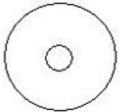
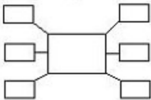




Standards:

RI.5.6 **ANALYZE multiple accounts of the same event or topic** NOTING important **similarities and differences** in the **point of view they represent**.

“Unwrapped” Concept	“Unwrapped” Skill	Taxonomy Level	
		Bloom’s	DOK
- Same Events/Topic - Multiple accounts - Point of View - Similarities - Differences	- ANALYZE (same events/multiple accounts) - NOTE (similarities and differences in points of view)	4	3
		2	2

Learning Target	Advance Organizer	Vocabulary in Language of Instruction	Partner Language Transfer
1. Identify the main purpose of a text. 2. Identify the points of view of two authors on the same text. 3. Compare the points of view of two authors on the same text (similarities and differences)	Circle Map  FOR DEFINING Multi-Flow Map  FOR CAUSE AND EFFECT Double Bubble Map  FOR COMPARING Language: Defining, Identifying, Describing, Cause and Effect, Comparing	- Multiple accounts - Event - Point of view - Similarities - differences	- Las versiones múltiples - Los acontecimientos - El punto de vista - Las similitudes - Las diferencias

Adapted from: Ainsworth, L. (2015). Common formative assessments: How teacher teams intentionally align standards, instruction, and assessment. Thousand Oaks, CA: Corwin.

Advance Organizers from ThinkingMaps.com

Standards:

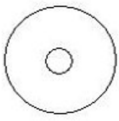
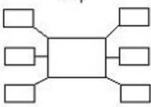
W.5.1 **WRITE opinion pieces** on topics or texts. **SUPPORT** a **point of view** with **reasons and information**.

- a- **INTRODUCE** a **topic** or text clearly, **STATE** an **opinion**, and **CREATE** an **organizational structure** in which **ideas are logically grouped to support the writer’s purpose**.
- b- **PROVIDE logically ordered reasons** that are **supported by facts and details**.
- c- **LINK opinion and response USING words, phrases, and clauses**.
- d- **PROVIDE** a **concluding statement** or **section related to the opinion presented**.

“Unwrapped” Concept	“Unwrapped” Skill	Taxonomy Level	
		Bloom’s	DOK
○ Opinion Piece • Point of View • Organizational Structure ○ With logical grouping of ideas • Reasons ○ Supported by facts and details • Opinion and Response ○ Linked by words, phrases, and clauses • Concluding Statement ○ Related to opinion	• WRITE (opinion pieces) • SUPPORT (point of view with reasons and information) • INTRODUCE (the topic or text) • STATE (opinion) • CREATE (organizational structure with logical grouping of ideas to support writer’s purpose) • PROVIDE (logically ordered reasons supported by facts/details) • USE (linking words, phrases, and clauses to connect the opinion and the response) • PROVIDE (concluding statement related to opinion)	6	4
		5	3
		2	1
		2	2
		6	4
		5	3
		3	2
		5	3

Adapted from: Ainsworth, L. (2015). Common formative assessments: How teacher teams intentionally align standards, instruction, and assessment. Thousand Oaks, CA: Corwin.



Learning Target	Advance Organizer	Vocabulary in Language of Instruction	Partner Language Transfer
1. State the difference between fact and opinion. 2. Recognize/Use organizational structures for different purposes of writing. 3. Identify different techniques to use when writing an introductory sentence, statement, paragraph, quotation, provoking question, story, or anecdote, etc. 4. Identify evidence in a text to support an opinion. 5. Write a cohesive paragraph with a beginning, middle, and end.	Circle Map  FOR DEFINING Multi-Flow Map  FOR CAUSE AND EFFECT Double Bubble Map  FOR COMPARING Language: Defining, Describing, Identifying, Cause and Effect, Comparing	- Opinion piece - Topic - Organizational structure - Reasons - Facts - Details - Concluding statement - Supporting reasons - Evidence - Relevant information - Writer's purpose - Linking words - Clauses - Phrases - Response	- La propuesta de opinión - El tema - La estructura organizativa - Las razones - Los hechos - Los detalles - La declaración final o la conclusión - Las razones que apoyan - La evidencia - La información pertinente - El propósito del escritor - Las palabras que conectan - Clausulas - Frases - La respuesta

Adapted from: Ainsworth, L. (2015). Common formative assessments: How teacher teams intentionally align standards, instruction, and assessment. Thousand Oaks, CA: Corwin.

Advance Organizers from ThinkingMaps.com

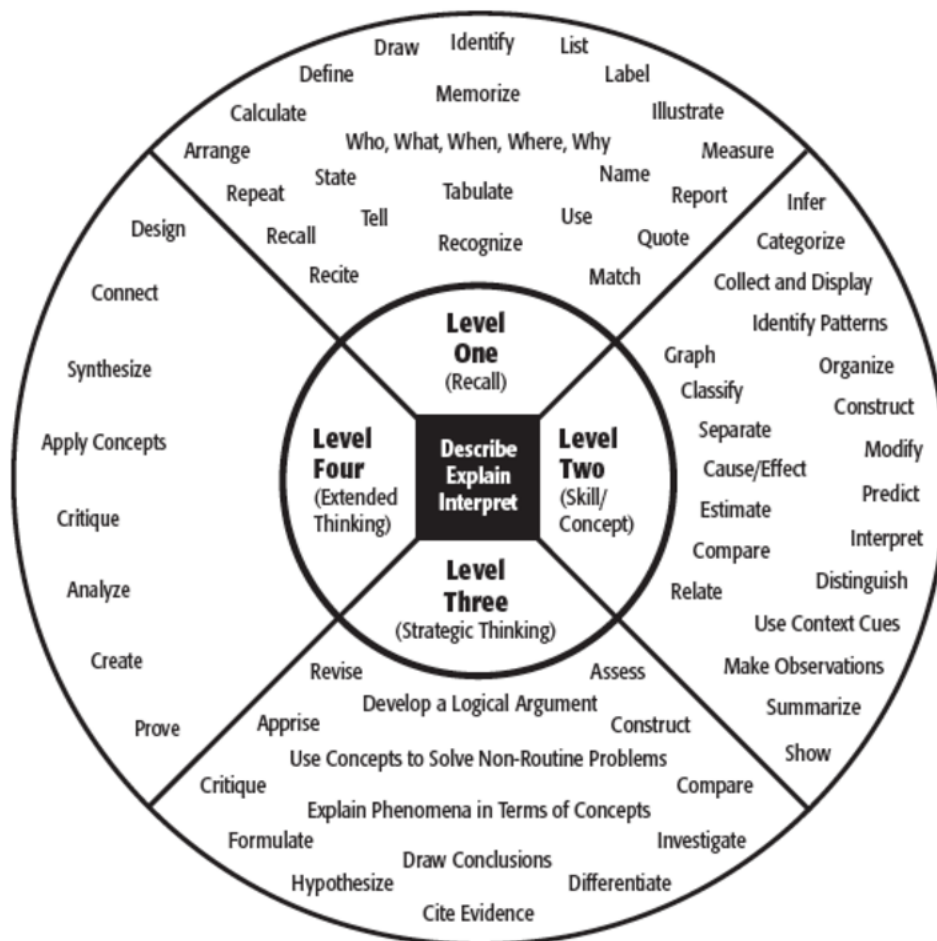


200+ Blooms Verbs

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Explain	Solve	Analyze	Criticize	Design
Identify	Describe	Apply	Compare	Evaluate	Compose
Describe	Interpret	Illustrate	Classify	Order	Create
Label	Paraphrase	Modify	Contrast	Appraise	Plan
List	Summarize	Use	Distinguish	Judge	Formulate
Name	Classify	Calculate	Infer	Support	Invent
State	Compare	Change	Separate	Decide	Hypothesize
Match	Discuss	Demonstrate	Categorize	Discriminate	Write
Select	Distinguish	Experiment	Differentiate	Recommend	Compile
Locate	Predict	Relate	Discriminate	Assess	Construct
Memorize	Associate	Complete	Divide	Convince	Develop
Quote	Convert	Construct	Order	Defend	Integrate
Recall	Demonstrate	Dramatize	Subdivide	Find errors	Modify
Reproduce	Estimate	Interpret	Survey	Measure	Organize
Tabulate	Express	Manipulate	Advertise	Grade	Prepare
Tell	Indicate	Paint	Conclude	Rank	Produce
Copy	Infer	Prepare	Correlate	Score	Rearrange
Duplicate	Relate	Produce	Deduce	Select	Rewrite
Enumerate	Restate	Report	Devise	Test	Adapt
Omit	Select	Teach	Diagram	Argue	Arrange
Recite	Translate	Act	Dissect	Conclude	Assemble
Record	Cite	Administer	Estimate	Consider	Collaborate
Repeat	Generalize	Articulate	Illustrate	Critique	Devise
Retell	Give examples	Chart	Organize	Debate	Express
	Group	Collect	Outline	Distinguish	Facilitate
	Illustrate	Compute	Plan	Editorialize	Make
	Order	Determine	Question	Justify	Negotiate
	Report	Develop	test	Persuade	Originate
	Represent	Employ		Rate	Propose
	Rewrite	Explain		Weigh	Reorganize
	Show	Interview		Validate	Simulate
	Trace	List			Structure
	Transform	Operate			
		Practice			
		Predict			
		Simulate			



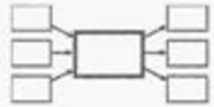
Depth of Knowledge Educator Wheel



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

The 8 Thinking Maps

QUESTIONS FROM TEXTS, TEACHERS AND TESTS	THINKING PROCESSES	THINKING MAPS AS TOOLS
How are you defining this thing or idea? What is the context? What is your frame of reference?	DEFINING IN CONTEXT	Circle Map 
How are you describing this thing? Which adjectives would best describe this thing?	DESCRIBING QUALITIES	Bubble Map 
What are the similar and different qualities of these things? Which qualities do you value most? Why?	COMPARING AND CONTRASTING	Double Bubble Map 
What are the main ideas, supporting ideas and details in this information?	CLASSIFYING	Tree Map 
What are the component parts and subparts of this whole physical object?	PART-WHOLE	Brace Map 
What happened? What is the sequence of events? What are the substages?	SEQUENCING	Flow Map 
What are the causes and effects of this event? What might happen next?	CAUSE AND EFFECT	Multi-Flow Map 
What is the analogy being used? What is the guiding metaphor?	SEEING ANALOGIES	Bridge Map 



Learning Targets

Always start with the sentence starter: Students will be able to...

Can be thought of as:

- Building blocks for standards
- Knowledge and skills stated or implied in the standards
- Objectives that are measureable
- Also include inferred skills that teach the student to “learn how to learn” or “how to perform”

Learning targets:

- are measurable and observable
- can become the common formative assessments for the grade level for that unit
- should be the breakdown of the standard into manageable, teachable, and understandable chunks

