2016 PAWS Teacher Item Review - Teaching Tips from the Educator Group for Reading / Language

OVERALL ELA TIPS FOR ALL GRADE LEVELS

Students should be consistently reading and working with a variety of texts (e.g., poetry, drama, prose, informational) that vary in length and complexity.

In addition to the reading standards, students are expected to demonstrate their knowledge of language on a series of stand-alone items on the 3-8 assessment.

Students should understand that there can be multiple correct answers to a question and be able to choose or come up with the strongest answer. Note: Many higher-level questions include qualifiers (e.g., most, best, better).

Students should practice careful reading of passages as well as questions.

As students progress in grade level, they should be able to recognize a literary device or element and be able to explain how it contributes to a passage.

Students should have frequent practice with paired passages and comparing/contrasting multiple texts and their approach to similar themes, subjects, or topics.

Teachers should be familiar with the skills students are expected to master in the grade level they teach as well as surrounding grades to be aware of skills that should be reviewed and to understand the shifts that students will be facing in the upcoming grades.

GRADE 3 READING / LANGUAGE		
Vocabulary	Concepts/Standards for Deeper Instruction	
point of view	Students need additional practice with understanding how a text's illustrations contribute to the text. (RL3.7 and	
stanza	RI3.7)	
drama	Students should be able to navigate in a poem with numbered lines and recognize the difference between lines	
prefix / suffix	and stanzas.	
	RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. Note: Recognizing	
	the difference between first- and third-person begins in grade 4.	
	Students should be able to distinguish literal from nonliteral language. (RL3.4 and L3.5a)	
	L3.5c Distinguish shades of meaning among related words	
	RL3.5 Refer to parts of stories, dramas, and poemsdescribe how each successive part builds Note:	
	Students should recognize the word "drama." Use caution with only using the word "play."	
GRADE 4	READING / LANGUAGE	
Managhardana	O consequent of 10 to on the order of the Document to the order of the	

	Students should recognize the word "drama." Use caution with only using the word "play."	
GRADE 4 READING / LANGUAGE		
Vocabulary	Concepts/Standards for Deeper Instruction	
poetic elements (examples: verse, rhythm, meter)	RL4.6 Compare and contrast the point of view including the difference between first- and third-person narrations.	
elements of drama	RL4.5 Explain major differences between poems, drama, and prose	
(examples: cast of characters, dialogue, stage directions)	L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	
first-person point of view third-person point of view idiom antonym / synonym structure	L4.5c Demonstrate understanding of wordsopposites (antonyms) Note: Make sure students are familiar and consistently using the terms "antonym/synonym" rather than "opposite," etc.	
	RL4.9 Compare and contrast the treatment of similar themes and topics	
	Students should be able to recognize elements of a text <u>and</u> be able to understand their purpose and what they contribute to the text. (Example: Dialogue is not just text in "quotation marks.")	

2016 PAWS Teacher Item Review - Teaching Tips from the Educator Group for Reading / Language

GRADE 5 READING / LANGUAGE			
Vocabulary	Concepts/Standards for Deeper Instruction		
text structure	Students should be able to recognize elements of a text and be able to understand their purpose and what they		
tone	contribute to the text. (Example: Dialogue is not just text in "quotation marks.")		
elements of a story	L5.4b Use common, grade-appropriate Greek and Latin affixes and roots		
(examples: setting, plot, rising	Students should be familiar with common text structures (e.g., compare and contrast, problem and solution,		
action, climax, conflict, resolution)	order of importance, chronological, steps in a process).		
poetic elements	RL5.5 Explain how a series of chapters, scenes, or stanzas fit together		
(example: symbolism, repetition, simile, metaphor, tone)	RL5.6 Describe how a narrator's or speaker's point of view influences Note: Students should be able to explain how a text would be different if the narrator or speaker changed.		
GRADE 6 READING / LANGUAGE			
Vocabulary	Concepts/Standards for Deeper Instruction		
connotation / denotation	L6.4c Consult reference materials to find the pronunciation of a word or determine or clarify its precise		
convey	meaning or its part of speech.		
	Students should be familiar with and know how to use text features such as footnotes, sidebars, and captions.		
	L6.5c Distinguish among the connotations of words		
	There is a noticeable difference in the lengths of passages between grades 3-5 and 6-8. Students should be prepared and exposed to texts of varying length and complexity to prepare them for this shift in grade 6.		
GRADE 7 READING / LA	NGUAGE		
Vocabulary	Concepts/Standards for Deeper Instruction		
allusion	Students should be able to provide an objective summary of a text.		
analogy	Students should be able to recognize literary devices (e.g., alliteration) and also analyze the impact on a text.		
	RL7.3 Analyze how particular elements of a story or drama interact		
GRADE 8 READING / LANGUAGE			
Vocabulary	Concepts/Standards for Deeper Instruction		
irony	RL8.4 Determine the meaning of wordsanalyze the impact of specific word choices on meaning and tone		
claim/counterclaim	Students should be able to recognize different parts of an argument (e.g., claim, counterclaim, reasons,		
point and counterpoint structure	evidence).		
	Students should frequently compare two or more texts on a similar topic and answer questions drawing		
	evidence from multiple texts.		

2016 PAWS Teacher Item Review - Teaching Tips from the Educator Group for Mathematics

GRADE 3 MATHEMATICS		
Vocabulary	Concepts for Deeper Instruction	
distributive property	Understand intervals on a number line.	
methods	Understand attributes of shapes (e.g., squares are rhombuses).	
quotient	Label the vertices of geometric shapes with letters.	
GRADE 4 MA	ATHEMATICS	
Vocabulary	Concepts for Deeper Instruction	
prime / composite	Create a deeper understanding of place value (e.g., 10 times more / 10 times less) and how this relates to a number in place value. (NBT.1/NBT.3)	
	Recognize that a rule can have multiple parts (e.g., +3 and x2).	
	Recognize relationships between numbers. (NBT.1)	
	Use area models with and without a "+" sign.	
GRADE 5 MA	ATHEMATICS	
Vocabulary	Concepts for Deeper Instruction	
parenthesis / brackets / braces	Practice critical reading. (e.g., Work with all digits, not just the ones place.) (5.NBT.1)	
product	Look for patterns in decimal movement when moving the decimal from right to left, etc. (5.NBT.2)	
	Practice division with decimal to decimal (e.g., divide by .25, .5) and decimal to whole number. (5.NBT.7)	
	Understand a variety of ways to multiply fractions. (5.NF.4)	
	When multiplying by zero, the algorithm may or may not include row of zeros.	
	Understand fractional answers in mixed or improper form.	
	Create exposure to area models. (5.NBT.6)	
	Recognize answers when simplified and not simplified.	

2016 PAWS Teacher Item Review - Teaching Tips from the Educator Group for Mathematics

GRADE 6 MATHEM	MATICS				
Vocabulary	Concepts for Deeper Instruction				
claim / statement	Variables are found in The Number System and Expressions and Equations Standards.				
mean absolute variation	Read critically, read all information, and answer the question correctly.				
rectangular prism right / oblique prism	Use math vocabulary consistently.				
triangular prism	Recognize that 6r or 6(r) have 6 and r as factors.				
typical	When two expressions are equivalent then they will be true for all numbers.				
valid / true	Understand central tendency pairs (mean with mean absolute deviation and median with interquartile range).				
	Understand the big picture of variability and comparing without computing (conceptual understanding).				
	Recognize ratios can be fractional.				
	Unit rates can be found in various ways. Unit rates can range from whole numbers to fractions.				
	Recognize there can be a variable on both sides of an inequality.				
	Variables can be in a different order in different places in the question/answer. (6.EE.9)				
	Distinguish between shapes when calculating surface area. (6.G.4)				
GRADE 7 MATHEN	MATICS				
Vocabulary	Concepts for Deeper Instruction				
circumference	Probability can focus on inferences and not straight calculation.				
perimeter	Use of proportionality with "real world examples" (e.g., Celcius to Fahrenheit).				
GRADE 8 MATHEM	GRADE 8 MATHEMATICS				
Vocabulary	Concepts for Deeper Instruction				
Pythagorean Theorem	Use cube root to undo cubes.				
	Recognize infinitely many solutions as 5=5, 0=0, 2x-4=2x-4.				
	Work with x- and y-intercepts.				
1	Recognize similarities between linear and nonlinear functions when comparing intercepts and coordinates.				
1	Find sums of external angles.				
]	The term "because" means both parts must be true and relate, specifically, to one another.				
	Understand the meaning of a clustering point specifically around an axis. (8.SP.1)				

2016 F	PAWS Teacher Item Review - Teaching Tips from the Educator Group for Science
GRADE	E 4 SCIENCE
Vocabulary	Concepts for Deeper Instruction
air pressure	Understand that there can be multiple correct answers to a question. Students should be able to identify the best answer.
air resistance	Know the difference between physical and behavioral adaptations. (SC4.1.2)
asteroid	Identify and know properties and types of rocks. (SC4.1.4)
comet consumer	Understand types of solar and lunar eclipses. (SC4.1.5)
decomposer	Know how the tilt of the Earth's axis affects the seasons. (diagram) (SC4.1.6)
deposition	Understand the phases of the rock cycle. (diagram) (SC4.1.7)
erosion	Know the processes of weathering, erosion, and deposition.(SC4.1.7)
graduated cylinder	Understand forms of energy - sound, light, and heat. (diagram) (SC4.1.9)
inherited	Understand types of energy - kinetic, potential, and chemical energy. (SC4.1.10)
kinetic energy meteor	Understand some tools have more than one name (e.g., hand lense / magnifying glass). (SC4.2.3)
meteor meteoroid	Realize students should be exposed to tools even if they do not use them. (e.g., telescope). (SC4.2.3)
meteoride	Identify and use tools for length (meter) (e.g., meter stick). (SC4.2.3)
potential energy	Identify and use tools for mass (gram) (e.g., triple-beam balance, pan scale, balance scale). (SC4.2.3)
producer	Identify and use tools for volume (liter) (e.g., graduated cyclinders and beakers). (SC4.2.3)
scavenger	Emphasize the types of graphs, when to use them, and why we choose a specific one for certain data.
triple-beam balance variation	Analyze various graphs and data.
variation weathering	Understand "sample size" and "number of trials" in order to make the data in experiments more valid.
Weathering	Use proper terms for all tools and measurement: length (meter) - meter stick, ruler
	mass (gram) - triple-beam balance, pan scale, balance scale
<u> </u>	volume (liter) - graduated cyclinders, beakers
GRA	DE 8 SCIENCE
Vocabulary	Concepts for Deeper Instruction
arid	Recognize the concept of reasonableness as it refers to the results of problem-solving operation reflecting what is reasonable
compaction	within the context of the given factors or values.
crystallization Cartesian Plane	Understand that there can be multiple correct answers to a question. Students should be able to identify the <u>best</u> answer.
density	Understand real world data on a Cartesian Plane.
fulcrum	Identify and use tools for length (meter) (e.g., meter stick, ruler, calipers, protractor).
gravitational	Identify and use tools for mass (gram) (e.g., triple-beam balance, pan scale, balance scale).
mass	Identify and use tools for volume (liter) (e.g., graduated cyclinders, beakers).
sea floor spreading	Practice multiple steps with calculations and sort through evidence to reach a solution.
transportation	Practice ordering as an instructional strategy.
weight	Tractice ordering as arr instructional strategy.

Provide opportunites to scrimmage with which graphs reflect specific details of data points.

Emphasize when and why specific types of graphs are used for different data.(SC8.2.2)

Include human anatomy and physiology within living systems. (SC8.1.1)

Understand multiple types of graphs and how to interept data. (SC8.2.2)