

Data to Instruction Worksheet: Language – Revising Narratives (9th Grade)

Content Area	Language	Goal Performance Area	Writing: Plan, Organize, Develop, Revise, Research
Topic/Standard	<p>Revising personal narratives using precise words/phrases and/or sensory language</p> <p>CCSS.ELA-LITERACY.W.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><small>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</small></p>	Subgoal Performance Area	Establish and Maintain Style: Use Precise Language
Overall RIT Score Range	201–230+		

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Below-Score RIT Range: 201–210	M. P. Waller O. A. Dotson P. E. Adams W. K. Rogers	<ul style="list-style-type: none"> Understands characteristics of descriptive writing Uses precise words to convey meaning 	<p>Whole Group: (See below)</p> <p>Small Group: Distribute copies of short stories. Guide students through the process of using highlighters to locate examples of descriptive language. Model/facilitate the use of relevant terms (e.g., <i>descriptive, sensory, specific, vivid</i>).</p> <p>Independent Practice: Students independently complete the highlighting process on a given story.</p>	Students revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language. They may use online thesaurus. Progress will be reflected in the Language portion of the scoring rubric.

Data to Instruction Worksheet: Language – Revising Narratives (9th Grade) Cont.

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Middle-Score RIT Range: 211–230	B. O. Esteban C. J. Marques L. E. McGhee H. C. Yang R. F. Stagner M. E. Jakonski P. C. Sam J. P. Wilson D. A. Patel L. A. Lane Q. R. Burns J. D. Stein E. M. Bridges B. L. McCoy D. A. Shabazz V. I. Wilkerson	<ul style="list-style-type: none"> ▪ Uses precise words to convey meaning ▪ Uses language that creates vivid imagery 	<p>Whole Group: Review the terms vague, general, precise, and specific. Use projector to show students how to use online thesaurus (www.merriam-webster.com) to find more precise words during revision. Have students practice with a given piece of writing in pairs or independently, as appropriate. Regroup later and share results/discuss most appropriate revisions.</p> <p>Small Group: Read/discuss the examples of paragraphs with more and less description using this resource: http://betterlesson.com/lesson/resource/2995058/creative-writing-2-description-pdf.</p> <p>Independent Practice: Do the Give It a Try activity on the handout from small group to practice creating vivid imagery.</p>	Students revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language and for vivid description. They may use online thesaurus. Progress will be reflected in the Language portion of the scoring rubric.
Above-Score RIT Range: 230+	C. E. Lewis S. W. Meredith A. A. Wills T. F. Burcham	<ul style="list-style-type: none"> ▪ Uses precise words to convey meaning ▪ Uses active verbs to create vivid description 	<p>Whole Group: (See above.)</p> <p>Small Group: Guide students through the Active and Passive voice section on Perdue OWL Grammar. https://owl.english.purdue.edu/owl/resource/539/01/. (See tabs in left column for all parts of the lesson. Can also be printed and given as handouts.) Show students how to find examples of passive voice in appropriate news, sports, and information websites, and provide guided practice changing passive to active voice in selected sentences.</p> <p>Independent Practice: Students continue finding passive voice in stories from approved websites (or from copies of stories provided to them) and rewriting them using active voice.</p>	Students revisit their personal narratives (and other pieces in their portfolio, as appropriate) and revise for specific language and for active verbs. They may use online thesaurus. Progress will be reflected in the Language portion of the scoring rubric.

Data to Instruction Worksheet: Math – Fractions (4th Grade)

Content Area	Math	Goal Performance Area	Number and Operations
Topic/Standard	<p>CCSS.MATH.CONTENT.4.NF.B.3: Understands a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p><i>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</i></p>	Subgoal Performance Area	Number and Operations – Fractions
Overall RIT Score Range	181–230+		

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Group 1 RIT Range: 181–200	S.H. Hughes S.E. Eaves K.N. Brazillio H.L. Perez D.N. Jutting M.L. Lopez Z.L. Karlin	<ul style="list-style-type: none"> ▪ Solves one-step word problems involving addition and subtraction of fractions with like denominators ▪ Adds and subtracts fractions with like denominators ▪ Adds and subtracts fractions with like denominators using models other than number lines 	<p>Small Group Lesson</p> <ul style="list-style-type: none"> ▪ Learning Target: Students will be able to decompose a whole unit into an addition equation (using fractions with like denominators). ▪ Activity: Within a fictionalized candy store context, students will be instructed on how to build special candy bars using various colored tiles. The candy bars will consist of different flavor combinations that will be combined to create a whole unit bar. ▪ Vocabulary: compose, decompose, unit fraction. ▪ Resources: <ul style="list-style-type: none"> » http://maccss.ncdpi.wikispaces.net/file/view/4thGradeUnit.pdf » http://www.ixl.com/math/grade-4/add-and-subtract-fractions-with-like-denominators-word-problems ▪ Independent Games: <ul style="list-style-type: none"> » http://illuminations.nctm.org/Activity.aspx?id=4148 	Students solve one-step addition and subtraction word problems with like denominators (word problems include visual models).

Data to Instruction Worksheet: Math – Fractions (4th Grade) Cont.

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Group 2 RIT Range: 201–230	O.K. Techmeyer G.E. Mobert W.G. Gunderson V.T. Tobar R.G. Laredo L.E. Einhorn	<ul style="list-style-type: none"> ▪ Solves one-step word problems involving addition and subtraction of fractions with like denominators ▪ Solves one-step word problems involving addition and subtraction of mixed numbers with like denominators ▪ Adds and subtracts fractions with like denominators ▪ Adds and subtracts fractions with like denominators using models other than number lines ▪ Solves one-step word problems involving addition and subtraction of fractions with like denominators using models ▪ Adds and subtracts whole numbers, fractions, and/or mixed numbers with like denominators, no regrouping 	Small Group Lesson <ul style="list-style-type: none"> ▪ Learning Targets: 1) Students will be able to change a mixed number into an improper fraction. 2) Students will be able to add and subtract mixed fractions. ▪ Activity: Review strategies for adding mixed numbers, such as adding fractions together and then adding the whole numbers together. Review strategies for subtracting mixed numbers, such as replacing each mixed number with an equivalent fraction. Have students review and practice changing a mixed number into an improper fraction, adding mixed numbers using strategies and subtracting mixed numbers using strategies. ▪ Resources: <ul style="list-style-type: none"> » https://www.khanacademy.org/math/cc-fourth-grade-math/cc-4th-fractions-topic/cc-4th-mixed-numbers/v/adding-subtracting-mixed-numbers-0-5-ex-1 » https://www.khanacademy.org/math/cc-fourth-grade-math/cc-4th-fractions-topic/cc-4th-mixed-numbers/e/converting_mixed_numbers_and_improper_fractions » http://www.onlinemathlearning.com/mixed-numbers-4nf3.html 	Students solve one-step addition and subtraction word problems with mixed numbers with like denominators.

*Note: Learning statements in this example may differ slightly from the in-product learning statements.**

Data to Instruction Worksheet: Math – Perimeter (4th Grade)

Content Area	Math	Goal Performance Area	Number and Operations
Topic/Standard	Perimeter	Subgoal Performance Area	Number and Operations – Fractions
Overall RIT Score Range	171–220		

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Below-Score RIT Range: 171–200	J.A. Cambridge E.H. Horton L.L. Wojnarowski A.H. Frisino D.H. Engles	<ul style="list-style-type: none"> ▪ Determines perimeters of basic polygons with all sides labeled 	Small Group Lesson <ul style="list-style-type: none"> ▪ Learning Target: Students will be able to find the perimeter of simple figures with labeled sides. ▪ Materials: grid paper and plain paper. ▪ In small group, students will work to find the perimeter of simple figures with all sides labeled. Initially students will use grid paper and then move to plain paper. Students will begin with squares and move to other figures. 	Problem solving task involving finding the perimeter of rectangles and other simple shapes.
Middle-Score RIT Range: 201–210	J.L. Russell L.E. Kong J.B. Ramirez	<ul style="list-style-type: none"> ▪ Determines perimeters of basic polygons in which not all sides are labeled 	Small Group Lesson <ul style="list-style-type: none"> ▪ Learning Target: Students will be able to find the perimeter of simple figures that include unlabeled sides. ▪ Materials: grid paper and plain paper. ▪ In small group, students will work to find the perimeter of simple figures that have only some sides labeled. Initially students will use grid paper and then move to plain paper. Students will begin with squares and move to other figures. 	Real-world problem solving task involving finding the perimeter of figures with unknown sides.

Data to Instruction Worksheet: Math – Perimeter (4th Grade) Cont.

RIT Range	Student Groups	Skills from Selected Learning Statements	Student Activities/ Instructional Strategies	Assessment
Above-Score RIT Range: 211–220	R.N. Sandoval M.G. Moyer	<ul style="list-style-type: none"> ▪ Counts to find perimeters of complex figures 	<p>Small Group Lesson</p> <ul style="list-style-type: none"> ▪ Learning Target: Students will be able to calculate the perimeter of complex composite figures. ▪ Materials: grid paper. ▪ In small group, students will work to find the perimeter of composite figures composed of two shapes and shapes of their own. Discuss how separating a figure into parts can help with calculating perimeter. 	Real-world problem solving task involving the effect on the perimeter of figures when the dimensions change.

Resources:

<http://www.livebinders.com/play/play?id=781039>

<http://maccss.ncdpi.wikispaces.net/file/view/3rdGradeUnit.pdf>

<http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-grade/3rd-grade>

https://www.khanacademy.org/math/cc-third-grade-math/cc-third-grade-measurement/cc-third-grade-perimeter/e/perimeter_of_squares_and_rectangles

https://www.khanacademy.org/math/cc-third-grade-math/cc-third-grade-measurement/cc-third-grade-perimeter/e/perimeter_1

Instructional Ladder: Reading – Theme (7th Grade)

CCSS.ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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	Learning Statements	
<p>Students: Janel, Rachel, Lily, Mike, Daniel, Deb, Lucy</p>	<p>RIT 221–230:</p> <ul style="list-style-type: none"> Identifies a theme shared by multiple texts Identifies details that support the theme in literary text Identifies theme in poetry Summarizes literary text 	<p>Resources</p> <ul style="list-style-type: none"> Read the Irish myth about Aengus Og. (Several versions are available online.) Read the poem “The Song of Wandering Aengus” by W. B. Yeats. (Also readily available online.) <p>Instructional Strategies</p> <ul style="list-style-type: none"> What theme of the Aengus myth is conveyed in the poem? Describe how the poem develops this theme. The story told in the poem differs somewhat from that in the myth. Summarize each to highlight the differences.
<p>Students: Eli, Olivia, DeMarcus, Megan, Jai, Sophia, Aaron, Danika</p>	<p>RIT 211–220:</p> <ul style="list-style-type: none"> Determines the topic in literary text Identifies details that support the theme in literary text Identifies multiple themes in one text 	<p>Resources</p> <ul style="list-style-type: none"> Read “To Build a Fire,” by Jack London. (960L. Available online at http://www.jacklondon.net/buildafire.html.) <p>Instructional Strategies</p> <ul style="list-style-type: none"> Complete the Topic vs Theme activity from www.odysseycharterschool.org/middleschool/documents/TopicvsTheme.doc.
<p>Students: Kevin, Kayla, Beth, Caleb, Lauren, Sam, Alyssa, Chase, Henry</p>	<p>RIT 201–210:</p> <ul style="list-style-type: none"> Identifies details that support the theme in literary text Identifies theme in literary text Summarizes literary text 	<p>Resources</p> <ul style="list-style-type: none"> Read “Rikki-Tikki-Tavi” from The Jungle Book, by Rudyard Kipling (810L. Available to read online at http://www.cs.cmu.edu/~mongoose/rtt.html) Watch the read-aloud video for “Rikki-Tikki-Tavi” by Dawn Bruno on LearnZillion.com. <p>Instructional Strategies</p> <ul style="list-style-type: none"> Themes of this story include loyalty, bravery, and conflict. Select one of these. Explain how specific details in the story support this theme. Recreate this story as a cartoon. Your version of the story should be a summary, telling the complete story in your own words in about 10-12 frames.
<p>Students: Asia, Will, Dimas</p>	<p>RIT 191–200:</p> <ul style="list-style-type: none"> Determines the topic in literary text Identifies theme in literary text Summarizes literary text 	<p>Resources</p> <ul style="list-style-type: none"> Read Robert Loyd Jones’s adaptation of “Beowulf.” (550L. See https://www.goodreads.com/book/show/6907706-beowulf-young-reading for sources.) <p>Instructional Strategies</p> <ul style="list-style-type: none"> This book is divided into nine chapters. As you read, keep a reading journal. For each chapter, give the main topic(s) of that chapter and then provide a summary. After finishing the book, add a journal section about theme. What is one theme of the story? What happened in the story that supports this theme?

Note: Learning statements in this example may differ slightly from the in-product learning statements.*

Instructional Ladder: Math — Telling Time (2nd Grade)

CCSS.MATH.CONTENT.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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	Learning Statements	
Students: Jacob Abby	RIT 191–200: <ul style="list-style-type: none"> Reads analog clocks to the nearest five minutes Reads analog clocks to the nearest minute Understands time interval concepts: quarter to, half past, etc. 	Group 1 Activity Whole Class Activity/Review (see below) Individual Practice https://www.khanacademy.org/commoncore/grade-2-MD (Telling time without labels)
Students: Chris, Alaina, Amanda, Lily, Juan, Bella S., Scott	RIT 181–190: <ul style="list-style-type: none"> Reads analog clocks to the nearest half hour Reads analog clocks to the nearest five minutes Reads analog clocks to the nearest minute Understands A.M. and P.M. 	Group 2 Activity Whole Class Activity/Review (same for all) <ul style="list-style-type: none"> Students have hand-held clock boards. Draw digital clock on board. Write times on clock one by one; have students respond to each one by manipulating hand-held clock to match. Begin with times to the hour, then try a few half-hour, five-minute, and one-minute examples. Have students move to computers for differentiated practice. Individual Practice https://www.khanacademy.org/commoncore/grade-2-MD (Telling time with labels)
Students: Kayla, Maggie J, Andrew, Bella H., Tony, Rob, Noah	RIT 171–180: <ul style="list-style-type: none"> Reads analog clocks to the nearest half hour Reads analog clocks to the nearest five minutes 	Group 3 Activity Whole Class Activity/Review (same for all) Individual Practice https://www.khanacademy.org/commoncore/grade-2-MD (Telling time exercise example)
Students: Ashley, Julio, Emily	RIT 161–170: <ul style="list-style-type: none"> Reads analog clocks to the nearest half hour Reads analog clocks to the nearest hour 	
Students: Joey	RIT below 161: <ul style="list-style-type: none"> Reads analog clocks to the nearest hour 	

Note: Learning statements in this example may differ slightly from the in-product learning statements in the Learning Continuum.*

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