOR KNOWLEDGE AND PRE-LESSON DATA ANALYSIS

- What is it that students need to know and be able to do prior to this lesson?
- What are your students' strengths, weaknesses, preferences, and interests?
- How will you determine what students know and can do and their preferences and interests in preparation for this lesson?
- What conceptions and misconceptions or misunderstandings might students have related to this lesson?
- How will this information be used to plan instruction?

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LESSON PROCEDURE

As you plan, consider the following:

Steps/Lesson Procedures

1. How will you communicate and revisit the learning target/s at both the beginning and end of daily instruction?
2. How will you use instructional practices and strategies within an instructional framework that aligns to Wisconsin's Guiding Principles for Teaching and Learning to ensure meaningful engagement for all learners? Consider
   - What role does students' prior knowledge play in the lesson?
   - How can you activate or supply background knowledge?
   - How is proficiency for the learning targets defined? How will you communicate this to students?
   - Which routines will be taught or revisited in order for students to be successful in this lesson?
   - Which culturally responsive research-/evidence-based instructional practices and strategies will you use?
   - How will you purposefully group students to facilitate learning?
   - How will you make intra- and/or interdisciplinary connections?
   - How will a range of assessments be used to monitor and/or measure student learning and inform instruction?
   - How will you use the results of your formative assessments to plan interventions and/or additional challenges for students?
   - How will you represent key information in multiple ways, e.g., visual, auditory, and kinesthetic?
   - How will you engage students with information in multiple ways, e.g., visual, auditory, and kinesthetic?
   - How will you minimize distractions?
   - What technology and media will you use to deepen learning?
   - How will you optimize access to technology and media?
   - What assistive technologies will individual students require to access learning?
   - What resources and materials will you use to deepen learning?
   - How will you use disciplinary literacy to engage students in authentic tasks?
   - How will you provide students with opportunities for application of skills, student directed inquiry, analysis, evaluation, and/or reflection?
   - How will you provide students with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader?

Lesson Plan	Resources, Materials, and Technology

TEACHER REFLECTION & POST-LESSON DATA ANALYSIS

- Did all my students demonstrate evidence that learning occurred? How do I know?
- Which students did not meet the expected learning based on the assessment evidence? What interventions will I use?
- Which students exceeded the expected learning based on the assessment evidence? What challenges will I use?
- How will this information be shared?
- How can I grow professionally to enhance student learning?

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