

# Marzano Aligned Performance Scales

Standard: ELA.RI.2.6  
Distinguish between information provided by pictures or illustrations and information provided by the words in a text.



Spiders have fangs that inject venom.

Learning Goals

Scale	Learning Goals
<b>4</b>	Create illustrations that further clarify the text or write additional text that further clarifies the pictures or illustrations.
<b>3</b> Standard: ELA.RI.2.6	Distinguish between information provided by pictures or illustrations and information provided by the words in a text.

Scale	Learning Goals	Student Evidence
4	Create illustrations that further clarify the text or write additional text that further clarifies the pictures or illustrations.	<ul style="list-style-type: none"> <li>I can create illustrations that further clarify the text.</li> <li>I can write additional text to further clarify the pictures or illustrations.</li> </ul>
3	Distinguish between information provided by pictures or illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>I can distinguish between information provided by pictures or illustrations and information provided by the words in a text.</li> </ul>

Standard: ELA.SL.1.1b  
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



b. Build on others' talk in collaborative conversations by responding to the comments of others through multiple exchanges.

Scale	Learning Goals
<b>4</b>	In addition to 3: Build on others' talk in collaborative conversations by responding to the comments of others through multiple exchanges.
<b>3</b> Standard: ELA.SL.1.1b	Build on others' talk in collaborative conversations by responding to the comments of others through multiple exchanges.

Scale	Learning Goals	Student Evidence
4	In addition to 3: Build on others' talk in collaborative conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none"> <li>In addition to 3: I can make comments that respond to the remarks of others.</li> </ul>
3	Build on others' talk in collaborative conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none"> <li>I can make comments that respond to the remarks of others.</li> </ul>

Standard Based Scale

Standard: ELA.W.1.1  
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.



Scale	Learning Goals
<b>4</b>	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.
<b>3</b> Standard: ELA.W.1.1	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.
<b>2</b>	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.
<b>1</b>	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.

Scale	Learning Goals	Student Evidence
4	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>I can introduce the topic or name the book I am writing about.</li> <li>I can write some reasons for the opinion.</li> <li>I can provide some sense of closure.</li> </ul>
3	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>I can introduce the topic or name the book I am writing about.</li> <li>I can write some reasons for the opinion.</li> <li>I can provide some sense of closure.</li> </ul>
2	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>I can introduce the topic or name the book I am writing about.</li> <li>I can write some reasons for the opinion.</li> <li>I can provide some sense of closure.</li> </ul>
1	Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply some reasons for the opinion, and provide some sense of closure.	<ul style="list-style-type: none"> <li>I can introduce the topic or name the book I am writing about.</li> <li>I can write some reasons for the opinion.</li> <li>I can provide some sense of closure.</li> </ul>

Student Evidence

Standard: ELA.RL.1.5  
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.



Fiction

Poetry

Informational

Scale	Learning Goals	Student Evidence
<b>4</b>	Compare and contrast books that tell stories, books that give information, and poetry.	<ul style="list-style-type: none"> <li>I can compare and contrast books that tell stories, books that give information and poetry.</li> </ul>
<b>3</b> Standard: ELA.RL.1.5	Explain the major differences between books that tell stories and books that give information.	<ul style="list-style-type: none"> <li>I can explain the major differences between books that tell stories and books that give information.</li> </ul>
<b>2</b>	Explain some differences between books that tell stories and books that give information.	<ul style="list-style-type: none"> <li>I can explain some differences between books that tell stories and books that give information.</li> </ul>

Standard: ELA.L.1.1d  
Demonstrate command of the conventions of English grammar when writing or speaking.



Standard

Scale	Learning Goals	Student Evidence
<b>4</b>	In addition to 3: Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	<ul style="list-style-type: none"> <li>In addition to 3: I can use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</li> </ul>
<b>3</b> Standard: ELA.L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).	<ul style="list-style-type: none"> <li>I can use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</li> </ul>
<b>2</b>	Use some personal, possessive, and indefinite pronouns.	<ul style="list-style-type: none"> <li>I can use some personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).</li> </ul>

Standard: ELA.RF.1.3d  
Know and apply grade-level phonics and word analysis skills in decoding words.



caterpillar

Scale	Learning Goals	Student Evidence
<b>4</b>	Read words by number and in isolation (closed, open, vowel consonant -e, r-controlled, consonant-e, consonant-e syllable patterns).	<ul style="list-style-type: none"> <li>I can read words by number and in isolation (closed, open, vowel consonant -e, r-controlled, consonant-e, consonant-e syllable patterns).</li> </ul>
<b>3</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> </ul>
<b>2</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<ul style="list-style-type: none"> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> </ul>
<b>1</b>	Recognize and use knowledge that every syllable must have a vowel sound.	<ul style="list-style-type: none"> <li>I can recognize and use knowledge that every syllable must have a vowel sound.</li> </ul>

Student Evidence

# Florida Standard & Common Core Available

## Common Core And Marzano

**John Carr, John Warren Carr, Elaine M.  
Artman**

## **Common Core And Marzano:**

*Using Common Core Standards to Enhance Classroom Instruction & Assessment* Robert J. Marzano,David C. Yanoski,2013-01-07 Discover how to weave an in depth understanding of the Common Core into successful classroom practice with this two part resource You ll learn how to power the standards with guided assessment and measure student progress in a way that accurately reflects learning Included are hundreds of ready to use research based proficiency scales for both English language arts and mathematics

**Vocabulary for the Common Core** Robert J. Marzano,Julia A.

Simms,2011-02-07 The Common Core State Standards present unique demands on students ability to learn vocabulary and teachers ability to teach it The authors address these challenges in this resource Work toward the creation of a successful vocabulary program guided by both academic and content area terms taken directly from the mathematics and English language arts standards

**School Leader's Guide to the Common Core** James A. Bellanca,Robin J. Fogarty,2013-07-08

Implement the Common Core State Standards with downloadable reproducibles lists of resources to support the many topics affected discussion questions and relevant information to share with your colleagues Explore the background of the standards and the changes that must take place to meet them The authors offer five principles for school leaders on effective coaching and feedback

*Cases on Technology Integration in Mathematics Education* Polly, Drew,2014-09-30

Common Core education standards establish a clear set of specific ideas and skills that all students should be able to comprehend at each grade level In an effort to meet these standards educators are turning to technology for improved learning outcomes Cases on Technology Integration in Mathematics Education provides a compilation of cases and vignettes about the application of technology in the classroom in order to enhance student understanding of math concepts This book is a timely reference source for mathematics educators educational technologists and school district leaders employed in the mathematics education or educational technology fields

**Kim Bailey,Chris Jakicic,2013-07-23** Leverage teamwork to

integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more

**Teaching the Critical Vocabulary of the Common Core** Marilee Sprenger,2013

The 55 critical words students need to know and understand to be successful with Common Core State Standards

**Literacy Classrooms That S.O.A.R.** Susan O'Hara,Robert Pritchard,Debi Pitta,2020

SOAR Teaching Frames for Literacy provides a unique approach to planning implementing and elevating instruction that drives improvement in teaching and learning SOAR focuses on the high impact teaching practices that research identifies as key to student learning In this book the authors present and unpack these practices within the context of Teaching Frames The frames provide a common language and a set of tools to foster informal self evaluation as well as teacher to teacher and coach to teacher

collaboration All stages of implementation are illustrated with classroom examples from the authors 15 years of research and professional development throughout the United States School principals coaches and classroom teachers can use Literacy Classrooms That S O A R to support professional learning and growth across schools and districts The SOAR Teaching Frames have been an invaluable tool as we work to transform teaching practices in the Robla Elementary School District in Sacramento California Robla serves a community where families face the challenges of poverty every day and nearly half of our students speak a language other than English at home The SOAR Frameworks provided us with a tool to help students find their voice Classrooms are now filled with many points of view and more high level thinking Our entire school system is more coherent as these teaching practices have become part of the school day in all grades Ruben Reyes superintendent Robla Elementary School District

[Fifty Strategies to Ensure K-6 Literacy Success](#) Kimberly A. Tyson,2025-09-30 Ensure literacy success for all K 6 students with 50 evidence based instructional strategies aligned to the five pillars of reading phonemic awareness phonics fluency vocabulary and comprehension In this timely and comprehensive resource for teachers coaches and principals Dr Kimberly Tyson includes strategies for struggling readers and English learners key vocabulary 10 online bonus strategies and the Leader s Lens to support principals K 6 teachers coaches and leaders can use the resources in this book to Create a common language around the science of reading and the five pillars through the key vocabulary provided in each chapter Establish a literacy rich classroom environment to support teaching and literacy learning Access 50 use tomorrow instructional strategies for phonemic awareness phonics fluency vocabulary and comprehension Use the Leader s Lens to provide supervision supports and classroom connections as principals lead and guide teachers Explore templates key vocabulary suggested professional resources reproducibles and 10 online bonus strategies

Contents  
Introduction Chapter 1 The Literacy Landscape Chapter 2 Phonemic Awareness Building a Sound Foundation Chapter 3 Phonics Making the Sound Symbol Match Chapter 4 Fluency Growing Fluent Readers Chapter 5 Vocabulary Word Learning Matters Chapter 6 Comprehension The Heart of Reading Epilogue Appendix References and Resources Index

[A Guide to School Services in Speech-Language Pathology](#) Trici Schraeder,Courtney Seidel,2020-04-22 A Guide to School Services in Speech Language Pathology Fourth Edition serves as a comprehensive textbook for school based speech language pathology SLP courses and college students who are ready to embark on their student teaching experiences With its summaries of cutting edge research evidence based clinical approaches workload solutions and strategies for professionalism the book is also a useful resource for practicing school based SLPs The text begins by providing a brief history of school based SLP services It highlights the legal mandates set forth in the Individuals with Disabilities Education Improvement Act provides a review of the No Child Left Behind Act offers new information about the Every Student Succeeds Act and the Americans with Disabilities Act and summarizes court cases that have influenced and shaped school services Then the text delves into a description of service delivery models provides valuable information about a workload analysis approach to caseload

standards in schools offers examples of how to write IEPs that reflect workload solutions shares examples of implementation strategies and offers concrete real life workload success stories In addition this text provides practical strategies for using evidence based practice proactive behavior management conflict resolution professional collaboration conferencing and counseling skills cultural competencies goal writing informal assessment procedures and testing accommodations including methods for conducting assessments for dual language learners The final chapter provides the evidence base for links between language literacy and the achievement of school standards This chapter is a must read for every school SLP New to the Fourth Edition New coauthor Courtney Seidel MS CCC SLP Examples of how to write IEPs that reflect workload Current court cases that have influenced school practice Information on implementing the 3 1 Model of service delivery and other evidence based workload solutions Information on conducting assessments with dual language learners as well as evidence based clinical strategies for this growing population Strategies to combat compassion fatigue Information about behavior management conflict resolution and mindfulness training Updated tables of evidence based clinical strategies related to each disorder type Updated references throughout to reflect the current state of research Key Features End of chapter summaries and questions to refresh critical information and improve comprehension Related vocabulary at the beginning of each chapter Real life scenarios based on experiences from public school SLPs Links to useful strategies materials and resources such as the ASHA workload calculator and free Apps for intervention purposes An Oral Language Curriculum Standards Inventory OLCSI that provides checklists of what students should know and be able to do at each grade level from Pre K to 12th grade The OLCSI is a must have tool for every school based SLP Information and strategies about current topics such as Telepractice children affected by the opioid crisis assessment of dual language learners and much more Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

**A Guide to School Services in Speech-Language Pathology, Fifth Edition** Trici Schraeder, Courtney Seidel, 2024-07-26

A Guide to School Services in Speech Language Pathology Fifth Edition serves as a must read for school based speech language pathologists SLPs college instructors and students in training The text begins by providing a brief history of school based SLP services The foundations of school services are highlighted including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act IDEA Every Student Succeeds Act Americans with Disabilities Act and landmark court cases that have influenced school services such as the 2023 Midthun Hensen Hensen v GHC court ruling regarding evidence based practices Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension end of chapter summaries with guiding questions to reinforce important information facilitate class discussions and enhance understanding concrete real life success stories from public school SLPs and links to useful strategies materials and resources This comprehensive textbook addresses issues paramount to school based SLPs Options to expand and diversify service delivery models Step by step instructions to

implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic authentic and criterion referenced tools Guidance for implementing proactive behavior management conflict resolution professional collaboration conferencing and counseling and cultural competencies Evidence bases that link language literacy and the achievement of school standards New to the Fifth Edition New content regarding COVID 19 impacts and the expansion of telepractice Current references throughout that reflect state of the art research Updated evidence based content for practices in the areas of articulation and phonology language and literacy voice feeding and swallowing augmentative and alternative communication social and cognitive aspects of communication hearing habilitation general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book

**The Core Six** Harvey F. Silver,R. Thomas Dewing,Matthew J. Perini,2012-08-01 Odds are your state has adopted the Common Core State Standards You know how the standards emerged what they cover and how they are organized But how do you translate the new standards into practice Enter the Core Six six research based classroom proven strategies that will help you and your students respond to the demands of the Common Core Thanks to more than 40 years of research and hands on classroom testing the authors know the best strategies to increase student engagement and achievement and prepare students for college and career Best of all these strategies can be used across all grade levels and subject areas The Core Six include 1 Reading for Meaning 2 Compare Contrast 3 Inductive Learning 4 Circle of Knowledge 5 Write to Learn 6 Vocabulary s CODE For each strategy this practical book provides Reasons for using the strategy to address the goals of the Common Core The research behind the strategy A checklist for implementing the strategy in the classroom Multiple sample lessons that illustrate the strategy in action Planning considerations to ensure your effective use of the strategy Any strategy can fall flat in the classroom By offering tips on how to capture students interest deepen students understanding of each strategy use discussion and questioning techniques to extend student thinking and ask students to synthesize and transfer their learning The Core Six will ensure that your instruction is inspired rather than tired

**Indiana's Common Core of Lifelong Learning** ,1991 *Common Core Vocabulary Cards* Velerion Damarke,2014-07-28 Common Core Vocabulary Cards is a stand alone set of over 3000 Vocabulary Cards that can also be used in conjunction with other Common Core programs including Common Core Assessment Templates They are arranged by grade level K 8 and by subject area Math ELA These 18 sets of cards feature key vocabulary terms and skills that are expected of students across the nation at their particular grade level as per the Common Core State Standards Brought to you by [www.commoncoreassessments.com](http://www.commoncoreassessments.com)

**Reading Across Multiple Texts in the Common Core Classroom** Janice A. Dole,Brady E. Donaldson,Rebecca S.

Donaldson,2014-04-15 This teacher friendly resource addresses one of the most important critical reading skills in the Common Core State Standards reading across multiple texts As the world grows ever more complicated students more than ever need to become skillful at reading multiple sources comparing contrasting and integrating texts Responding specifically to Standards 7 and 9 this guide shows teachers how to work with students as they read think about critique and evaluate multiple texts including narrative and informational print graphic and video hard copy and online The authors provide strategies for helping students answer text dependent questions find evidence in a text and scan for information Model lessons developed and taught by the authors and their professional colleagues will be especially useful to teachers whether they are beginning or expanding their own teaching of multiple texts Reading Across Multiple Texts in the Common Core Classroom K 5 is the book for which elementary school literacy educators have been waiting for ever since the Common Core State Standards were released From the Foreword by Robert J Marzano CEO Marzano Research Laboratory These authors provide a refreshingly realistic look at what it could mean to read across texts Planning templates and examples illustrate the potential of CCSS to vastly improve students text based experiences The combination of an extended application of comprehension research and a clear understanding of classrooms make this book a must read for teachers Sharon Walpole professor School of Education University of Delaware *Cultural Literacy for the Common Core* Bonnie M.

Davis,2014-07-08 Build your cultural literacy while inspiring deep thoughtful unbiased thinking in students Discover a six step framework for becoming culturally literate that complements the Common Core and encourages students to be at the center of learning Explore how to develop teacher student relationships engage in collaborative conversations and encourage feedback to give voice to the increasingly diverse student body found in today s classrooms **Common Core Vocabulary**

**Cards** Velerion Damarke,2014-07-28 Common Core Vocabulary Cards is a stand alone set of over 3000 Vocabulary Cards that can also be used in conjunction with other Common Core programs including Common Core Assessment Templates They are arranged by grade level K 8 and by subject area Math ELA These 18 sets of cards feature key vocabulary terms and skills that are expected of students across the nation at their particular grade level as per the Common Core State Standards This particular version has been designed in B W with blank backs on each flash card page to allow you to cut out the flash cards if you want to **Developing Minds: A resource book for teaching thinking** Arthur L. Costa,1991 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 p e i s t

*The Bottom-up Simple Approach to School Accountability and Improvement* John Carr,John Warren Carr,Elaine M. Artman,2001-10 **Common Core Language Arts and Math, Grade 1** Spectrum,2014-02-03 Help first grade students master Common Core skills such as comparing two texts on the same topic understanding word roots solving word problems and more with Common Core Language Arts and Math Spectrum workbooks Take the mystery out of the Common Core with these unique and timely Spectrum 128 page workbooks These information packed resources for kindergarten through grade 6 provide an overview of the standards for each grade level along with practice activities for

school success Includes explicit references to the standards on each practice page that will let parents know that activities provide direct support for skills being taught at school    **Common core and critical thinking** Kristina Brunink,2014  
Critical thinking skills are difficult to define teach and assess yet these skills are increasingly necessary for successful interaction with a global community Rather than addressing these demands the US education systems continues to maintain a sizable achievement gap despite policy changes intended to address the problem This project argues that critical thinking lacks a concrete definition for both teachers and students leading to a lack of or avoidance of critical thinking instruction in the classroom Therefore the intended outcome of this project is to define critical thinking skills and analyze critical thinking standards embedded in the Common Core State Standards CCSS resulting in assessment tools for critical thinking formatted according to the Marzano Framework for Evaluation and Instruction

## **Common Core And Marzano** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has been more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Common Core And Marzano**, a literary masterpiece that delves deep to the significance of words and their affect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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### **Table of Contents Common Core And Marzano**

1. Understanding the eBook Common Core And Marzano
  - The Rise of Digital Reading Common Core And Marzano
  - Advantages of eBooks Over Traditional Books
2. Identifying Common Core And Marzano
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an eBook Common Core And Marzano
  - User-Friendly Interface
4. Exploring eBook Recommendations from Common Core And Marzano
  - Personalized Recommendations
  - Common Core And Marzano User Reviews and Ratings
  - Common Core And Marzano and Bestseller Lists
5. Accessing Common Core And Marzano Free and Paid eBooks

- Common Core And Marzano Public Domain eBooks
- Common Core And Marzano eBook Subscription Services
- Common Core And Marzano Budget-Friendly Options

6. Navigating Common Core And Marzano eBook Formats

- ePUB, PDF, MOBI, and More
- Common Core And Marzano Compatibility with Devices
- Common Core And Marzano Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Common Core And Marzano
- Highlighting and Note-Taking Common Core And Marzano
- Interactive Elements Common Core And Marzano

8. Staying Engaged with Common Core And Marzano

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Common Core And Marzano

9. Balancing eBooks and Physical Books Common Core And Marzano

- Benefits of a Digital Library
- Creating a Diverse Reading Collection Common Core And Marzano

10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

11. Cultivating a Reading Routine Common Core And Marzano

- Setting Reading Goals Common Core And Marzano
- Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Common Core And Marzano

- Fact-Checking eBook Content of Common Core And Marzano
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development

---

- Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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