**Common Core – Reading Standard #1**

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

**Function/Purpose:** Infer; Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Narrative Input Chart with dialogue boxes and thought bubbles
* SQ3R - survey, question, read, recite, and review
* Expert Groups with highlighting key words and sketching
  + With advanced organizers
* Learning Log (Text and You)

**Other Strategies:**

* Graphic Organizers

**Artful Learning Strategies to Support Student Learning:**

* Body Percussion – Used when reading story
* See, Hear, Feel
* Tableau
* Environmental Soundscape

**Language Frame:**

*Language of Inferring*

* Based on . . . I infer that . . .
* I anticipate that . . .

*Language of Evaluating*

* Based on . . . I determine that . . .
* I assess that . . .

**Common Core – Reading Standard #2**

|  |
| --- |
| **Common Core Anchor Standard**  **Key Ideas and Details**  Determine **central ideas** or themes of a text and **analyze** their development; **summarize** the key supporting details and ideas. |

**Function/Purpose:** Analyze; Summarize

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Narrative Input Chart with Story Map
* Teacher Created Chants
* Cooperative Strip Paragraph (Process Grid and Graphic Organizers)
* 10/2

**Other Strategies:**

* Graphic Organizers

**Artful Learning Strategies to Support Student Learning:**

* Body Percussion – Used when reading story
* See, Hear, Feel
* Listening Maps
* Environmental Soundscape

**Language Frame:**

*Language of Analyzing*

* We can interpret \_\_\_\_\_ as . . .
* Given the evidence, we can deduce/determine that . . .

*Language of Summarizing*

* On the whole . . .
* Basically he/she is saying that . . .
* In this text, the author argues that . . .

**Common Core – Reading Standard #3**

|  |
| --- |
| **Key Ideas and Details**  **Analyze** how and why individuals, events and ideas develop and interact over the course of a text. |

**Function/Purpose:** Analyze

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* 10/2
* Narrative Input Chart with Dialogue boxes and Thought Bubbles
* Story Map
* Character T Graph (Using text evidence)
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers

**Artful Learning Strategies to Support Student Learning:**

* Alteration Observation
* Tableau – Three Part
* Mirroring from Beginning to the End
* This Belongs to Me
* Building a Machine

**Language Frame:**

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_ as . . .
* Given the evidence, we can determine that . . .
* \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ are connected by . . . This is important because . . .

**Common Core – Reading Standard #4**

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

**Function/Purpose:** Interpret, Analyze

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* 10/2
* Narrative Input Chart
* Text and You
* Poetry and Chants (K-2)

**Other Strategies:**

* Graphic Organizers
* Sort and Label

**Artful Learning Strategies to Support Student Learning:**

* Alteration Observation
* Word Exploration
* See, Hear, Feel
* Poetry in Motion
* You Can’t Take Me (Magical Moonshine)
* Emotion Walk (Magical Moonshine)
* Meaning Phrases (Magical Moonshine)
* Puppets

**Language Frame:**

*Language of Interpreting*

* My interpretation of \_\_\_\_\_\_\_\_\_\_\_is . . .
* Based on . . . I determined that . . .

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_\_\_ as . . .
* Given the evidence, we can determine that . . .

**Common Core – Reading Standard #5**

|  |
| --- |
| **Common Core Anchor Standard**  ***Craft and Structure***  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**Function/Purpose:** Analyze, Compare/Contrast, Synthesize

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Teacher made Big Book
* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* SQ3R
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizer
  + Venn Diagram

**Artful Learning Strategies to Support Student Learning:**

* Poetry in Motion
* Word Explorations

**Language Frame:**

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_\_\_ as . . .
* Given the evidence, we can determine that . . .

*The Language of Comparing/Contrasting*

* One similarity/difference between \_(subject 1)\_\_ and \_\_(subject 2) \_\_\_ is . . .
* \_\_Subject (1)\_\_ and \_\_Subject (2\_\_ are similar because they both . . .

*Language of Synthesizing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

**Common Core – Reading Standard #6**

|  |
| --- |
| **Common Core Anchor Standard**  ***Craft and Structure***  Assess how point of view of purpose shapes the content and style of a text. |

**Function/Purpose:** Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Teacher made Big Book
* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

**Common Core – Reading Standard #7**

|  |
| --- |
| **Common Core Anchor Standard**  ***Integration of Knowledge of Ideas***  Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words. |

**Function/Purpose:** Synthesize, Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Teacher made Big Book
* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Web 2.0 Tools
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Synthesizing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

**Common Core – Reading Standard #8**

|  |
| --- |
| **Common Core Anchor Standard**  ***Integration of Knowledge and Ideas***  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |

**Function/Purpose:** Analyze, Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Teacher made Big Book
* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_\_\_ as . . .
* The \_\_\_\_\_\_\_\_\_ is significant because . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

**Common Core – Reading Standard #9**

|  |
| --- |
| **Common Core Anchor Standard**  ***Integration of Knowledge and Ideas***  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take. |

**Function/Purpose:** Analyze, Compare/Contrast

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Teacher made Big Book
* Pictorial Input Chart/**Comparative Pictorial**
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* **Process Grid**
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizer
  + Venn Diagram

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_\_\_ as . . .
* Given the evidence, we can determine that . . .

*The Language of Comparing/Contrasting*

* One similarity/difference between \_(subject 1)\_\_ and \_\_(subject 2) \_\_\_ is . . .
* \_\_Subject (1)\_\_ and \_\_Subject (2\_\_ are similar because they both . . .

**Common Core – Reading Standard #10**

|  |
| --- |
| **Common Core Anchor Standard**  ***Range of Reading and Level of Text Complexity***  Read and comprehend complex literary and informational texts independently and proficiently. |

**Function/Purpose:** Summarize and Inform

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
  + K-W-L (K/1)
* Writing Frames

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Summarizing and Informing*

* On the whole . . .
* In this text, the author argues that . . .
* To support the main idea, the author . . .

**Common Core – Writing Standard #1**

|  |
| --- |
| **Common Core Anchor Standard**  ***Text Types and Purposes***  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

**Function/Purpose:** Justify and Persuade

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Six Traits of Writing
* Writing Frames
* Writer’s Workshop

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Justifying*

* I believe this because . . .
* My primary reason for thinking so is . . .

*Language of Persuading*

* Based on the evidence presented so far, I believe that . . .
* These (facts/reasons/data) strongly suggest that . . .

**Common Core – Writing Standard #2**

|  |
| --- |
| **Common Core Anchor Standard**  ***Text Types and Purposes***  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**Function/Purpose:** Summarize and Inform, Analyze

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Six Traits of Writing
* Writing Frames
* Writer’s Workshop

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Summarizing and Informing*

* On the whole . . .
* In this text, the author argues that . . .
* To support the main idea, the author . . .

*Language of Analyzing*

* We can interpret \_\_\_\_\_\_\_\_ as . . .
* This \_\_\_\_\_\_is significant because . . .

**Common Core – Writing Standard #3**

|  |
| --- |
| **Common Core Anchor Standard**  ***Text Types and Purposes***  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

**Function/Purpose:** Summarize and Inform, Sequence

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* **Narrative Input Chart – dialogue boxes, thought bubbles**
* **Story Map**
* Chants and Poems
* Sentence Patterning Chart
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Summarizing and Informing*

* On the whole . . .
* In this text, the author argues that . . .
* To support the main idea, the author . . .

*Language of Sequencing*

* At the beginning . . .
* Next . . .
* In the end . . .

**Common Core – Writing Standard #4**

|  |
| --- |
| **Common Core Anchor Standard**  ***Production and Distribution of Writing***  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Function/Purpose:** The function/purpose is based on the style of writing.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Narrative Input Chart
* Story Map
* Sentence Patterning Chart
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph (with edit checklist)

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

**Common Core – Writing Standard #5**

|  |
| --- |
| **Common Core Anchor Standard**  ***Production and Distribution of Writing***  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

**Function/Purpose:** The function/purpose is based on the style of writing.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Narrative Input Chart
* Story Map
* Sentence Patterning Chart
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* **Cooperative Strip Paragraph (with edit checklist)**

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

**Common Core – Writing Standard #6**

|  |
| --- |
| **Common Core Anchor Standard**  ***Production and Distribution of Writing***  Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. |

**Function/Purpose:** The function/purpose is based on the style of writing.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Narrative Input Chart
* Story Map
* Sentence Patterning Chart
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* **Cooperative Strip Paragraph (with edit checklist)**

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop
* Web 2.0 Tools
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

**Common Core - Writing Standard #7**

|  |
| --- |
| **Common Core Anchor Standard**  ***Research to Build and Present Knowledge***  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

**Function/Purpose:** Inquire/Seek; Summarize and Inform; Evaluate; Function/purpose is also based on the style of writing.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Sentence Patterning Chart
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* **Cooperative Strip Paragraph (with edit checklist)**

**Other Strategies:**

* Graphic Organizer
* 5 W’s
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop
* Internet Access
* Web Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Inquiring/Seeking Information:*

* I wonder why . . .
* How does . . . work?

*Language of Summarizing and Informing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

**Common Core – Writing Standard #8**

|  |
| --- |
| **Common Core Anchor Standard**  ***Research to Build and Present Knowledge***  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

**Function/Purpose:** Inquire/Seek Information; Synthesize; Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop
* Internet Access
* Web Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Inquiring/Seeking Information:*

* I wonder why . . .
* How does . . . work?

*Language of Synthesizing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . .

**Common Core – Writing Standard #9**

|  |
| --- |
| **Common Core Anchor Standard**  ***Research to Build and Present Knowledge***  Draw evidence from literary and or informational texts to support analysis, reflection, and research. (Begins in grade 4.) |

**Function/Purpose:** Inquiry/Seek Information; Analyze; Synthesize

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* SQ3R (survey, question, read, recite, and review)
* Expert Groups
* Process Grid
* Cooperative Strip Paragraph

**Other Strategies:**

* Graphic Organizers
* Writing Frames
* Six Traits of Writing
* Writer’s Workshop
* Internet Access
* Web Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Inquiring/Seeking Information:*

* I wonder why . . .
* How does . . . work?

*Language of Analyzing:*

* We can interpret \_\_\_\_ as. . .
* Given the evidence, we can determine that . . .

*Language of Synthesizing:*

* From my perspective, \_\_\_\_\_\_\_ means. . .
* While creating\_\_\_\_\_\_, I built upon . . .

**Common Core – Writing Standard #10**

|  |
| --- |
| **Common Core Anchor Standard**  ***Range of Writing***  Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**Function/Purpose:** Function/purpose is based on the style of writing.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Journal Writing
* Pictorial Input Chart/Comparative Pictorial
* Narrative Input Chart
* Story Map
* Chants and Poems
* Expert Groups
* Team Evaluation Form (Reflection)
* Process Grid
* Cooperative Strip Paragraph (with edit checklist)

**Other Strategies:**

* Writing Frames
* Six Traits of Writing
* Writer’s Workshop
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

**Common Core – Speaking & Listening Standard #1**

|  |
| --- |
| **Common Core Anchor Standard**  ***Comprehension and Collaboration***  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |

**Function/Purpose:** Inquire/Seek Information; Justify and Persuade

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* T-Graph for social skills
* Numbered Heads for collaboration
* Pictorial Input Chart/Comparative Pictorial
* 10/2 for collaboration
* Chants and Poems
* Expert Groups
* Process Grid
* Team Tasks

**Other Strategies:**

* Think – Pair – Share
* Collaborative Strategies: Thumbs up/down; Colored cards (green – agree; red – disagree), Fist of 5 (level

of agreement)

**Artful Learning Strategies to Support Student Learn**

**Language Frame:**

*Language of Justifying/Persuading*

* I believe this because . . .
* It is important to consider . . .
* These (facts/reasons/data) strongly suggest that . . .

*Language of Inquiring/Seeking Information*

* *Expressing an Opinion*
  + I think/believe that . . .
  + In my opinion . . .
  + Based on my experience, I think . . .
* *Soliciting a Response*
  + What do you think?
  + We haven’t heard from you yet?
  + Do you agree?
  + What answer did you get?
* *Paraphrasing*
  + So you are saying that . . .
  + In other words, you think . . .
  + What I hear you saying is . . .

**Common Core – Speaking & Listening Standard #2**

|  |
| --- |
| **Common Core Anchor Standard**  ***Comprehension and Collaboration***  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

**Function/Purpose:** Inquire/Seek Information; Synthesize; Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Numbered Heads for collaboration
* Inquiry Chart
* 10/2 for collaboration
* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Expert Groups
* Process Grid
* Team Tasks

**Other Strategies:**

* Venn Diagram
* Web 2.0 Tools
* Google Tools
* Collaborative Strategies: Thumbs up/down; Colored cards (green – agree; red – disagree), Fist of 5 (level

of agreement)

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Synthesizing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

*Language of Inquiring/Seeking Information*

* *Expressing an Opinion*
  + I think/believe that . . .
  + In my opinion . . .
  + Based on my experience, I think . . .
* *Soliciting a Response*
  + What do you think?
  + We haven’t heard from you yet?
  + Do you agree?
  + What answer did you get?
* *Paraphrasing*
  + So you are saying that . . .
  + In other words, you think . . .
  + What I hear you saying is . . .

**Common Core – Speaking & Listening Standard #3**

|  |
| --- |
| **Common Core Anchor Standard**  ***Comprehension and Collaboration***  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |

**Function/Purpose:** Inquire/Seek Information; Synthesize; Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Numbered Heads for collaboration
* Inquiry Chart
* 10/2 for collaboration
* Pictorial Input Chart/Comparative Pictorial
* Chants and Poems
* Expert Groups
* Process Grid
* Team Tasks

**Other Strategies:**

* Venn Diagram
* Web 2.0 Tools
* Google Tools
* Collaborative Strategies: Thumbs up/down; Colored cards (green – agree; red – disagree), Fist of 5 (level

of agreement)

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Synthesizing*

* Main point(s) is /are . . .
* The significance of \_\_\_\_\_ is . . .

*Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

*Language of Inquiring/Seeking Information*

* *Expressing an Opinion*
  + I think/believe that . . .
  + In my opinion . . .
  + Based on my experience, I think . . .
* *Soliciting a Response*
  + What do you think?
  + We haven’t heard from you yet?
  + Do you agree?
  + What answer did you get?
* *Paraphrasing*
  + So you are saying that . . .
  + In other words, you think . . .
  + What I hear you saying is . . .

**Common Core – Speaking & Listening Standard #4**

|  |
| --- |
| **Common Core Anchor Standard**  ***Presentation of Knowledge and Ideas***  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

**Function/Purpose:** Summarize and Inform; **Function/purpose is also based on the style of speaking.**

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Team Presentations

**Other Strategies:**

* Web 2.0 Tools
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*Language of Summarizing and Informing*

* On the whole . . .
* In this text, the author argues that . . .
* To support the main idea, the author . . .
* The (facts, reasons, data) strongly suggests that . . .

**Common Core – Speaking & Listening Standard #5**

|  |
| --- |
| **Common Core Anchor Standard**  ***Presentation of Knowledge and Ideas***  Make strategic use of digital media and visuals of data to express information and enhance understanding of presentations. |

**Function/Purpose:** Summarize and Inform; Function/purpose is also based on the style of speaking.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Team Tasks
* Extended Activities/Personal Explorations
* Team Presentations

**Other Strategies:**

* Web 2.0 Tools
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

* Poetry in Motion

**Language Frame:**

*Language of Summarizing and Informing*

* On the whole . . .
* In this text, the author argues that . . .
* To support the main idea, the author . . .
* The (facts, reasons, data) strongly suggests that . . .

**Common Core – Speaking & Listening Standard #6**

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| **Common Core Anchor Standard**  ***Presentation of Knowledge and Ideas***  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

**Function/Purpose:** Function/purpose is also based on the style of speaking.

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* Team Tasks
* Extended Activities/Personal Explorations
* Team Presentations

**Other Strategies:**

* Web 2.0 Tools
* Google Tools

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

**Common Core – Language Standard #1**

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| **Common Core Anchor Standard**  **Conventions of Standard English**  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |

**Function/Purpose:** Demonstrate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
* Poems and Chants
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing
* Character Sketch

**Artful Learning Strategies to Support Student Learning:**

* Verbs and Adverbs
* Word Explorations
* Zip, Zap, Zoom
* Environmental Soundscape (Students play instrument when they see specific punctuation;

i.e., period, question mark.)

**Language Frame:**

*Language of Conventions*

* The adjective \_\_\_\_\_\_\_\_\_ describes \_\_\_\_\_\_\_\_
* The verb \_\_\_\_\_\_\_\_ describes \_\_\_\_\_\_\_\_\_\_\_

*Language of Conventions – Verb Tense*

* Today, I \_\_\_\_\_\_\_
* Yesterday, I \_\_\_\_\_\_\_\_

**Common Core – Language Standard #2**

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| **Common Core Anchor Standard**  **Conventions of Standard English**  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |

**Function/Purpose:** Demonstrate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
* Poems and Chants
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing

**Artful Learning Strategies to Support Student Learning:**

* Verbs and Adverbs
* Word Explorations
* Zip, Zap, Zoom
* Environmental Soundscape (Students play instrument when they see specific punctuation;

i.e., period, question mark.)

**Language Frame:**

*Language of Conventions*

* The adjective \_\_\_\_\_\_\_\_\_ describes \_\_\_\_\_\_\_\_
* The verb \_\_\_\_\_\_\_\_ describes \_\_\_\_\_\_\_\_\_\_\_

*Language of Conventions – Verb Tense*

* Today, I \_\_\_\_\_\_\_
* Yesterday, I \_\_\_\_\_\_\_\_

**Common Core – Language Standard #3**

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| **Common Core Anchor Standard**  **Knowledge of Language**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. (Begins in grade 2.) |

**Function/Purpose:** Compare/Contrast; Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* CCD – Cognitive Content Dictionary
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
* Poems and Chants
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing
* Venn Diagram

**Artful Learning Strategies to Support Student Learning:**

* Verbs and Adverbs
* Word Explorations
* Zip, Zap, Zoom
* Environmental Soundscape (Students play instrument when they see specific punctuation;

i.e., period, question mark.)

**Language Frame:**

*The Language of Comparing/Contrasting (informal/formal language)*

* One similarity/difference between \_(subject 1)\_\_ and \_\_(subject 2) \_\_\_ is . . .
* \_\_Subject (1)\_\_ and \_\_Subject (2\_\_ are similar because they both . . .

*Language of Evaluating (word choice, style, tone)*

* Based on . . . I determined that . . .
* I assess that . . .
* We/I evaluated \_\_\_\_\_\_\_ on the following criteria . . .

**Common Core – Language Standard #4**

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| **Common Core Anchor Standard**  **Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

**Function/Purpose:** Infer; Analyze

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* **CCD – Cognitive Content Dictionary**
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
* Poems and Chants
* SQ3R - (survey, question, read, recite, and review)
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*The Language of Inferring*

* Based on . . .I infer that . . .
* I infer that . . . based on . . .
* I anticipate that . . .

*The Language of Analyzing*

* We can interpret\_\_\_\_\_\_\_ as . . .
* Given the evidence, we can deduce/determine . . .
* This \_\_\_\_\_\_ is significant because . . .

**Common Core – Language Standard #5**

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| **Common Core Anchor Standard**  **Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

**Function/Purpose:** Infer; Analyze

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* **CCD – Cognitive Content Dictionary**
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
* Poems and Chants
* SQ3R - (survey, question, read, recite, and review)
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*The Language of Inferring*

* Based on . . .I infer that . . .
* I infer that . . . based on . . .
* I anticipate that . . .

*The Language of Analyzing*

* We can interpret\_\_\_\_\_\_\_ as . . .
* Given the evidence, we can deduce/determine . . .
* This \_\_\_\_\_\_ is significant because . . .

**Common Core – Language Standard #6**

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| **Common Core Anchor Standard**  **Vocabulary Acquisition and Use**  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

**Function/Purpose:** Infer, Evaluate

**Grade Level Standard:**

**Student Language: I can . . .**

**GLAD Strategies:**

* **CCD – Cognitive Content Dictionary**
* Pictorial – Comparative Pictorial with 10/2 and tiered questions
* Narrative Input Chart with dialogue boxes and thought bubbles
* Story Map
* **Sentence Patterning Chart – Here/There Frame**
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* SQ3R - (survey, question, read, recite, and review)
* **Cooperative Strip Paragraph (focus on revision and editing)**
* **Edit Checklist (writing process)**
* Learning Log

**Other Strategies:**

* Six Traits of Writing

**Artful Learning Strategies to Support Student Learning:**

**Language Frame:**

*The Language of Inferring*

* Based on . . .I infer that . . .
* I infer that . . . based on . . .
* I anticipate that . . .

*The Language of Evaluating*

* Based on . . . I determined that . . .
* I assess that . . .
* I/we evaluated \_\_\_\_\_\_\_\_ on the following criteria . . .

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| **Collaborative Discussion Guide**  **Language Class Discussion Sentence Starters**  **Soliciting a Response**  What do you think?  We haven’t heard from you yet. \_\_\_\_’  Do you agree?  What answer did you get?  **Acknowledging Ideas**  My idea is similar to/related to  I agree with (a person) that . . .  My idea builds upon \_\_\_\_’s idea.  **Reporting a Partner’s Idea**  \_\_\_\_ indicated that . . .  \_\_\_\_ pointed out to me that . . .  \_\_\_\_ emphasized that . . .  \_\_\_\_ concluded that . . .  **Reporting a Group’s Idea**  We decided/agreed that . . .  We concluded that . . .  Our group sees it differently.  We had a different approach.  **Disagreeing**  I don’t agree with you because . . .  I got a different answer than you.  I see it another way.  **Offering a Suggestion**  Maybe we could . . .  What if we . . .  Here’s something we might try.  **Affirming**  That’s an interesting idea.  I hadn’t thought of that.  I see what you mean.  **Holding the Floor**  As I was saying, . . .  If I could finish my thought . . .  What I was trying to say was . . .  *(adapted from Kate Kinsella 8/07)* |

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| **Student Discussion Guide**  **Ground Rules for Class Discussion**   1. Be prepared to share your idea when instructed to do so, first with your partner and next with the class. 2. Use the assigned sentence starter to share your idea. 3. Use your public discussion voice to share your idea: two times slower and three times louder than conversation. 4. Listen attentively (looking and focusing on the speaker). 5. If your idea is similar to someone else’s, acknowledge your classmate’s contribution before sharing your idea.   **Language Class Discussion Sentence Starters**    **Expressing an Opinion**  I think/believe that . . .  In my opinion . . .  Based on my experience, I think . . .  **Predicting**  I predict/imagine that . . .  Based on . . ., I infer that . . .  I hypothesize that . . .  **Asking for Clarification**  What do you mean?  Will you explain that again?  I have a question about that.  **Paraphrasing**  So you are saying that . . .  In other words, you think . . .  What I hear you saying is . . .  SUHSD/Special Services (msg) |