

Five Ways to Encourage Achievement of the Common Core

Reading Skills	Graphic Organizers	Summary and Constructed-Response Templates	Questions/Prompts	Hand Signals for Focusing on the Skills & Strategies
1. Main/Central Idea	<ul style="list-style-type: none"> spider map network tree map cluster map bubble map 	<ul style="list-style-type: none"> main idea paragraph two-sentence summary MEL-Con 	main/central idea	Hold a fist (main idea) and dangle and wiggle fingers (details).
2. Significant Details/Evidence	<ul style="list-style-type: none"> spider map network tree map cluster map bubble map w's chart 	<ul style="list-style-type: none"> topic sentence evidence/detail MEL-Con 	significant details/evidence	Dangle and wiggle fingers (details)
3. Sequential/Order Relationships	<ul style="list-style-type: none"> cycle map flow map storyboard continuum/timeline 	<ul style="list-style-type: none"> sequence paragraph chronological summary 	sequence/order	Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.
4. Comparison Relationships	<ul style="list-style-type: none"> Venn diagram comparison/contrast matrix comparing diamonds 	<ul style="list-style-type: none"> comparison paragraph MEL-Con 	comparing	Hold two hands up and facing forward the same way (similar). Then turn one of the hands the opposite way so that it faces towards you (different).
5. Causal Relationships	<ul style="list-style-type: none"> multi-flow map fishbone human interaction outline 	<ul style="list-style-type: none"> cause-effect paragraph two-sentence summary problem/solution paragraph and two-sentence summary MEL-Con 	cause-effect	Slap your left palm and say cause with your right hand and then bounce the right hand off away from the left hand and say effect in an arc.
6. Knowledge of Vocabulary/Key Terms	<ul style="list-style-type: none"> three-column chart concept of definition map 	<ul style="list-style-type: none"> definition two sentence summary 	definition, word use, and elaboration	Point three fingers up like a W (word) and then three fingers down like an M (meaning).
7. Generalizations & Conclusions	<ul style="list-style-type: none"> network tree map layered hierarchy brace map problem/solution map 	<ul style="list-style-type: none"> conclusion paragraph two sentence summary MEL-Con 	inferences, conclusions, and generalizations	Hold you hand up in the air and pretend you are holding a crayon. Then draw in the air and clinch your fist (draw conclusions).
8. Problem-Solution Relationships	<ul style="list-style-type: none"> problem/solution map 	<ul style="list-style-type: none"> problem-solution paragraph two-sentence summary 	problem-solution	Scrunch both hands in front of your waste, tighten your face (problem) and then raise your hands in the air to celebrate (solution).
9. Multi-step Instructions/Directions	<ul style="list-style-type: none"> series/chain of events cycle map flow map storyboard continuum/timeline 	<ul style="list-style-type: none"> sequence paragraph chronological frame 	instruction and directions	Pat your hand downward moving it from left to right saying step, step, step, and then say directions.
10. Author's Purpose, Views, & Arguments-Claims	<ul style="list-style-type: none"> rising action map brace map problem/solution map argument-claim map network tree map 	<ul style="list-style-type: none"> character-trait paragraph two-sentence summary MEL-Con argument-claim paragraph two-sentence summary 	author's purpose, point of view, & arguments-claims	<ul style="list-style-type: none"> Hold your hands up to your eyes like binoculars focusing in front of your of eyes (author's point of view). Point your finger straight out (author's purpose). Shake your finger as if you are scolding someone (author's argument).

11. Knowledge and Use of Maps, Charts, and Graphs	<ul style="list-style-type: none"> maps charts graphs 	<ul style="list-style-type: none"> Use summary templates above depending on the purpose for interpreting the maps, charts, and graphs 	knowledge and use of maps, charts, and graphs	<ul style="list-style-type: none"> Draw a shape of the US in the air (map) Draw a pie chart in the air (chart). Draw an arrow moving the line up, down, then a straight diagonal to show (high score on a graph).
12. Literary Analysis	<p>Plot</p> <ul style="list-style-type: none"> storyboard rising action map <p>Setting</p> <ul style="list-style-type: none"> spider map network tree map <p>Characterization</p> <ul style="list-style-type: none"> character trait map <p>Conflict</p> <ul style="list-style-type: none"> problem/solution map <p>Theme</p> <ul style="list-style-type: none"> network tree map layered hierarchy brace map <p>Use organizers based upon purpose (e.g., inform/explain, argue) for author's techniques and devices</p>	<p>Plot</p> <ul style="list-style-type: none"> chronological paragraph sequence paragraph two sentence literary analysis summary <p>Setting</p> <ul style="list-style-type: none"> main idea paragraph two sentence literary analysis summary <p>Characterization</p> <ul style="list-style-type: none"> character trait paragraph two sentence literary analysis summary <p>Conflict</p> <ul style="list-style-type: none"> problem-solution paragraph two sentence literary analysis summary <p>Theme</p> <ul style="list-style-type: none"> main idea paragraph, conclusion-generalization paragraph (theme) <p>MEL-Con</p>	Varies by purpose	<ul style="list-style-type: none"> Say scene, scene, scene-plot while moving your hand left to right (plot). Point to a pretend watch and say time and then hold both hands up together in front of you and split your hands shaping the whole room and say setting. Scrunch both hands in front of your waste, tighten your face, and say (conflict/problem). Hold your arms apart and then move them together to clasp your hands and say theme). <p>Character Traits</p> <ul style="list-style-type: none"> Hold to your head with both hands (characters think) Bring your hands from your mouth outward (characters speak) Hold your hands to your heart (characters feel/have emotions) Move your hands from your heart outward to the group (characters relate to/interact with others) Pretend you are walking (characters take action)
13. Research	<p>QUEST Tools</p> <p>Question Understand Evidence Synthesize Tell</p>	<ul style="list-style-type: none"> Research Notes Double Entry Journal Form Paraphrasing MEL-CON <p>http://www.d214.org/educational_services/research_help_big6.aspx</p>	<ul style="list-style-type: none"> Metacognitive Researching Source Credibility Evaluation 	<p>Varies with the stage of the process</p> <p>QUEST</p>

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Note: You should always say the skill as you use the hand signal. Repeat it. Then say the name of the skill again.

Templates are at <http://www.achievementstrategies.org/ela.html>

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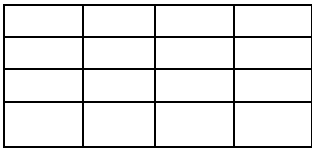
Explicit Teaching and Guided Practice Process

1. Select an article, text reading, media, or observation where a featured skill can be used.
2. Introduce the skill and strategy to the students along with the content area goals.
3. Activate background information about the topic/text and provide motivation to pay attention.
4. Familiarize students with the pronunciation and meaning of essential words.
5. Teach, model, and reinforce the skill and strategy.

I do	The teacher states and displays the objectives and demonstrates (models) the skill/strategy or parts/chunks of the process to the whole group/class.
We do	Engage either pairs or triads in applying the skill/strategy.
I Do	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy again to the total group/class again.
We do	Engage either pairs or triads in applying the skill/strategy.
I do	The teacher reviews progress, gives feedback, solicits and answers questions, and clarifies. Then, the teacher demonstrates (models) the skill/strategy or parts/chunks again to the whole group/class again.
You do	Engage students to work alone (independently) in applying the skill/strategy.
Closure	The teacher reviews progress, gives feedback, and clarifies again to the total group/class. The teacher encourages the students to reflect on the skills/strategy and provides praise and encouragement. Provide a small amount of homework so that students can independently apply the process.
The next day	Engage the pairs or triads of students to check homework and try more applications of the skill/strategy/process. Clarify and review what was done.

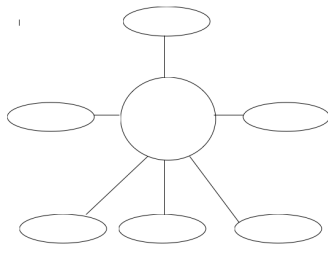
Sequence/Order Relationships

(Identify and summarize a sequence of steps and events. Identify and summarize the outcome or conclusion of a passage, based on previous occurrences or events in the text.)

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement
<p style="text-align: center;">Story Board</p> 	<p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p>	<ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . Next 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 8. What steps did _____ take to achieve his/her goal in the story? 9. The last two steps in the process were . . . 	<p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>

Main/Central Ideas

(Identify and summarize explicitly stated and inferred main/central ideas.)

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement
<p style="text-align: center;">Bubble Map</p> 	<p>The main idea of this passage is _____.</p> <p>The author stated that _____.</p> <p>The passage/article also mentioned that _____. In addition, (another idea) _____.</p> <p>Finally, the passage/article stated _____.</p>	<ol style="list-style-type: none"> 1. The main point of the article is . . . 2. Summarize what you read. 3. The main theme of the story is . . . 4. List the facts regarding . . . 5. The text is about . . . 6. The story/article mainly tells . . . 7. Which of the following best expresses the main idea? A B C D E 8. On the basis of information in the passage, we can determine that . . . 9. What would be the best title for this passage? 10. Which statement best expresses the central idea of this passage? 11. The main idea expressed in this passage is . . . 	<p>Hold a fist (main idea) and dangle and wiggle fingers (details).</p>