

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. <i>Note: Many higher-level questions include qualifiers (e.g., most, best, better).</i>	
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 <u>and</u> 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 RI3.7)
stanza	Students should be able to navigate in a poem with numbered lines and recognize the difference between lines and stanzas.
drama	RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. <i>Note: Recognizing the difference between first- and third-person begins in grade 4.</i>
prefix / suffix	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 poems...describe how each successive part builds... <i>Note: Students should recognize the word "drama." Use caution with only using the word "play."</i>

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 (examples: cast of characters, dialogue, stage directions)	RL4.5 Explain major differences between poems, drama, and prose...
first-person point of view	L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
third-person point of view	L4.5c Demonstrate understanding of words...opposites (antonyms)... <i>Note: Make sure students are familiar and consistently using the terms "antonym/synonym" rather than "opposite," etc.</i>
idiom	RL4.9 Compare and contrast the treatment of similar themes and topics...
antonym / synonym	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. (<i>Example: Dialogue is not just text in "quotation marks."</i>)
structure	

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GRADE 5 READING / LANGUAGE		
Vocabulary		Concepts/Standards for Deeper Instruction
text structure		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. (<i>Example: Dialogue is not just text in "quotation marks."</i>)
tone		L5.4b Use common, grade-appropriate Greek and Latin affixes and roots...
elements of a story (examples: setting, plot, rising action, climax, conflict, resolution)		Students should be familiar with common text structures (e.g., compare and contrast, problem and solution, order of importance, chronological, steps in a process).
poetic elements (example: symbolism, repetition, simile, metaphor, tone)		RL5.5 Explain how a series of chapters, scenes, or stanzas fit together... RL5.6 Describe how a narrator's or speaker's point of view influences... <i>Note: Students should be able to explain how a text would be different if the narrator or speaker changed.</i>
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 meaning or its part of speech.
convey		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 / LANGUAGE		
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 words...analyze the impact of specific word choices on meaning and tone...
claim/counterclaim point and counterpoint structure		Students should be able to recognize different parts of an argument (e.g., claim, counterclaim, reasons, evidence). Students should frequently compare two or more texts on a similar topic and answer questions drawing evidence from multiple texts.

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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 MATHEMATICS		
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 MATHEMATICS		
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.	

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GRADE 6 MATHEMATICS

Vocabulary		Concepts for Deeper Instruction
claim / statement mean absolute variation rectangular prism right / oblique prism triangular prism typical valid / true		Variables are found in The Number System and Expressions and Equations Standards.
		Read critically, read all information, and answer the question correctly.
		Use math vocabulary consistently.
		Recognize that $6r$ or $6(r)$ have 6 and r as factors.
		When two expressions are equivalent then they will be true for all numbers.
		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 MATHEMATICS

Vocabulary		Concepts for Deeper Instruction
circumference perimeter		Probability can focus on inferences and not straight calculation.
		Use of proportionality with "real world examples" (e.g., Celcius to Fahrenheit).

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.
		Recognize similarities between linear and nonlinear functions when comparing intercepts and coordinates.
		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)

