

# Poughkeepsie City School District

*Delivering on the promise of a high-quality education  
Every child. Every day. Every classroom.*

## PMS Operation Moving Up: Daily Monitoring and Strategic Support Form Peer-to-Peer Tutoring/College Mentors

Student's Name: Grade Level: School: Tutor's Name	Common Core Learning Standards (college and career ready) See back	Strengths	Area(s) of Concerns	Suggestion(s) for Improvement	Resources Used (i.e., non-fiction books, newspapers, Khan Academy, EngageNY etc.)
<b>Monday</b> Date: _____  Time: _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>Tuesday</b> Date: _____  Time: _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>Wednesday</b> Date: _____  Time: _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

<b>Thursday</b> Date: _____ _____ Time: _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
<b>Friday</b> Date: _____ _____ Time: _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

**New York State Common Core Learning Standards (College and Career Ready)**

**English Language Arts (Reading and Writing) Shifts to non-fiction text /evidence-based discussions/academic vocabulary**

Grades 3-5	Grades 6-8
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Determine the meaning of words and phrases as they are used in a text	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events	Read and comprehend literature, in the grades 6–8 text complexity band proficiently
Read and comprehend literature, at the high end of the text complexity band independently and proficiently	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Write informative/explanatory texts to examine a topic and convey ideas and information clearly	
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

**Mathematics (Focus, Coherence, Fluency, Deep Understanding, Application, Dual Intensity)**

Grades 3-5	Grades 6-8
1. Make sense of problems and persevere in solving them	1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively.	2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.	3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics	4. Model with mathematics
5. Use appropriate tools strategically.	5. Use appropriate tools strategically.
6. Attend to precision.	6. Attend to precision.
7. Look for and make use of structure.	7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.	8. Look for and express regularity in repeated reasoning.
9. Proficiently Use academic language and math vocabulary.	9. Proficiently Use academic language and math vocabulary.

**Core Regents Areas (English Language Arts, Science, Math, Social Studies, Global History)**

Grades 9-12	12. Apply <b>strategies</b> to reading informational text
1. Make sense of problems and persevere in solving them	13. Provide students <b>equal #s</b> of informational and literary texts
2. Reason abstractly and quantitatively.	14. Treat the text itself as a source of evidence
3. Construct viable arguments and critique the reasoning of others.	15. Teach students to support their <b>opinion with evidence</b>
4. Model with mathematics- Scientific method	16. Ensure students are engaged in more <b>complex texts</b> at every grade level
5. Strategically use appropriate tools.	17. Engage students in <b>rigorous conversation</b>
6. Attend to precision.	18. Facilitate <b>evidence based conversations</b> with students, dependent on the text
7. Look for and make use of structure.	19. Identify questions that are text-dependent, <b>worth asking/exploring</b> , and delving deeper
8. Look for and express regularity in repeated reasoning.	20. Ensure students build depth of knowledge
9. Build background knowledge to increase reading skill.	
10. Speed and accuracy with simple calculations.	
11. Students will use appropriate concepts for application even when not prompted to do so.	