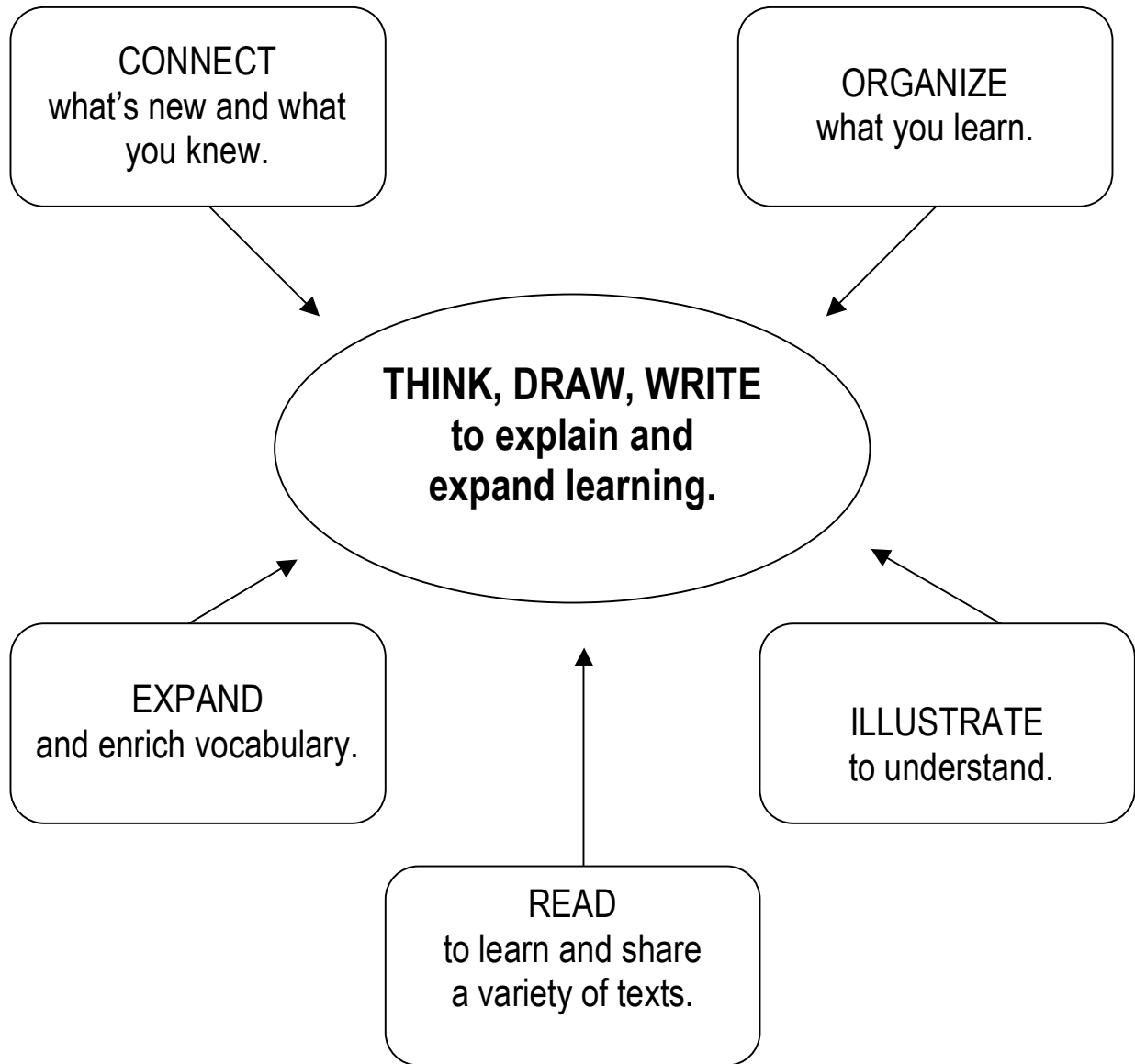


CONNECTIONS

Resources to Support Progressive Standards-Based Teaching and Assessment



Polk Bros. Foundation Teacher Leadership Network

Center for Urban Education © 2006
DePaul University School for New Learning
More Resources: <http://teacher.depaul.edu/>

This toolkit provides resources developed to support progressive teaching and responsive assessment. They are adaptable for use at all grades.

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Teacher Leadership Network, funded by the Polk Bros. Foundation

Teachers Need Practical Resources to Develop Student Competencies

The following sections provide resources for strategic thinking. Part 1 provides resources for planning units and lessons and organizing assessments. The other parts provide guides that teachers can give to students to enable them to work independently and in groups to develop their own strategic thinking.

Part 1:

Plan Clear Learning and Progressive Assessment

The following pages provide guides to standards-based planning:

- ✓ *Design Focused Units of Instruction*
- ✓ *Think by the Week*
- ✓ *Structure Active Learning*

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Standards for a Clear Classroom

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	<ul style="list-style-type: none"> <input type="checkbox"/> teacher posts goals/objectives <input type="checkbox"/> teacher previews lesson <input type="checkbox"/> teacher “thinks out loud” about how to--read a story, solve a problem, read content <input type="checkbox"/> teacher asks students to clarify instructions <input type="checkbox"/> teacher posts directions and gives them orally <input type="checkbox"/> teacher models/demonstrates
Teacher Guides Actively	<ul style="list-style-type: none"> <input type="checkbox"/> teacher maintains eye contact <input type="checkbox"/> teacher organizes activities so students work in pairs/groups as well as individually <input type="checkbox"/> teacher circulates to guide/coach/assess
Students Think Thoroughly	<ul style="list-style-type: none"> <input type="checkbox"/> teacher uses a variety of questions <input type="checkbox"/> students ask questions <input type="checkbox"/> students paraphrase and illustrate learning <input type="checkbox"/> students make/complete graphic organizers to analyze and synthesize <input type="checkbox"/> students use skills/knowledge independently <input type="checkbox"/> students note what they learn—learning log or think-pair-share <input type="checkbox"/> at end of lesson teacher asks students to explain what they learned <input type="checkbox"/> Students model/demonstrate
Vocabulary Is Connected	<ul style="list-style-type: none"> <input type="checkbox"/> word wall posted (and illustrated) <input type="checkbox"/> word wall vocabulary used in activities <input type="checkbox"/> phrases/sentences posted <input type="checkbox"/> students write explanations <input type="checkbox"/> students illustrate vocabulary <input type="checkbox"/> students use current vocabulary in writing
Writing Makes Sense	<ul style="list-style-type: none"> <input type="checkbox"/> teacher explains writing by “thinking out loud” and posting steps to write effectively and excellent examples <input type="checkbox"/> students write and illustrate in a variety of formats <input type="checkbox"/> students improve their writing for focus, support, organization, conventions, integration—one element at a time

Teacher's Toolkit: Strategies, Activities, Assessments

<i>Teach Explicitly</i>	<i>Activities/Assessments Assessment if done independently</i>
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw words or pictures to explain vocabulary. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Make alphabet book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example. <input type="checkbox"/> Make/complete prefix-suffix chart.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Illustrate adjectives for characters, place. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who "was there". <input type="checkbox"/> Highlight phrases in text; add expression symbols to read-aloud pages
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> Apply the same skill several times to different sections or texts. <input type="checkbox"/> Role play the story/history. <input type="checkbox"/> Show and tell--in pictures and writing.
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem. <input type="checkbox"/> Write math—examples, explanations, "Math Path". <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary.
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write a sentence, paragraph, poem, booklet, letter about topic. <input type="checkbox"/> Construct and exchange questions about topic.
<p>Writing T: Do a "write aloud" Focus on one format at a time. Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation guide

Materials in this resource guide provide "scaffolds" for these activities.

GROW Plan

Goal	<i>List a skill, strategy, or topic. If you are teaching a new topic, use familiar skills. If you are teaching a new skill, use a familiar topic.</i>
Read (1A,B,C)	<i>List what and how students will read.</i>
Organize 1B/5A	<i>List how students will organize as/after they read.</i>
Write 3B	<i>List what students will write/draw—"A learner who really understands can explain." (<u>Understanding by Design.</u>)</i>

GLOW Plan

Goal	
Listen (4A, 1B)	
Organize 1B/5A	
Write 3B/4B Present orally, in writing, and/or pictures.	

Think by the Week

Develop Each Topic or Major Skill Thoroughly

1. Focus on Monday
2. Develop on Tuesday
3. Expand on Wednesday
4. Assess on Thursday
5. Synthesize and Complete on Friday

Example of a Progressive Week: Progressive Poetry Lesson Planner

The following schedule is an example of a way to build any kind of writing into your classroom and is adaptable for all grades and subjects.

It is a developmental progression:

- Day 1—what’s a poem?
- Day 2—what do poems mean?
- Days 3-4—I can write a poem.
- Day 5—We are poets.

More poetry resources are at <http://teacher.depaul.edu> in the poems and proverbs section.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>T: Read poem aloud</p> <p>S: Note important words that give the poem meaning—these become your personal words of the week.</p>	<p>S: Read poem aloud</p> <p>Illustrate what the poem says to you.</p>	<p>S: Choose a topic for your own poem—it can be your poem on same topic as this week’s poem</p> <p>Plan what your poem will say.</p> <p>List words you will include in it.</p> <p>Draft it today.</p>	<p>Expand your poem.</p> <p>Illustrate your poem.</p>	<p>Poetry “slam” – read your poem aloud with great expression.</p>

Organize a Developmental Schedule for Each Week

FOCUS	Monday <i>Make It Clear</i>	Tuesday <i>Take It and use It</i>	Wednesday <i>Work with It</i>	Thursday <i>Assess, Clarify</i>	Friday <i>Fix and Finish</i>
Start with Clarity	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day
Words	Word Pattern Set up word display to expand and use each day.	Words Count Add examples and illustrations to word display.	Words Count Add examples and illustrations to word display.	Word Sense Use this week's words in sentences.	Words Expand Add examples and use in sentences.
Reading with Fluency	Model Strategic Reading Read aloud and think out loud	Model Strategic Reading Read aloud and think out loud	Model Strategic Reading Read aloud and think out loud	STUDENTS Model Strategic Reading	Students choose and illustrate their favorite reading this week.
Guided Reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Students lead Reading Rotation</i> >Guided reading >Vocabulary/writing >Independent reading
Listen and Do	Rhythm Break (clap syllables/ do other exercise)	Rhythm Break (clap syllables/ do other exercise)	Rhythm Break (clap syllables/ do other exercise)	Rhythm Break (clap syllables/ do other exercise)	Rhythm Break (clap syllables/ do other exercise)
Math	Math Start-Up Introduce Terms and Demonstrate • Patterns • Strategies	Math Develops ✓ Clarify the week's math. ✓ Students work in pairs/groups	Math Expands ✓ Clarify math. ✓ Students make own math guides and use in pairs/groups.	Check Math Assess and clarify as students use the week's math independently.	Complete Math A. Math Book-making B. Math support for some
Lunch PLUS	<i>Lunch Plus Start graph: this week's weather</i>	<i>Lunch Plus Music—draw what you hear</i>	<i>Lunch Plus Music—write what you hear</i>	<i>Lunch Plus Video or other Visual, write what you see</i>	<i>Lunch Plus Complete graph—this week's weather</i>
Content	Preview Topic ➤ Listen to reading ➤ Draw what you hear. ➤ Start this week's glossary.	Collect Facts Read to locate and collect important information.	Use Graphic Organizer to analyze important information.	Write Content using this week's words— --poem --letter --paragraph --_____	Put It Together Combine writing, organizer, glossary, pictures into content book or display.
Write what you think	Write a letter to your family to preview the week.	Write about this week's content topic.	Edit and illustrate Tuesday's writing.	Write/draw what you learned this week that you like	Write a <i>poem</i> about anything you like.
Connect	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview

P Q R **O** S T

Make Sure Students Read, Think, and Write Clearly

Effective content learning follows this pattern, which is adapted from guides to reading in the content areas and special education.

P Teacher Previews the learning

Q The Quest—it can be a big question or challenge.

R Read, Reason, Represent

O Organize using any of the graphic organizers—list, chart diagram, time-line, map, outline.

S Students Synthesize their learning

T Students Tell what they have learned.

SEQUENCE THE PROGRESS: Plan for Departmentalized or Unit-Based Content Week

Topic/Question _____

Standard and Performance Descriptor:
(What will the students be able to do better by the end of the week?)

Vocabulary

What will students read? _____

Monday: Make it clear	Tuesday: Take it, use it	Wednesday: Work with it	Thursday: Think it Through	Friday: Finish Fluently
<p>Focus __ kW I __ Teacher Models __ Student explains</p> <hr/> <p>Activities <i>WORD KNOWLEDGE</i> T: Read aloud</p> <hr/> <p>S: Draw what you hear</p> <p>S: Start a glossary of this week's words. (Option: Make it a picture glossary.)</p> <p>Report __ kWL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Focus __ kW I __ Teacher Models __ Student explains</p> <hr/> <p>Activities <i>COMPREHENSION</i> Read and Collect Facts</p> <hr/> <p>__ list facts __ picture facts __ classify facts</p> <p>Report __ kWL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make a "top ten" list of your favorite facts.</p>	<p>Focus __ kW I __ Teacher Models __ Student explains</p> <hr/> <p>Activities <i>COMPREHENSION</i> Use graphic organizer—make a to show</p> <hr/> <p>Make up questions for other students to answer.</p> <p>Report __ kWL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Make up more questions.</p>	<p>Focus __ kW I __ Teacher Models __ Student explains</p> <hr/> <p>Activities <i>WRITING</i> Take quiz—use the Wednesday questions.</p> <hr/> <p>Write about this week's topic: __ paragraph __ poem __ letter __ essay __ booklet</p> <p>Report __ kWL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Write more about this topic.</p>	<p>Focus __ kW I __ Teacher Models __ Student explains</p> <hr/> <p>Activities FLUENCY Complete your writing. Present to the class or another class</p> <hr/> <p>Report __ kWL __ Learning Log __ Think, Pair, Share __ Student explains</p> <hr/> <p>Homework Take your writing home and share it with your family.</p>

EXAMPLE SUBJECT: SCIENCE **Week of:** _____

Topic: How animals adapt to an environment

Standard: understand and explain animal adaptations. ILS 12B
 Vocabulary: adaptation, species, behavior, camouflage, protective coloration
 What students will read: Chapter on animal adaptation; trade book on any animal.

Monday Activities <i>Make It Clear.</i>	Tuesday Activities <i>Take It, Use It.</i>	Wednesday Activities <i>Work on It.</i>	Thursday Activities Assess/Clarify <i>Think It Through.</i>	Friday Activities <i>Fix and Finish</i>
<p>Focus ___KWL ___Teacher Models ___Student Demonstrates</p> <hr/> <p>Activities</p> <p>Skim textbook to find facts about animal adaptation.</p> <p>Draw picture or cartoon to show one fact. Share with another student.</p> <p>Report ___kwL ___Learning Log ___Think, Pair, Share ___Student demonstrates</p> <hr/> <p>Homework Look for and list examples of animal adaptations in your neighborhood.</p>	<p>Focus ___KWL ___Teacher Models ___Student Demonstrates</p> <hr/> <p>Activities</p> <p>Make chart showing how animals adapt to an environment through behavior, coloration, shape, size.</p> <p>Report ___kwL ___Learning Log ___Think, Pair, Share ___Student demonstrates</p> <hr/> <p>Homework Write a summary of what your chart shows.</p>	<p>Focus ___KWL ___Teacher Models ___Student Demonstrates</p> <hr/> <p>Activities</p> <p>Make up and exchange questions about the chapter.</p> <p>Report ___kwL ___Learning Log ___Think, Pair, Share ___Student demonstrates</p> <hr/> <p>Homework Make a list of your top ten animal adaptation facts you can use when we take the test on Thursday.</p>	<p>Focus ___KWL ___Teacher Models ___Student Demonstrates</p> <hr/> <p>Activities</p> <p>Take chapter quiz. Locate answers for any items you miss in the text. Then correct the answer and tell why your new answer is correct.</p> <p>Report ___kwL ___Learning Log ___Think, Pair, Share ___Student demonstrates</p> <hr/> <p>Homework Write a note from an animal about how it has adapted to survive.</p>	<p>Focus ___KWL ___Teacher Models ___Student Demonstrates</p> <hr/> <p>Activities</p> <p>Write a summary of the chapter for students in a younger grade.</p> <p>Report ___kwL ___Learning Log ___Think, Pair, Share ___Student demonstrates</p> <hr/> <p>Homework Look for examples of animal adaptation on nature shows on the tv.</p>

Map the Month

Chunk the content, develop it clearly, assess frequently, make it visible.

This guide can be used to plan and as a way for students to keep track of their learning.

Content Standards: _____

Focus: _____

	M	T	W	T	F
This week's topic					
Vocabulary					
This week's topic					
Vocabulary					
This week's topic					
Vocabulary					
This week's Topic					
Vocabulary					

Unit Assessment

Make a presentation
 Write a booklet
 Make a display
 Write and illustrate a guide
 Make up a test—with answers

Map the Month Example--Content Unit Planner incorporating Museum Field Trip
Standard: _____

Reinforced language arts standards: 1A: **vocabulary in context**; 1B: **strategic reading**;
5A: **read to learn**; 3B: **write to communicate**

Focus: _____

	M	T	W	T	F
<i>This week's topic</i> <i>Vocabulary</i>	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week's words to write about topic.
<i>This week's topic</i> <i>Vocabulary</i>	Read aloud, students listen and illustrate.	Students collect information	Students classify information	Students make up questions, exchange.	Students write and illustrate what they learned.
<i>This week's topic</i> <i>Vocabulary</i>	Preview Museum Learning Guide; Model visual learning	Museum field trip.	Organize information	Write about what you learned.	Illustrate key points.
<i>This week's Topic</i> <i>Vocabulary</i>	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment: Students can demonstrate learning in several ways:

- Make a presentation
 Write a booklet
 Make an exhibit
 Write and illustrate a guide _____

Example of a Culture Unit Plan with Museum Field Trip

Content Standard: 16 A analyze historical development of communities

Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading; 5A: read to learn; 3B: write to communicate

Focus/Big Question: How did the culture change? (Applicable to any culture)

<i>Students provide additional words during the week.</i>	M	T	W	T	F
<p><i>The natural environment</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ <i>Environment</i> ▪ <i>Climate</i> ▪ <i>Resource</i> 	Preview unit, start visual glossary.	Read aloud, students illustrate.	Students collect information	Students classify information	Students use this week's words to write about topic.
<p>Meeting Needs</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ <i>Choices</i> ▪ <i>Community</i> ▪ <i>Cooperation</i> 	Read aloud, students listen and illustrate.	Students collect information	Students classify information --chart ways needs are met	Students make up questions, exchange.	Students write and illustrate what they learned.
<p>Values</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ <i>Tradition</i> ▪ <i>Heritage</i> ▪ <i>Belief</i> ▪ <i>Value</i> 	Preview museum learning guide; model visual learning. Listen to and illustrate story.	Museum field trip. Collect information about needs, ways of living.	Organize information --expand chart. Infer the values of the culture.	Write about what you learned.	Illustrate key points.
<p>Change</p> <p>Vocabulary</p>	Plan class exhibit.	Construct exhibit.	Make labels for exhibit.	Open exhibit, guide visitors	Turn exhibit into "Big Book"

Unit Assessment: Write a booklet Make an exhibit

Dual Language Content Map

Focus: _____

Vocabulary: English/Spanish

Content Standards: _____

Dual Language/Language Arts Correlation: 1A: vocabulary in context; 1B: strategic reading; 5A: read to learn; 3B: write to communicate

	M	T	W	T	F
TOPIC					
TOPIC					
TOPIC					
TOPIC					

Unit Assessment—Students can demonstrate learning in several ways:

- ___ Make a **dual language** presentation
- ___ Write a **dual language** booklet
- ___ Make an exhibit **with English/Spanish captions**

FIVE WEEK PLANNER FOR A SELF-CONTAINED CLASSROOM

Each week's focus should develop the competencies you have identified for the five-week outcomes. See the next pages for examples.

	week 1	week 2	week 3	week 5	Assessment week 5--clarify, expand
Word Knowledge 1A					
<i>Strategic Reading to integrate, apply</i> Goals 1, 2, 4					
<i>Fluency</i> Goals 1, 4					
<i>Writing and Illustrating</i> Goals 3, 4					
MATH <i>Choose the standards, then focus each week.</i>					
Content Focus on one content area each five weeks.					

Example—five week plan based on standards/assessments

Third Grade Priorities Weeks 1-5

	week 1	week 2	week 3	week 4	Week 5 assess, clarify, expand
<i>Word Knowledge</i> 1A	Assess student phonics Word Knowledge Set up word wall Proper nouns	Identify/classify singular and plural nouns This week's words:	Classify Verbs and verb tense Use dictionary This week's words:	adjectives Use dictionary and alphabetize to 3 rd letter This week's words:	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary <i>Make own word book/chart</i>
<i>Strategic Reading of different types of material</i> <i>ILS</i>	Read/listen to Identify, infer traits of person/character 1B, 2A	Read/listen to analyze sequence, cause-effect with <u>evidence</u> 1B,C, 2A	Read/listen to identify/infer motive 1B,C, 2A	Describe and illustrate problem, solution—fiction or non-fiction. 1B	Read new story and list characters, traits, and events. infer motive, cause-effect with evidence. Illustrate problem-solution.
<i>Fluency Teacher models/students practice daily</i> Goals 1, 4	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: <i>Emphasis: appropriate rate</i>	This week's read aloud: Emphasis: appropriate rate	This week's read aloud: Emphasis: appropriate rate	<i>Students read aloud with increased fluency. Students explain how to read with appropriate rate.</i>
<i>Writing and Illustrating</i> Goals 3, 4	Write complete sentences: punctuation review	Add details to descriptive sentence; correct punctuation	Write sentences to describe places (relate to geography)	Write sentences to describe places	<i>Write/edit sentences—correct punctuation and word choice. Write own guide to writing sentences.</i>
CONTENT CITY Geography <i>Goal 17 A,B,C Research Goal 5</i>	<i>Location: Where are we?</i> city geography key map school	<i>Place: City places</i> community government map key mayor people	<i>Region: City areas</i> central downtown lake lakeshore location suburb	<i>Movement: City transportation</i> east, north, river south, travel, west	<i>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</i>

MATH <i>Choose each week's focus from your math program.</i>					<i>Solve problems with this five-weeks' math. Explain how. Make math booklet/chart/guide</i>
--	--	--	--	--	--

Part 2:

ASSESS TO IMPROVE

ASSESSMENT RESOURCES

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Assess Math with Words as Well as Numbers

My Name: _____ Today's Date: _____

This Week's Math Topic: _____

What are some important words to know about this math?

Word	What It Means

What's important to know about this math?

Give an example of using it here.

Math Path: Assess your Math Skills

Solve your problem on the left side of the arrow.

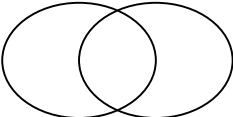
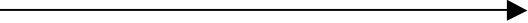
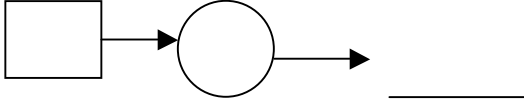
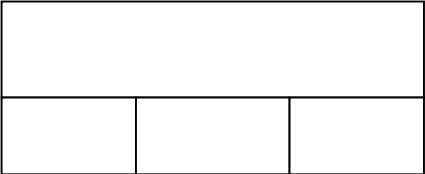
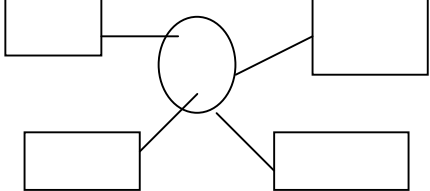


Then write an explanation of the steps on the right side.

Why I did it my way.

Use Graphic Organizers to Assess Learning

The following activities can be used to assess student progress in reading and in content knowledge. Teachers can insert specific topics or questions to make these assessments specific to texts.

<p>COMPREHENSION: CLASSIFY AND INFER CHARACTERISTICS Complete this chart for a character in the story:</p> <table border="1" data-bbox="285 579 708 695"> <thead> <tr> <th data-bbox="285 579 496 621">Literal</th> <th data-bbox="496 579 708 621">Inference</th> </tr> </thead> <tbody> <tr> <td data-bbox="285 621 496 695"></td> <td data-bbox="496 621 708 695"></td> </tr> </tbody> </table> <p>✓ <i>Include at least two inferences.</i></p>	Literal	Inference			<p>COMPREHENSION: COMPARE/CONTRAST PLACES Use a Venn diagram to compare and contrast two places</p>  <p>✓ <i>Provide important information about each place .</i></p>
Literal	Inference				
<p>COMPREHENSION SEQUENCE EVENTS Complete this time-line for the history.</p>  <p>✓ <i>Include important events.</i> ✓ <i>Put them in correct order</i></p>	<p>COMPREHENSION CAUSE-EFFECT-PREDICTION Complete this diagram to show cause-effect—and your prediction of what will happen</p>  <p>✓ <i>Include enough information so that someone else will see your idea clearly</i></p>				
<p>COMPREHENSION: MAIN IDEA Identify the main idea and three supporting facts.</p>  <p>✓ <i>State your idea clearly</i> ✓ <i>Support it with important facts</i></p>	<p>COMPREHENSION SKILLS IDENTIFY RELATIONSHIPS Complete this diagram to show how the main character relates to the others.</p>  <p>✓ <i>Include all the important characters</i> ✓ <i>Explain how they relate.</i></p>				

How do you organize a layered assessment?

First you choose a chunk—important content or skill.

Then you set up three levels for students to demonstrate that they learned your chunk.

Your levels can be progressive—students begin at the essential level and continue through the advanced level.

Your levels can be layers—all students reach the essential level, some meet the proficient level, others get to the advanced level.

The Chunk—what will you teach?

Assessments

Level A: _____
advanced

Students who exceed the standard are advanced.

Your assessment should require that they demonstrate more than knowledge—they should synthesize, apply, construct with the knowledge.

Level B: _____
proficient

Students who meet the standard are proficient.

Your assessment should require that the students explain and apply what they have learned in other contexts.

Level C: _____
Essential

Everyone should be at this level—they know the content or skill you have taught and can use it.

Your assessment should require the students to restate the content in their own way and to use a skill in the same kind of situation in which you taught it.

Example: Social Studies

The Chunk

How government works—branches and services.

Activities/Assessments

Level A

Make a brochure showing the parts of government. For each part, write a descriptive paragraph. Include information about the kinds of jobs done in that part and how people choose the leaders to do those jobs.

Level B

Make a chart showing the parts of the government. Use pictures, symbols, and words to show/name the jobs each part does.

Level C

Label the parts of government. (Can be based on pictures or symbols.)

Example: Language Arts/English

The Chunk

Elements of a story: plot, setting, character

Teacher presents the “chunk”, students then work on activities they choose or the teacher assigns. Teacher will guide students if it is an activity. Teacher will observe if it is an assessment.

Activities/Assessments

Level A: Use the elements of a story to make one up.

Level B: Read/listen to a new story. Complete this chart:

Setting	Characters	Plot/Events

Level C: Listen to story. Draw pictures that show: who was in the story; what they did; where it took place.

Formative Assessment Planner: Assessing to Increase Student Learning— example of a format to assess responsively

Formative Assessment Planner: Assessing to Increase Student Learning

What You'll Teach	How you'll assess it	Ways to help students who need support.
How to read	___ multiple choice questions ___ short-answer constructed response ___ ___	___ students "peer coach" ___ student explains the reading in own words ___ student draws pictures to show the situation ___ ___
How to solve a math problem	___ students solve problem ___ students write guide to solving problems ___ Students complete "math path" ___ ___	___ students "peer coach" ___ student writes guide to solving problems ___ student corrects a problem solving example ___ ___
How to write	___ students write effectively ___ students write guide to writing ___ students correct writing with errors ___ ___	___ students "peer coach" ___ students write a "how to" writing guide ___ students use writing "scaffold" ___ ___

Students who understand an idea can give an example of that idea in terms of Chicago.

Chicago Idea Chart

Topic: _____

Idea	Chicago Example

Use pictures to show what you know
Example of a unit assessment

IDEAS IN VIEW

*Draw or paste a picture or symbol that shows what each of these ideas means.
 Add more ideas and illustrate them, too.*

C	U	L	TU	RE
heritage	communication	<i>conflict</i>	diversity	<i>society</i>
continuity	<i>family</i>	values	<i>community</i>	change
generation	tradition	ethnicity	BELIEF	<i>nation</i>

Synthesize and Tell

Assessments that Expand Knowledge and Reinforce the Chicago Reading Initiative

Guided comprehension [c], fluency [f], word knowledge [wk], writing [w].

<ul style="list-style-type: none"> Illustrate the textbook. C, F, WK, W 	<ul style="list-style-type: none"> Make a picture glossary. WK 	<ul style="list-style-type: none"> Write a summary. C, W
<ul style="list-style-type: none"> Make a map key showing what's important. C, WK 	<ul style="list-style-type: none"> Classify facts in a chart. C 	<ul style="list-style-type: none"> Compare/contrast with a Venn diagram. C
<ul style="list-style-type: none"> Construct a timeline. C 	<ul style="list-style-type: none"> Construct a diagram. C 	<ul style="list-style-type: none"> Make a mural. C
<ul style="list-style-type: none"> Organize a guide to the topic. C, WK, W 	<ul style="list-style-type: none"> Write and act a dialogue or play. C, F, WK, W 	<ul style="list-style-type: none"> Construct an exhibit—objects, drawings, labels. C, WK, W
<ul style="list-style-type: none"> Write and read aloud a poem about the topic. F, WK, W 	<ul style="list-style-type: none"> Write and read aloud a diary of a day there. F, WK, W 	<ul style="list-style-type: none"> Write a children's book. WK, W

Expand and Assess Learning with Projects

These synthesis activities incorporate language arts and content learning and can reinforce and expand learning and assess progress.

- Student presentation about the topic
- Student “specialists” – each student takes a different subtopic and explains it visually and/or in writing.
- Learning Journal – student-written and illustrated notes about the experience.
- Topic “quilt” – students make paper or cloth quilt of important parts of what they saw and learned.

You can use a formal rubric for these projects. However, the **Illinois Writing Rubric** is adaptable to analyze the effectiveness with which students complete this work.

Focus: Is the work clearly focused on one topic, theme, or main idea?

Organization: Is the structure of the work clear and logical?

Support: Do the students provide appropriate information and examples?

Integration: Does the work fit together coherently?

Conventions: For written materials, do students use correct grammar, spelling, syntax?

How to Organize K-2 Standards-Based Language Arts Assessments

How can there be one plan for grades K-2?

It is the complexity of the text that changes the level of difficulty for a grade level in reading and writing.

	Standards	Performance Descriptors <i>Example-- Insert the skills from the quarter.</i>	Assessments
Word Knowledge	1A can apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> ✓ Identify phonetic patterns This quarter's patterns:	<ul style="list-style-type: none"> ✓ Make phonics book/guide/chart ✓ Decode unfamiliar words
Reading Comprehension	1B can apply reading strategies to improve understanding and fluency. <i>1C can comprehend a broad range of reading materials.</i> <i>5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas</i>	<ul style="list-style-type: none"> ✓ Preview reading ✓ Infer and draw conclusions about text ✓ Identify information in a reading read independently or heard 	<ul style="list-style-type: none"> ✓ Illustrate a story ✓ Make and explain inferences ✓ List or picture information from a reading
Fluency	4B can speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> ✓ Read aloud fluently (with expression and accuracy). 	<ul style="list-style-type: none"> ✓ Set and reach fluency goal—rate and comprehension levels. ✓ Explain how to read fluently.
Writing	3B can compose well-organized and coherent writing for specific purposes and audiences. 3C can communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> ✓ Write letters (K-1) and words (1-2) accurately ✓ Use capitals appropriately ✓ Write sentences (1-2) 	<ul style="list-style-type: none"> ✓ Write letters/words ✓ Write with capitals ✓ Write sentences

How to Organize 3-8 Standards-Based Language Arts Assessments

How can there be one plan for grades 3-8?

It is the complexity of the text that changes the level of difficulty for a grade level in reading and writing.

	Standards	Performance Descriptors <i>Example--Insert the skills from the quarter.</i>	Assessments
Word Knowledge	1A can apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> ✓ Identify and explain plurals, compound words. ✓ Use word structure to figure unfamiliar words. ✓ Infer meaning from context. 	<ul style="list-style-type: none"> ✓ Make guide to using this quarter's word analysis skills. ✓ Test on unfamiliar words requiring use of this quarter's structures.
Reading Comprehension	1B can apply reading strategies to improve understanding and fluency. <i>1C can comprehend a broad range of reading materials.</i> 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas	<ul style="list-style-type: none"> ✓ Preview reading ✓ Infer and draw conclusions about text –and explain basis ✓ Organize and integrate information from a variety of sources 	<ul style="list-style-type: none"> ✓ My own reading strategy guide. ✓ Open-ended questions/multiple choice questions—students justify responses. ✓ Make chart with information from different texts.
Fluency	4B can speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> ✓ Read aloud fluently (with expression and accuracy). 	<ul style="list-style-type: none"> ✓ Set and reach fluency goal—rate and comprehension levels. ✓ Explain how to read fluently.
Writing	3B can compose well-organized and coherent writing for specific purposes and audiences. 3C can communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> ✓ Use adjectives and other elements to enhance writing. ✓ Edit and revise content 	<ul style="list-style-type: none"> ✓ Edit, revise paragraph. ✓ Write guide to writing.

Assessment Organizer

How to set up the assessment week—every fifth week and last week of quarter.

- Focus on one assessment each day
- Use a variety of assessments
- Use the other days to provide opportunities to clarify and expand based on the assessment

Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Subject	Subject	Subject	Subject
<i>Standard and Descriptors</i>	<i>Standard and Descriptors</i>	<i>Standard and Descriptors</i>	<i>Standard and Descriptors</i>	<i>Standard and Descriptors</i>
Assessment	Assessment	Assessment	Assessment	Assessment

Five-Week Assessment Organizer EXAMPLE

Monday	Tuesday	Wednesday	Thursday	Friday
MATH	READING	WRITING and VOCABULARY	SCIENCE or SOCIAL STUDIES	Fix, Finish, Expand with Fluency
<i>Performance Descriptors: Applied skills, Word Knowledge, and strategies emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied skills, strategies, and Word Knowledge emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied skills and vocabulary emphasized previous four weeks.</i>	<i>Performance Descriptors: Applied content, skills emphasized previous four weeks.</i>	
<p>Assessments</p> <p>K-8 <i>Complete this chart. Show or write what each word/symbol means. (numbers, terms and operations words/symbols learned this five weeks)</i></p> <p>2-8 Plus: <i>Write an explanation of each math term (teacher lists terms or students provide).</i> <i>Solve this problem. Explain how you solve it.</i> <i>Then solve these problems using more math skills.</i></p>	<p>Assessments</p> <p>K-8 <i>Read the story/history, draw the characters. Tell what happens and why.</i></p> <p>3-8 PLUS—added performances <i>Explain how you use this skill or strategy of reading.</i></p> <p><i>Read this text and use the graphic organizer to explain it.</i></p> <p><i>Read the following text and answer the questions about it.</i></p> <p><i>Teacher provides questions—literal, inferential, analytic, evaluative. Include multiple choice and short-answer.</i></p>	<p>Assessments</p> <p>K-8 <i>Write/draw what each word means.</i></p> <p><i>Correct the following words/sentences.</i></p> <p>2-8 Plus: <i>Plan and write a:</i> __paragraph __essay __story __poem _____ about _____ <i>Be sure it has clear:</i> <input type="checkbox"/> Focus <input type="checkbox"/> Support <input type="checkbox"/> Organization <input type="checkbox"/> Conventions <input type="checkbox"/> Integration</p>	<p>Assessments</p> <p>K-8 <i>Write or draw what each word means.</i></p> <p><i>Write or draw to explain what you learned about _____.</i></p> <p><i>Answer the following questions</i></p> <p>2-8 Plus: <i>Write an explanation of the following topic.</i></p> <p><i>Complete this graphic organizer to show what's important to understand about this topic.</i></p>	<p>Assessments</p> <p>Fluency <i>Students read aloud with increased fluency and explain how to read with expression and/or how to read with appropriate rate.</i></p> <p>Comprehensive <i>Students complete portfolio for the five weeks' learning.</i></p>

Assessment Week EXAMPLES

Example of Activities to Continue Learning All Week—boldfaced items are the assessment activities of the day. The others are designed to help students FIX and EXPAND the competencies of the five weeks.

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Reading</i>	Students read aloud and think aloud using the strategies they have learned during the previous four weeks.	ASSESSMENT: Students write/draw in response to questions about a reading. Grades 2-8 Multiple choice and short-answer questions.	K-2: Students make puppet show based on story. 3-8: Students exchange test questions, answer them, discuss their answers and the questions.	Students write about what they have read that they liked.	Students make a list of ways to be a good reader.
<i>Word Knowledge</i>	Students make glossary of words by categories—may include pictures and words.	Students complete glossary of words.	ASSESSMENT: Students write sentences with vocabulary words (K-1 match with pictures)	Students check spelling and correct if needed.	Students put completed work into portfolio.
<i>Fluency</i>	Students read aloud with partners.	Students read aloud with partners.	Students read a poem aloud with partners.	Student partners prepare poem or prose for class read aloud.	ASSESSMENT: Students read poem or prose with increased fluency.
<i>Math</i>	ASSESSMENT: K-2: Students use numbers 2-8: Students make glossary of math words 3-8: Students solve problems, write to explain “how to” solve problem	K-2: Students make math book pages 3-8: Students review test items and discuss strategies.	K-2: Students illustrate math book pages. 3-8: Students write their own step-by-step guides to the math learned.	K-2: Students finish BIG BOOK. 3-8: Students present math lessons to each other.	K-2: Students share BIG BOOK with other classes. 3-8: Students make up more test questions and solve them using their step-by-step guides.
<i>Writing</i>	Students write math sentences.	Students write about what they read.	ASSESSMENT Students make their own guide to writing with the skills focused on during this time.	ASSESSMENT continues: Students write about content using their own guides.	Students write about their favorite learning.
<i>Content</i>	Work on student-written text /booklet about the topic (kindergarten make pictures)	Continue to work on booklets about the topic (include graphics.)	Continue to work on booklets about the topic	ASSESSMENT: Students present booklets; teacher assesses	Class presents to another class

Part 3:

Expand Family Involvement

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All the activity guides in the subsequent sections can be shared with parents through homework and workshops.

Parent Involvement Projects

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or a similar guide as a resource and send one activity home each week.*
- ✓ *Make a parent preview, listing the major topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a Schedule for home activities that can be done regularly based on what your class is studying, such as:*

Monday: Draw pictures to show what you read today.

Tuesday: Use this week’s math skill to solve problems you make up.

Wednesday: Make up questions about this week’s content.

Thursday: Write about this week’s content topic.

Friday: Make a quiz about what you learned this week.

- ✓ *Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example.*

Note your own parent involvement plans here:

Student Literacy Development

You can use this kind of planner to involve parents in choosing ways to help their children learn more.

How to Make Reading Progress	What My Family Will Do	When
<p><i>Expand Vocabulary</i></p> <ol style="list-style-type: none"> 1. Practice new words 2. Use them to write 3. Make your own pictionary. 4. Play word games. 		
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why. 2. Think about what could happen next. 		
<p><i>Read Social Studies</i></p> <ol style="list-style-type: none"> 1. Choose a topic to learn about. 2. Talk and write about what you learn. 3. Go to a museum to learn more. 4. Use the Internet to learn even more. 		
<p><i>Read Science</i></p> <ol style="list-style-type: none"> 1. Draw, talk and write about what you learn 2. Watch science on television. 3. Go to a Museum to see the real thing! 4. Use the Internet to learn even more. 		

Use this outline to write your family's history with your child.

MY FAMILY HISTORY BOOK

Dear Parent:

Please help your child write this history book. First, talk about the story outlines on each page. Then help write the words that tell the history of your family.

Help your child build on this book. Add more pages that tell about the histories of the people in your family.

This is a book about my family.

I wrote it.

My name is _____ .

Here is a picture of my family.

This is a book about things my family did.
So it is a history book.

MY FAMILY MOVED TO CHICAGO

My family came to Chicago to live.

This is why they chose to live here.

This is what my family did when they moved here.

SPECIAL EVENT

This is a special event in my family's history.

This is what my family did.

This is why it is important to my family.

SPECIAL PERSON

This is a special person in my family's history.

This is what this person did.

This is why this person is important to my family.

MORE FAMILY MEMORIES

Ask people in your family to remember their history.

Write the name of the person.

Then write the things that person remembers about your family's history.

Write their words down just as they say them.

LIBRO DE LA HISTORIA DE MI FAMILIA

Querido Padre de Familia:

Por favor ayude a su hijo(a) a escribir este libro de historia.

Primer, hablen acerca de los resúmenes de la historia en cada página. Después ayude a escribir las palabras que digan la historia de su familia.

Ayude a su hijo(a) a añadir a este libro. Agregue más páginas que relacionen las historias de las personas en su familia.

Este es un libro sobre mi familia.

Yo lo escribí.

Mi nombre es .

Este es un dibujo de mi familia.

Este es un libro sobre cosas que mi familia hizo.

Así que es un libro de historia.

MI FAMILIA SE MUDÓ A CHICAGO

Mi familia vino a vivir a Chicago.

Esta es la razón por la que decidieron vivir aquí.

Esto fue lo que mi familia hizo cuando se mudaron aquí.

EVENTO ESPECIAL

Este es un evento especial en la historia de mi familia.

Esto es lo que mi familia hizo.

Esto es el porque es importante para mi familia.

PERSONA ESPECIAL

Esta es una persona especial en la historia de mi familia.

Esto fue lo que esta persona hizo.

Esto es el porque esta persona es importante para mi familia.

MAS RECUERDOS DE LA FAMILIA

Pregúntale a personas en tu familia que recuerden su historia.

Escribe el nombre de la persona.

Después escribe las cosas que esa persona recuerde acerca de la historia de tu familia.

Escribe sus palabras al pie de la letra.

ONLINE RESOURCES FOR PARENTS

Every Family has Internet Access at the Chicago Public Library

Here are some Internet-Accessible resources you can recommend to parents for them to use with their children. These resources also are useful to classroom teachers.

Online Resources for Parents: Literacy

A Parent's Guide to Helping Your Child Learn to Read

This guide was prepared by the National Education Association (NEA).

<http://www.nea.org/parents/learntoread.html>

Examples of online literacy resources recommended by IRA and NCTE

25 Activities for Reading and Writing Fun (Reading Rockets Web Site)

<http://www.ncte.org/parents/links/112926.htm>

A New Guide for Parents (National Urban League Web Site)

<http://www.ncte.org/parents/links/112927.htm>

Between the Lions

<http://pbskids.org/lions/index.html>

Book Adventure

<http://www.bookadventure.com/>

Carol Hurst's Children's Literature Site

<http://www.carolhurst.com/index.html>

The Children's Book Council (CBC)

<http://www.cbcbooks.org>

Enlighten Me

<http://www.enlightenme.com/enlightenme/pta/>

International Children's Digital Library (ICDL)

<http://www.icdlbooks.org>

Library in the Sky

<http://www.nwrel.org/sky/>

Literature Resources

<http://www.about-arts.com/>

A directory of literature-related websites and discussion groups.

Merriam-Webster Online: The Language Center

<http://www.m-w.com/>

The Miss Rumphius Award

http://www.reading.org/resources/community/links_rumphius_info.html

Read Across America

<http://www.nea.org/readacross/>

Reading Is Fundamental (RIF)

<http://www.rif.org/>
them or their families.

Reading Rockets

<http://www.readingrockets.org>

Reading Tips for Spanish-Speaking Parents

<http://www.colorincolorado.org/>

RIF Reading Planet

<http://www.rifreadingplanet.org/rif/>

Spaghetti Book Club

<http://www.spaghetlibookclub.com>

Talking Over Books

<http://utopia.utexas.edu/explore/talking/index.html>

Word Central

<http://www.wordcentral.com/>

Working Together for Literacy

<http://www.ncte.org/parents/links/113371.htm>

Young Authors' Workshop

<http://www.planet.eon.net/%7Ebplaroach/Teacher.html>

YourKidsLibrary.com

<http://yourkidslibrary.com/index.htm>

With the goal of reviewing every Newberry medalist and honor book back to 1922, David Ross of the *Press-Telegram* offers over 400 synopses (so far). The reviews include curricular ties and reading levels as well as anecdotal comments.

Online literacy resources compiled by Literacy Matters

<http://www.literacymatters.org>

Misunderstood Minds: Reading

<http://www.pbs.org/wgbh/misunderstoodminds/readingstrats.html>

Tips to Encourage Reading for Parents—American Library Association

<http://www.peel.edu.on.ca/parents/tips/documents/tip-literacysec.pdf>

Guided Reading Opportunities in Good Literature

<http://www.carolhurst.com/profsubjects/reading/guided.html>

What is Strategic Reading?

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Reading Workshop

<http://www.springfield.k12.il.us/resources/languagearts/readingwriting/reading.html>

KidBibs Learning Tips

<http://www.kidbibs.com/learningtips.htm>

Study Skills: Reading

<http://school.familyeducation.com/back-to-school/computers/33596.html?relinks>

Online Book Discussions

<http://www.literacymatters.org/adlit/response/discussion.htm> - book

The following links were compiled by the International Reading Association

http://www.reading.org/resources/community/links_edu_tp.html

Blue Web'n

<http://www.kn.pacbell.com/wired/bluewebn/index.cfm>

The Comic Book Project

<http://www.comicbookproject.org/>

Federal Resources for Educational Excellence (FREE)

<http://www.ed.fov/free>

FunBrain.com

<http://www.funbrain.com/>

KidsHub.org

<http://quizhub.com/quiz/quizhub.cfm>

NASAexplores

<http://nasaexplores.com/index.php>

U.S. Department of Education

<http://www.ed.gov/index.jhtml>

Online Resources for Parents: Math

Activity Search

<http://www.pbs.org/parents/fungames/>

Bookfinder

<http://www.pbs.org/parents/bookfinder/>

Helping your child learn mathematics with activities for children in preschool through age 5

<http://www.ed.gov/parents/academic/help/math/index.html>

King's list of online math activities

<http://www.k111.k12.il.us/king/math.htm>

Cadbury Learning Zone

<http://www.cadburylearningzone.co.uk/>

At home with math: ten math activities for parents and kids

<http://athomewithmath.terc.edu/>

Numbertime

<http://www.bbc.co.uk/schools/numbertime/index.shtml>

Helping your child learn math

<http://www.ed.gov/pubs/parents/Math/index.html>

mathSURF

<http://www.mathsurf.com/>

PlaneMath

<http://www.planemath.com/>

Discoveryschool.com

<http://school.discovery.com/>

Math central: an Internet service for mathematics teachers and students from kindergarten to

PrimaryMath: paperless arithmetic learning for school and home

<http://www.primarymath.org/>

Early childhood: where learning begins. Mathematics: mathematical activities for parents and their 2 to 5-year-old children

<http://www.ed.gov/pubs/EarlyMath/>

Geometry and measurement. Grades 6-8

[http://www2.edc.org/mathpartners/pdfs/6-8 Geometry and Measurement.pdf](http://www2.edc.org/mathpartners/pdfs/6-8%20Geometry%20and%20Measurement.pdf)

Geometry and measurement. Grades K-2

[http://www2.edc.org/mathpartners/pdfs/K-2 Geometry and Measurement.pdf](http://www2.edc.org/mathpartners/pdfs/K-2%20Geometry%20and%20Measurement.pdf)

Geometry and measurement. Grades 3-5

[http://www2.edc.org/mathpartners/pdfs/3-5 Geometry and Measurement.pdf](http://www2.edc.org/mathpartners/pdfs/3-5%20Geometry%20and%20Measurement.pdf)

When should we leave?

http://athomewithmath.terc.edu/english_PDF/math_ENG_sect6.pdf

Taking turns

http://athomewithmath.terc.edu/english_PDF/math_ENG_sect4.pdf

Problems with a point

<http://www2.edc.org/mathproblems/default.asp>

Native American geometry

<http://www.earthmeasure.com/>

Which holds the most?

http://athomewithmath.terc.edu/english_PDF/math_ENG_sect9.pdf

Getsmarter.org

<http://www.getsmarter.org/index.cfm>

Part 4:

Build Word Knowledge

VOCABULARY ACTIVITIES AND ASSESSMENTS

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Student activities provided in English on the page listed and in Spanish on the following page.

PICTURE WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.

Use your words and pictures to make one big picture about this topic.

BANCO DE PALABRAS DE DIBUJO

ILS 1A: I can Identify words that are important to a topic

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.

Utiliza tus palabras y dibujos para hacer un gran dibujo acerca de este tema.

WORD BANK

ILS1A I can identify words that are important to a topic

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)



Make the Writing Connection!
Use your word bank to write about this topic.

BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa esta palabra. (Puede ser esta palabra en otro lenguaje.)



¡Haz la Conexión de Escritura!

Utiliza tu banco de palabras para escribir acerca de este tema.

Topical Alphabet Chart

ILS1A I can identify words that are important to a topic

TOPIC: _____

For each alphabet letter, draw a picture and/or write a word with starts with that letter and tells about the same topic. It could be animal words, it could be plant words, it could be place words, it could be any topic.

Letter	Word/Picture

Keep adding to your alphabet.
Then use your words to write about this topic.

Tabla de Temas del Alfabeto

ILS1A Puedo identificar palabras que son importantes para un tema

Tema: _____

Por cada letra del alfabeto, dibuja y/o escribe una palabra que comienza con esa letra y hable acerca del mismo tema. Pueden ser palabras de animales, pueden ser palabras de plantas, pueden ser palabras de lugares, pueden ser de cualquier tema.

Letra	Palabra/Dibujo

Sigue añadiendo palabras a tu alfabeto.

Después utiliza tus palabras para escribir acerca de este tema.

MY PHONICS

ILS1A I can identify words that show a Phonics Pattern

Phonics Pattern: _____

WORD	Show what it means. Draw a picture.

MIS FONEMAS

ILS1A I can identify words that show a Phonics Pattern

Diseño de Fonemas: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.

Important Words Learning Log

Vocabulary + Vocabulary = Ideas

ILS Content Competence: Can identify important terms and ideas.

Each day, write important words from your class.

M	
T	
W	
T	
F	

At the end of the week, use words from your log to write what you think is most important about this week's topic.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

Notas de Palabras Importantes

Vocabulario + Vocabulario = Ideas

ILS Content Competence: Can identify important terms and ideas.

Cada día, escribe palabras importantes.

L	
M	
M	
J	
V	

Al final de la semana, utiliza palabras de tus notas para escribir acerca del tema de esta semana.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

My Vocabulary Calendar

Day	Today's Words

Which is your favorite word? _____

Use that word and three other words of the week in one sentence.

Mi Calendario del Vocabulario

Día	Palabras de Hoy

¿Cuál es tu palabra favorita? _____

Utiliza esta palabra y otras tres palabras de la semana en una oración.

Words Make Meaning

ILS1A I can identify important words when I read.

Place this page next to your book. After you read each paragraph, note the words that are most important in that paragraph.

What's the main idea of this page?

Reread the words in your chart. Then write the best main idea.

Las Palabras Tiene Sentido

ILS1A I can identify important words when I read.

Coloca esta página junto a tu libro. Después de que leer cada párrafo, anota las palabras más importantes en ese párrafo.

¿Cuál es la idea principal de esta página?

Vuelve a leer las palabras de tu gráfica. Después escribe la idea principal.

You're the _____.

ILS 1A I can relate words to a topic. I can classify words by part of speech.

List words that you would need to know to have a job you would like for your career.
Then use your words to write about a day in your life when you have that job.

nouns	verbs	adjectives

Palabras en el Trabajo: Tu eres e/lla _____.

ILS 1A I can relate words to a topic. I can classify words by part of speech.

Haz una lista de las palabras que necesitarías saber para tener un trabajo en la carrera que quisieras.

Después utiliza tus palabras para escribir acerca de un día en tu vida cuando tengas ese trabajo.

Nombres	Verbos	Adjetivos

Part 5:

Develop Core Vocabulary

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DOLCH VOCABULARY PLUS: CLASSIFY AND WRITE WITH THESE WORDS

I can classify and use new words. (1A)

Sort these words into categories. Then use them to make up sentences with other words.

DOLCH LIST OF 220 COMMON SIGHT WORDS

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	which
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	pull	this	yes
black	funny	let	put	those	you
blue		light		three	your
both	gave	like	ran	to	
bring	get	little	read	today	
brown	give	live	red	together	
but	go	long	ride	too	
buy	goes	look	right	try	
by	going		round	two	
	good	made	run		
call	get	many		under	
came	green	make	said	up	
can	grow	may	saw	upon	
carry		me	say	us	
clean	had	much	see	use	
cold	has	must	seven		
come	have	my	shall	very	
could	he	myself	she		
cut	help		show		

MATH CONTENT AND VOCABULARY

At each of these grade cycles, the following terms should be part of the students' working vocabularies. Source of the lists of words: ISBE. For more math resources from ISBE, go to ISBE.net.

By Third Grade

12 inches = 1 foot 12 months = 1 year 2-dimensional 3 feet = 1 yard 365 days = 1 year 366 days = 1 leap year 3-dimensional 52 weeks = 1 year 7 days = 1 week a.m. abbreviations for days and months about above addends addition (+) angle area average bar graph below between capacity cardinal numbers centimeter (cm) cents (50¢ or \$0.50) chance/chances change chart circle circle graph cone congruent coordinates corner cube cup	cylinder decimal diameter difference digit distance divisible division (+, /, fraction bar) dollars (\$) dozen drawn to scale edge/edges equal equation estimate/estimation even/even number face/faces factor farthest figure flips folded foot/feet (ft) fraction gallon gram (g) graph greater greatest grid group height hexagon histogram horizontal hour	hundred impossible inch (in.) is equal to (=) kilogram (kg) is greater than (>) is less than (<) is not equal to (≠) kilometer (km) label least least likely length less than likely line line graph line of symmetry line segment long mass measure measurement meter (m) metric mile (mi) milligram (mg) milliliter (mL) millimeter (mm) minus month more than most most likely multiply/multiplication (X) nickel	non-standard unit number cube number line number pair number pattern number sentence octagon odd/odd number operation order ordered pair (x, y) ordinal numbers ounce (oz) p.m. pair parallel parallelogram pattern pentagon perimeter pictograph pie graph pint place value plane figure plus point polygon possible pound (lb and #) prediction prism probability probable probably problem solving	product pyramid quadrilateral quart quarter quotient radius/radii ray reasonable rectangle rectangular prism rectangular pyramid represents results rhombus right angle round down round up same scale scale of numbers second segment set shape side/sides similar single size solid figure solve spent sphere spinner square square centimeters square pyramid	standard unit steps subtraction (-) sum survey symbol symmetry/symmetrical table tally tally chart temperature thousand time ton total trapezoid triangle triangular prism triangular pyramid true turns twice unit unknown unlikely value variable Venn diagram vertex/vertices vertical volume week (wk) weight wide width yard (yd)
---	---	---	--	--	---

By Fifth Grade

acute angle	least common multiple
angle	liter (L)
approximately	lowest terms
arc	mean (arithmetic average)
base	median
bisect	midpoint
characteristic	miles per hour (mph)
chord	mode
circumference	multiple
column	multiply/multiplication (* or •)
combination	nonagon
composite number	<i>n</i> th term
congruent symbols in	obtuse angle
coordinate graph	order of operations
correspond	per
cubic units (3)	percent (%)
data	perpendicular
decimeter	pint (pt)
degrees (°)	polygons
degrees Celsius (°C)	portion
degrees Fahrenheit (°F)	prime number
diagonals	proportion
diagram	quart (qt)
dimensions	quotient
dividend	random
divisor	range
elapsed time	ratio (": or "to")
equilateral triangle	reflections
exactly	regular polygon
expression	right angle symbol
gallon (gal)	right triangle
greatest common	rotations
factor	row
heptagon	scale drawing
intersect	scalene triangle
intersecting lines	sequence
irregular polygon	slides
is approximately equal to (≈)	square units (2)
is congruent to (≅)	stem-and-leaf plot
is parallel to ()	time zone
is perpendicular to (⊥)	ton (t)
is similar to (~)	triangle (Δ)
isosceles triangle	value of

By Eighth Grade

adjacent	measure of angle
alternate exterior angles	minimum
alternate interior angles	odds
altitude	permutation
approximate	principle
ascend/ascending order	proportionally
axes	Pythagorean
commission	Theorem
complementary	quadrants
compound inequality	radical
consecutive	random
convert	rate
corresponding angles	real number
decagon	satisfy
descend/descending order	scattergram
discount	semi-circle
distinct	sequence
divisibility	simple interest
domain	skew
down payment	square root
earns	supplementary
factorial	surface area
foot (ft or ')	transversal
function	vertical angles
fundamental counting	x-axis
girth	y-axis
hypotenuse	
inch (in. or ")	
independent	
inequality	
is greater than or equal to (≥)	
is less than or equal to (≤)	
maximum	

Activity Projects to Make these Words Working Vocabulary

Students can sort these words into categories such as "operations" words and "size and shape" words. They also can use them as a check-list for their own math glossaries. Vocabulary from these lists should be included in explanations and in multiple choice and open-ended questions that students construct and take so they become confident math readers and writers. The words are cumulative, so students at upper grades should have a working knowledge of all the words on the tables. Students needing more assistance in learning these terms should learn them in context not as isolated words. Therefore, they should use them in sentences they write to explain what they mean with math examples they find or create.

Geography Vocabulary

Use these words to help student learn about places and find examples of the themes of geography: characteristics of a place, location, movement, region, relationships in a place.

K-1	2	3	4	5	6-8
above = <i>sobre</i> around = <i>alrededor</i> below = <i>debajo</i> down = <i>abajo</i> home = <i>hogar</i> in = <i>dentro</i> inside = <i>adentro</i> left = <i>izquierda</i> map = <i>mapa</i> middle = <i>en medio</i> neighborhood = <i>vecindario</i> out = <i>fuera</i> outside = <i>afuera</i> right = <i>derecha</i> up = <i>arriba</i>	alley = <i>callejón</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> county = <i>condado</i> direction = <i>dirección</i> east = <i>este</i> far = <i>lejos</i> map key = <i>llave de mapa</i> north = <i>norte</i> sign = <i>señal</i> south = <i>sur</i> state = <i>estado</i> street = <i>calle</i> trade = <i>intercambio</i> west = <i>oeste</i>	border = <i>frontera</i> boundary = <i>límite</i> cardinal direction = <i>dirección cardinal</i> compass = <i>brújula</i> distance = <i>distancia</i> environment = <i>ambiente</i> location = <i>localidad</i> global = <i>global</i> metropolitan = <i>metropolitano</i> northeast = <i>noreste</i> northwest = <i>noroeste</i> North Pole = <i>Polo Norte</i> pollution = <i>contaminación</i> population = <i>población</i> resource = <i>recursos</i> southeast = <i>sudeste</i> southwest = <i>sudoeste</i> South Pole = <i>Polo Sur</i> symbol = <i>símbolo</i> urban = <i>urbano</i>	altitude = <i>altitud</i> Antarctic Circle = <i>círculo antártico</i> Arctic Circle = <i>círculo ártico</i> area = <i>área</i> continent = <i>continente</i> eastern = <i>oriental</i> equator = <i>ecuador</i> exact location = <i>lugar exacto</i> flood control = <i>control de inundaciones</i> hemisphere = <i>hemisferio</i> journey = <i>viaje</i> landform = <i>formación terrestre</i> latitude = <i>latitud</i> longitude = <i>longitud</i> mobility = <i>movilidad</i> navigate = <i>navegar</i> population density = <i>densidad de población</i> province = <i>provincia</i> rain forest = <i>bosque</i> region = <i>región</i> technology = <i>tecnología</i> time zone = <i>huso horario</i> western = <i>occidental</i>	absolute location = <i>localidad absoluta</i> central business = <i>negocio central</i> district = <i>distrito</i> deforestation = <i>deforestación</i> desertification = <i>desertificación</i> developed = <i>desarrollado</i> developing = <i>desarrollando</i> ecosystem = <i>ecosistema</i> human characteristics = <i>características humanas</i> intermediate direction = <i>dirección intermedia</i> irrigation = <i>irrigación</i> land use = <i>uso de suelo</i> legend = <i>leyenda</i> migration = <i>migración</i> natural vegetation = <i>vegetación natural</i> physical characteristics = <i>características físicas</i> raw material = <i>materias primas</i> relative location = <i>lugar relativo</i> rural = <i>rural</i> urban = <i>urbano</i>	agriculture = <i>agricultura</i> cartography = <i>cartografía</i> geographical map = <i>mapa geográfico</i> industrialization = <i>industrialización</i> international = <i>internacional</i> linear scale = <i>escala lineal</i> linkage = <i>unión</i> manufacturing industry = <i>industria industrial</i> international dateline = <i>la hora internacional</i> meridian = <i>meridiano</i> political map = <i>mapa político</i> population distribution = <i>distribución de población</i> Prime Meridian = <i>Meridiano Central</i> raw material = <i>materia prima</i> relief map = <i>mapa del relieve</i> revolution = <i>revolución</i> rotation = <i>rotación</i> settlement patterns = <i>patrones de establecimiento</i> shifting cultivation taiga = <i>cambiar el cultivo taiga</i> terrace = <i>terrazza</i> thematic map = <i>mapa temático</i> tropic = <i>trópico</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain a place.

Ecology Vocabulary

Here are some of the terms students need to know about ecology. Choose the words that your class will learn. Add more words, too.

K-1	2	3	4	5	6-8
air = <i>aire</i> alive = <i>vivo</i> animal = <i>animal</i> behind = <i>detrás de</i> bird = <i>pájaro</i> blue = <i>azul</i> body = <i>cuerpo</i> body = <i>cuerpo</i> brown = <i>marrón</i> cloud = <i>nube</i> day = <i>día</i> far = <i>lejos</i> fish = <i>pez</i> flower = <i>flor</i> green = <i>verde</i> in front = <i>en frente</i> less = <i>menos</i> more = <i>mas</i> near = <i>cercano</i> night = <i>noche</i> plant = <i>planta</i> rainbow = <i>arco iris</i> sunshine = <i>sol</i> tree = <i>árbol</i> water = <i>agua</i> yellow = <i>amarillo</i>	autumn = <i>otoño</i> different = <i>diferente</i> dinosaur = <i>dinosaurio</i> earth = <i>tierra</i> eat = <i>come</i> farm = <i>granja</i> forest = <i>bosque</i> frog = <i>rana</i> insect = <i>insecto</i> lake = <i>lago</i> lakeshore = <i>orilla</i> measure = <i>medida</i> nature = <i>naturaleza</i> park = <i>parque</i> rain = <i>lluvia</i> river = <i>rio</i> season = <i>temporada</i> seed = <i>semilla</i> spring = <i>primavera</i> summer = <i>verano</i> weather = <i>tiempo</i> winter = <i>invierno</i>	climate = <i>clima</i> degree = <i>grado</i> desert = <i>desierto</i> environment = <i>ambiente</i> egg = <i>huevo</i> fern = <i>helecho</i> food chain = <i>cadena de alimento</i> fruit = <i>fruta</i> gas = <i>gas</i> grassland = <i>prado</i> hatch = <i>trampa</i> leaf = <i>hoja</i> life cycle = <i>ciclo vital</i> liquid = <i>liquido</i> migrate = <i>emigre</i> mineral = <i>mineral</i> moss = <i>musgo</i> planet = <i>planeta</i> pollen = <i>polen</i> root = <i>raíz</i> solid = <i>sólido</i> stem = <i>tallo</i> survive = <i>sobreviva</i> vegetable = <i>verdura</i>	amphibian = <i>anfíbio</i> backbone = <i>espina dorsal</i> bacteria = <i>bacterias</i> biology = <i>biología</i> biome = <i>biodiversidad</i> cactus = <i>cacto</i> carbon dioxide = <i>bióxido de carbono</i> cartilage = <i>cartílago</i> conservation = <i>conservación</i> decay = <i>decaimiento</i> decompose = <i>descompóngase</i> energy = <i>energía</i> food web = <i>tela de alimento</i> fossil = <i>fósil</i> fuel = <i>combustible</i> function = <i>función</i> habitat = <i>hábitat</i> incisor = <i>incisivo</i> mammal = <i>mamífero</i> molar = <i>muela</i> ocean habitat = <i>hábitat del océano</i> organism = <i>organismo</i> oxygen = <i>oxígeno</i> niche = <i>lugar</i> reptile = <i>reptil</i>	adapt = <i>adáptese</i> algae = <i>algas</i> amoeba = <i>ameba</i> behavior = <i>comportamiento</i> botany = <i>botánica</i> carnivore = <i>carnívoro</i> cell = <i>célula</i> chlorophyll = <i>clorofila</i> cold-blooded = <i>de sangre fría</i> ecosystem = <i>ecosistema</i> extinction = <i>extinción</i> glacier = <i>glaciar</i> herbivore = <i>herbívoros</i> inherit = <i>herede</i> instinct = <i>instinto</i> marsupial = <i>marsupial</i> membrane = <i>membrana</i> nucleus = <i>núcleo</i> omnivore = <i>omnívoros</i> photosynthesis = <i>fotosíntesis</i> protein = <i>proteína</i> pupa = <i>crisálida</i> rain forest = <i>selva tropical</i> response = <i>respuesta</i> spore = <i>espora</i> stimulus = <i>estímulo</i> warm-blooded = <i>de sangre caliente</i>	anatomy = <i>anatomía</i> asexual reproduction = <i>reproducción asexual</i> chloroplast = <i>cloroplasto</i> coniferous = <i>conífero</i> cross-pollination = <i>polinización cruzada</i> deciduous = <i>caducas</i> evergreen = <i>árbol de hoja perenne</i> fungus = <i>hongo</i> germination = <i>germinación</i> homeostasis = <i>homeostasis</i> host = <i>anfitrión</i> invertebrate = <i>invertebrado</i> metamorphosis = <i>metamorfosis</i> paramecium = <i>paramecio</i> parasite = <i>parásito</i> permafrost = <i>hielo permanente</i> pistil = <i>pistilo</i> protozoan = <i>protozoo</i> reproduction = <i>reproducción</i> respiration = <i>respiración</i> rhizome = <i>rizoma</i> savannah = <i>sabana</i> scavenger = <i>animal que se alimenta de carroña</i> sexual reproduction = <i>reproducción sexual</i> stamen = <i>estambre</i> symbiosis = <i>simbiosis</i> taxonomy = <i>taxonomía</i> temperate forest = <i>bosque templado</i> vertebrate = <i>vertebrado</i>

Draw pictures or find pictures that show what each word means; translate the words/write an explanation; use these words to describe and explain an environment.

Culture Vocabulary

Add more words—this is just a starting list. The grade 4-8 list is combined so that teachers can incorporate vocabulary to fit units of instruction.

K	1	2	3	4-8		
brother = <i>hermano</i> family = <i>familia</i> father = <i>hermano</i> feel = <i>sentir</i> help = <i>ayuda</i> here = <i>aquí</i> hope = <i>esperanza</i> live = <i>vivir</i> mother = <i>mamá</i> share = <i>compartir</i> sister = <i>hermana</i> song = <i>canción</i> sound = <i>sonido</i>	color = <i>color</i> flag = <i>bandera</i> good = <i>bueno</i> grandparent = <i>abuelo</i> help = <i>ayuda</i> holiday = <i>día</i> <i>festivo</i> home = <i>hogar</i> hope = <i>esperanza</i> light = <i>luz</i> live = <i>vivir</i> parent = <i>padre</i> share = <i>compartir</i> show = <i>demostrar</i> there = <i>ahí</i>	building = <i>edificio</i> change = <i>cambio</i> law = <i>ley</i> need = <i>necesidad</i> now = <i>ahora</i> past = <i>pasado</i> place = <i>lugar</i> present = <i>presente</i> pride = <i>orgullo</i> share = <i>compartir</i> then = <i>entonces</i> today = <i>ahora</i> rule = <i>regla</i> value = <i>valor</i> when = <i>cuando</i> work = <i>trabajo</i>	celebrate = <i>celebrar</i> city = <i>ciudad</i> communicate = <i>comunicar</i> community = <i>comunidad</i> cooperate = <i>cooperar</i> distance = <i>distancia</i> history = <i>historia</i> idea = <i>idea</i> important = <i>importante</i> landmark = <i>monumento</i> message = <i>mensaje</i> past = <i>pasado</i> proud = <i>orgullosa</i> route = <i>ruta</i> shelter = <i>refugio</i> transportation = <i>transportación</i>	agriculture = <i>agricultura</i> ancestor = <i>antepasado</i> archaeologist = <i>arqueólogo</i> architect = <i>arquitecto</i> architecture = <i>arquitectura</i> artifact = <i>artefacto</i> barter = <i>trueque</i> border = <i>frontera</i> capital = <i>capital</i> century = <i>siglo</i> ceremony = <i>ceremonia</i> change = <i>cambio</i> city = <i>ciudad</i> communicate = <i>comunicar</i> community = <i>comunidad</i> conflict = <i>conflicto</i> constant = <i>constante</i> continue = <i>continuar</i> country = <i>país</i> culture = <i>cultura</i> current = <i>corriente</i> custom = <i>costumbres</i>	design = <i>diseño</i> develop = <i>desarrollo</i> diversity = <i>variedad</i> empire = <i>imperio</i> ethnic group = <i>grupo</i> <i>étnico</i> event = <i>evento</i> extended family = <i>familia extendida</i> forum = <i>foro</i> generation = <i>generación</i> heritage = <i>herencia</i> history = <i>historia</i> historian = <i>historiador</i> hometown = <i>país de</i> <i>origen</i> identity = <i>identidad</i> immigrant = <i>inmigrante</i> initiative = <i>iniciativa</i> justice = <i>justicia</i> language = <i>lenguaje</i> leader = <i>líder</i> liberty = <i>libertad</i>	migrant = <i>emigrante</i> migrate = <i>emigrar</i> mission = <i>misión</i> native = <i>nativo</i> nationalism = <i>nacionalismo</i> nomad = <i>nómada</i> patriot = <i>patriota</i> pioneer = <i>pionero</i> progress = <i>progreso</i> progressive = <i>progresivo</i> recognize = <i>reconocer</i> refugee = <i>refugiado</i> responsibility = <i>responsabilidad</i> shelter = <i>albergue</i> society = <i>sociedad</i> symbol = <i>símbolo</i> town = <i>pueblo</i> trade = <i>intercambio</i> value = <i>valor</i> village = <i>aldea</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain a culture.

Technology Vocabulary

Look at other grades to see if those words fit your grade, too.

K-1	2	3	4	5	6-8
air = <i>aire</i> big = <i>grande</i> cold = <i>frío</i> color = <i>color</i> cool = <i>fresco</i> drink = <i>bebida</i> feel = <i>sentir</i> gas = <i>gas</i> hot = <i>caliente</i> light = <i>luz</i> see = <i>vea</i> shape = <i>forma</i> size = <i>tamaño</i> small = <i>pequeño</i> smell = <i>olor</i> solid = <i>sólido</i> warm = <i>tibio</i> water = <i>agua</i> wet = <i>moje</i>	few = <i>pocos</i> foot = <i>pie</i> inch = <i>pulgada</i> large = <i>grande</i> little = <i>poco</i> many = <i>muchos</i> metal = <i>metal</i> mile = <i>milla</i> paper = <i>papel</i> rock = <i>piedra</i> short = <i>chico</i> tall = <i>alta</i> wood = <i>madera</i>	balance = <i>equilibrio</i> effort = <i>esfuerzo</i> energy = <i>energía</i> force = <i>fuerza</i> friction = <i>fricción</i> fulcrum = <i>fulcro</i> function = <i>función</i> gravity = <i>gravedad</i> inclined plane = <i>avion inclinado</i> invention = <i>invención</i> lever = <i>palanca</i> machine = <i>máquina</i> mechanical = <i>mecánico</i> motion = <i>movimiento</i> pull = <i>tire</i> pulley = <i>polea</i> simple machine = <i>máquina sencilla</i> slope = <i>cuesta</i> wheel = <i>rueda</i> wheel and axle = <i>rueda y el eje</i> work = <i>trabajo</i>	absolute zero = <i>cero absoluto</i> acceleration = <i>aceleración</i> attract = <i>atraiga</i> boiling point = <i>punto hirviente</i> Celsius = <i>centígrados</i> deceleration = <i>desaceleración</i> degree = <i>grado</i> electromagnet = <i>electroimán</i> energy transfer = <i>transferencia de energía</i> Fahrenheit = <i>Fahrenheit</i> force = <i>fuerza</i> friction = <i>fricción</i> inertia = <i>inercia</i> insulator = <i>aislador</i> magnet = <i>imán</i> magnetic = <i>magnético</i> magnetic field = <i>campo magnético</i> magnetic force = <i>fuerza magnética</i> magnetism = <i>magnetismo</i> mechanical energy = <i>energía mecánica</i> melting point = <i>punto de fusión</i> pole = <i>poste</i> temperature = <i>temperatura</i>	absorption = <i>absorción</i> Bernoulli's principal = <i>principal de Bernoulli</i> conduction = <i>conducción</i> conductor = <i>conductor</i> convection = <i>convección</i> drag = <i>obstáculo</i> electrical = <i>eléctrico</i> expand = <i>expandir</i> filament = <i>filamento</i> fuel energy = <i>energía de combustible</i> gravity = <i>gravedad</i> illuminate = <i>iluminar</i> incandescent = <i>incandescente</i> lift = <i>elevar</i> mass = <i>masa</i> prism = <i>prisma</i> radiant = <i>radiante</i> thermostat = <i>termostato</i> wave = <i>onda</i> neon = <i>neón</i> power = <i>poder</i> radiation = <i>radiación</i> rate = <i>ritmo</i> reflection = <i>reflexión</i> refraction = <i>refracción</i> sound = <i>sonido</i> thrust = <i>empuje</i>	data = <i>datos</i> equilibrium = <i>equilibrio</i> evidence = <i>evidencia</i> gravitational force = <i>fuerza gravitacional</i> hypothesis = <i>hipótesis</i> kinetic energy = <i>energía cinética</i> materials = <i>materiales</i> matter = <i>materia</i> momentum = <i>ímpetu</i> physical = <i>físico</i> potential = <i>potencial</i> potential energy = <i>energía potencial</i> predict = <i>prediga</i> probability = <i>probabilidad</i> procedure = <i>procedimiento</i> projectile = <i>proyectil</i> proof = <i>prueba</i> property = <i>propiedad</i> range = <i>gama</i> resistance = <i>resistencia</i> rotate = <i>rote</i> scientific method = <i>método científico</i> terminal velocity = <i>velocidad terminal</i> theory = <i>teoría</i> thermal = <i>térmica</i> universal gravitation = <i>gravitación universal</i> variable = <i>variable</i> velocity = <i>velocidad</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain technology.

Government Vocabulary

Here are some of the terms students need to know about government. Choose the words that your class will learn. Add more words, too. Your students can make the same bilingual chart for any topic.

K-1	2	3	4	5	6-8
family = <i>familia</i> feelings = <i>sentimientos</i> few = <i>pocos</i> friend = <i>amigo</i> many = <i>varios</i> money = <i>dinero</i> neighborhood = <i>vecindario</i> rule = <i>regla</i> share = <i>compartir</i> small = <i>pequeño</i> today = <i>hoy</i> tomorrow = <i>mañana</i> yesterday = <i>ayer</i>	choose = <i>escoger</i> citizen = <i>ciudadano</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> court = <i>corte</i> elect = <i>elegir</i> law = <i>ley</i> lead = <i>dirigir</i> leader = <i>líder</i> rule = <i>regir</i> state = <i>estado</i> tax = <i>impuesto</i> town = <i>pueblo</i>	boundary = <i>límite</i> capital = <i>capital</i> cause = <i>causa</i> century = <i>siglo</i> choice = <i>elección</i> city council = <i>consejo de la ciudad</i> colonist = <i>colonizador</i> community = <i>comunidad</i> effect = <i>efecto</i> government = <i>gobierno</i> governor = <i>gobernador</i> immigrant = <i>inmigrante</i> judge = <i>juez</i> lawyer = <i>abogado</i> leadership = <i>liderazgo</i> mayor = <i>alcalde</i> political party = <i>partido político</i> reason = <i>razón</i> responsibility = <i>responsabilidad</i> right = <i>correcto</i> suburb = <i>suburbio</i>	allegiance = <i>alianza</i> ballot = <i>votación</i> border = <i>frontera</i> citizens = <i>ciudadanos</i> Civil War = <i>Guerra Civil</i> Congress = <i>Congreso</i> county = <i>condado</i> democracy = <i>democracia</i> democratic = <i>democrático</i> district = <i>distrito</i> government branch = <i>rama de gobierno</i> governor = <i>gobernador</i> heritage = <i>herencia</i> illegal = <i>ilegal</i> legal = <i>legal</i> nation = <i>nación</i> political = <i>político</i> politics = <i>política</i> president = <i>presidente</i> rationale = <i>raciocinio</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> state government = <i>gobierno del estado</i> union = <i>unión</i>	amendment = <i>enmienda</i> bill = <i>legajo</i> civil rights = <i>derechos civiles</i> congress = <i>congreso</i> constituent = <i>componente</i> district = <i>distrito</i> Emancipation Proclamation = <i>Proclamación de Emancipación</i> enact = <i>decreto</i> enforce = <i>imponer</i> executive = <i>ejecutivo</i> injustice = <i>injusticia</i> judicial = <i>judicial</i> justice = <i>justicia</i> legislate = <i>legislar</i> legislative = <i>legislativo</i> legislator = <i>legislador</i> majority = <i>mayoría</i> minority = <i>minoría</i> overturn = <i>volcar</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> veto = <i>veto</i>	alternative = <i>alternativo</i> assess = <i>valorar</i> charter = <i>encargo</i> coalition = <i>coalición</i> compact = <i>compacto</i> compromise = <i>compromiso</i> decree = <i>decreto</i> deliberate = <i>deliberar</i> dictator = <i>dictador</i> electoral college = <i>colegio electoral</i> empire = <i>imperio</i> evaluate = <i>evaluar</i> human rights = <i>derechos humanos</i> municipal government = <i>gobierno municipal</i> popular vote = <i>voto popular</i> provisional = <i>provisional</i> regulate = <i>regular</i> republic = <i>república</i> sovereign = <i>soberano</i> swing vote = <i>voto decisivo</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain government.

Systems of Science Vocabulary Here are some of the terms students need to know about systems of science. Choose the words your class will learn. Add more words, too.

K	1	2	3	4	5	6	7	8
hard = <i>duro</i> smell = <i>olor</i> soft = <i>suave</i> air = <i>aire</i> cold = <i>frio</i> rock = <i>pedra</i> warm = <i>tibio</i> lake = <i>lago</i> river = <i>rio</i> water = <i>agua</i> wet = <i>mojado</i>	road = <i>camino</i> sound = <i>sonido</i> transportation = <i>transportación</i> vibration = <i>vibración</i> earth = <i>tierra</i> rock = <i>pedra</i> water = <i>agua</i> weather = <i>clima</i> moon = <i>luna</i> season = <i>temporada</i> sun = <i>sol</i> year = <i>año</i>	rock = <i>pedra</i> soil = <i>suelo</i> water = <i>agua</i> weather = <i>clima</i> attract = <i>atraer</i> magnet = <i>imán</i> repel = <i>rechazar</i> earth = <i>tierra</i> galaxy = <i>galaxia</i> moon = <i>luna</i> solar system = <i>sistema solar</i> sun = <i>sol</i>	landform = <i>masas de tierra</i> lightning = <i>relámpago</i> mountain = <i>montaña</i> storm = <i>tormenta</i> thunder = <i>trueno</i> igneous = <i>ígneo</i> metamorphic = <i>metamórfico</i> sedimentary = <i>sedimentario</i> soil = <i>suelo</i> coal = <i>carbón</i> natural resource = <i>recurso natural</i> oil = <i>aceite</i> timber = <i>madera</i> water = <i>agua</i>	consumer = <i>consumidor</i> environment = <i>ambiente</i> food chain = <i>cadena de alimento</i> food web = <i>telaraña de alimento</i> producer = <i>productor</i> climate = <i>clima</i> prey = <i>presa</i> produce = <i>producto</i> season = <i>temporada</i> survive = <i>sobrevivir</i> astronomer = <i>astrónomo</i> gravity = <i>gravedad</i> meteor = <i>meteoro</i> planet = <i>planeta</i> solar system = <i>sistema solar</i> biome = <i>biodiversidad</i> condensation = <i>condensación</i> moisture = <i>humedad</i> precipitation = <i>precipitación</i> season = <i>temporada</i> temperature = <i>temperatura</i>	acid rain = <i>lluvia ácida</i> condensation = <i>condensación</i> evaporation = <i>evaporación</i> landform = <i>masas de tierra</i> leaching = <i>lixiviar</i> precipitation = <i>precipitación</i> storm = <i>tormenta</i> water table = <i>nivel freático</i> water vapor = <i>vapor del agua</i> atmosphere = <i>atmósfera</i> climate = <i>clima</i> cloud type = <i>tipo de nube</i> frost = <i>helada</i> hurricane = <i>huracán</i> temperature = <i>temperatura</i> tornado = <i>tornado</i> abiotic = <i>no biótico</i> asteroidal = <i>de asteroide</i> impact = <i>impacto</i> atmosphere = <i>atmósfera</i> earth history = <i>historia de tierra</i> mass extinction = <i>extinción masiva</i> orbit = <i>órbita</i> planet = <i>planeta</i> season = <i>temporada</i> volcanism = <i>de volcanes</i>	air pressure = <i>presión aérea</i> atmosphere = <i>atmósfera</i> dew = <i>rocío</i> jet stream = <i>corriente del jet</i> moisture = <i>humedad</i> temperature = <i>temperatura</i> glacier = <i>glaciar</i> leaching = <i>lixiviar</i> rock cycle = <i>ciclo de la roca</i> soil formation = <i>formación de tierra</i> storm = <i>tormenta</i> valley glacier = <i>glaciar del valle</i> water table = <i>nivel freático</i> black hole = <i>hoyo negro</i> density = <i>densidad</i> mass = <i>masa</i> red giant = <i>gigante rojo</i> telescope = <i>telescopio</i> white dwarf = <i>enano blanco</i>	botany = <i>botánica</i> competition = <i>competencia</i> consumer = <i>consumidor</i> evolution = <i>evolución</i> food chain = <i>cadena de alimento</i> producer = <i>productor</i> reproductive rate = <i>tasa reproductiva</i> scavenger = <i>carroñero</i> digestive = <i>digestivo</i> endocrine = <i>endocrino</i> excretion = <i>excreción</i> nervous system = <i>sistema nervioso</i> organ = <i>órgano</i> reproduction = <i>reproducción</i> respiration = <i>respiración</i> respiratory system = <i>sistema respiratorio</i> tissue = <i>tejido</i> transport = <i>transporte</i> vital function = <i>función esencial</i> appendage = <i>apéndice</i> camouflage = <i>camuflaje</i> decomposition = <i>descomposición</i> defensive structure = <i>estructura defensiva</i> food chain = <i>cadena de alimento</i> fungus = <i>hongo</i> microorganism = <i>microorganismo</i> reproductive rate = <i>tasa reproductiva</i> season = <i>temporada</i> spine = <i>espina dorsal</i> atmosphere = <i>atmósfera</i> biodegradability = <i>biodegradable</i> cloud type = <i>tipo de nube</i> homeostasis = <i>equilibrio ecológico</i> humidity = <i>humedad</i> natural resource = <i>recurso natural</i> solar heating = <i>calefacción solar</i> temperature = <i>temperatura</i> regulation = <i>regulación</i> troposphere = <i>troposfera</i> wind = <i>viento</i>	air mass = <i>masa aérea</i> air pressure = <i>presión aérea</i> atmosphere = <i>atmósfera</i> evaporation = <i>evaporación</i> freezing point = <i>punto de congelamiento</i> front = <i>frente</i> jet stream = <i>corriente del jet</i> lithosphere = <i>litosfera</i> monsoon = <i>monzón</i> smog = <i>smog</i> storm = <i>tormenta</i> asteroid = <i>asteroide</i> black hole = <i>hoyo negro</i> comet = <i>cometa</i> constellation = <i>constelación</i> gravitational force = <i>fuerza de gravitación</i> orbital motion = <i>movimiento orbital</i> planet = <i>planeta</i> radio telescope = <i>catalejo de radio</i> sphere = <i>esfera</i> universe = <i>universo</i> erosion = <i>erosión</i> fracture = <i>fractura</i> igneous = <i>ígneo</i> leaching = <i>lixiviar</i> metamorphic = <i>metamórfico</i> organic rock = <i>pedra orgánica</i> sedimentary = <i>sedimentario</i> seismic = <i>sísmico</i> seismograph = <i>sismógrafo</i> viscosity = <i>viscosidad</i> volcanic eruption = <i>erupción volcánica</i> water table = <i>nivel freática</i> weathering = <i>capear</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain a system.

Economics Vocabulary

Here are some of the terms students need to know about economics. Choose the words your class will learn. Add more words, too.

K-1	2	3	4	5	6-8	6-8
bakery = <i>panadería</i> bank = <i>banco</i> have = <i>tener</i> help = <i>ayudar</i> job = <i>trabajo</i> money = <i>dinero</i> need = <i>necesidad</i> store = <i>tienda</i> street = <i>calle</i> time = <i>tiempo</i> tool = <i>herramienta</i> want = <i>querer</i> wish = <i>desear</i> work = <i>trabajar</i> working = <i>trabajando</i>	buy = <i>comprar</i> coin = <i>moneda</i> consumer = <i>consumidor</i> crop = <i>cultivo</i> dollar = <i>dólar</i> factory = <i>fábrica</i> farm = <i>granja</i> goods = <i>productos</i> machines = <i>máquinas</i> needs = <i>necesidades</i> office = <i>oficina</i> oil = <i>petróleo</i> pipeline = <i>pipa</i> producer = <i>productores</i> resource = <i>recursos</i> sell = <i>vender</i> service = <i>servicio</i> shopper = <i>comprador</i> store = <i>tienda</i> tools = <i>herramientas</i> trade = <i>comercio</i> train = <i>tren</i> truck = <i>camión</i> worker = <i>trabajador</i>	barter = <i>intercambio</i> business = <i>negocio</i> consumer = <i>consumidor</i> cost = <i>costo</i> demand = <i>demanda</i> energy = <i>energía</i> government = <i>gobierno</i> health = <i>salud</i> market = <i>mercado</i> mine = <i>mina</i> price = <i>precio</i> problem = <i>problema</i> producer = <i>productor</i> railroad = <i>ferrocarril</i> resource = <i>recursos</i> service worker = <i>trabajador de servicio</i> shipping = <i>envío</i> suburban = <i>suburbano</i> supply = <i>oferta</i> tax = <i>impuesto</i> trade = <i>comercio</i> transportation = <i>transportación</i> urban = <i>urbano</i> workplace = <i>oficina</i>	agriculture = <i>agricultura</i> cattle = <i>ganado</i> cargo = <i>carga</i> cash crop = <i>cosecha comercial</i> commerce = <i>comercio</i> communications = <i>comunicaciones</i> food processing = <i>procesamiento de alimentos</i> employer = <i>compañía</i> employment = <i>empleo</i> goods = <i>bienes</i> harbor = <i>puerto</i> harvest = <i>cosecha</i> income = <i>ingreso</i> industry = <i>industria</i> labor = <i>mano de obra</i> land use = <i>uso de suelo</i> lumber = <i>madera</i> meat packing = <i>carne empacada</i> producer = <i>productor</i> production = <i>producción</i> region = <i>región</i> service worker = <i>trabajador de servicio</i> shipment = <i>envío</i> transport system = <i>sistema de transporte</i> union = <i>unión</i> wage = <i>salario</i>	apprentice = <i>aprendiz</i> assembly line = <i>línea de ensamblaje</i> boom = <i>crecimiento</i> boycott = <i>boicot</i> cash crop = <i>cosecha comercial</i> depression = <i>depresión</i> efficiency = <i>eficiencia</i> economy = <i>economía</i> export = <i>exportación</i> housing = <i>habitacional</i> import = <i>importar</i> industrial revolution = <i>revolución industrial</i> labor union = <i>unión laboral</i> market = <i>mercado</i> merchant = <i>mercader</i> monopoly = <i>monopolio</i> poverty = <i>pobreza</i> stock = <i>reserva</i> strike = <i>huelga</i> tariff = <i>tarifa</i> technology = <i>tecnología</i> unemployment = <i>desempleo</i>	boycott = <i>boicot</i> capital = <i>capital</i> capitalism = <i>capitalismo</i> cash crop = <i>cosecha comercial</i> conservation = <i>conservación</i> credit = <i>crédito</i> currency = <i>moneda</i> debt = <i>deuda</i> development = <i>desarrollo</i> division of labor = <i>división de trabajo</i> economics = <i>economía</i> economist = <i>economista</i> efficiency = <i>eficiencia</i> embargo = <i>embargo</i> excise = <i>ejercer</i> financial = <i>financiero</i> free enterprise = <i>empresa libre</i> gross national = <i>bruto nacional</i> product = <i>producto</i> income tax = <i>impuesto al ingreso</i> hunter and gatherer = <i>cazador y recolector</i> hydroelectric power = <i>poder hidroeléctrico</i> industrialization = <i>industrialización</i> inflation = <i>inflación</i> interdependence = <i>interdependencia</i>	Interest = <i>intereses</i> Invest = <i>inversión</i> nonrenewable = <i>no renovable</i> per capita income = <i>ingreso por persona</i> policy = <i>política</i> profit = <i>ganancia</i> productivity = <i>productividad</i> raw materials = <i>material prima</i> single source = <i>fuentes sencilla</i> economy = <i>economía</i> specialization = <i>especialización</i> standard of living = <i>nivel de vida</i> subsistence = <i>subsistir</i> surplus = <i>superávit</i> tariff = <i>tarifa</i> taxation = <i>nivel de impuesto</i> value = <i>valor</i> value added = <i>valor agregado</i> wealth = <i>riqueza</i> working = <i>trabajando</i> conditions = <i>condición</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to explain how the economy works.

Discoveries and Inventions

Here are some words and phrases that students need to know to read and write about discoveries and inventions. Choose the words that your class will learn. Add new words, too.

K - 1		3 - 5		6 - 8	
big = <i>grande</i> different = <i>diferente</i> dig = <i>excavar</i> find = <i>encontrar</i> found = <i>encontré</i> go = <i>ir</i> hear = <i>escuchar</i> know = <i>saber</i> learn = <i>aprender</i> listen = <i>escuchar</i> little = <i>pequeño</i> look = <i>ver</i> make = <i>hacer</i>	map = <i>mapa</i> new = <i>nuevo</i> now = <i>ahora</i> read = <i>leer</i> same = <i>mismo</i> saw = <i>observé</i> see = <i>observar</i> small = <i>chiquito</i> tell = <i>decir</i> think = <i>pensar</i> try = <i>tratar</i> use = <i>usar</i>	connect = <i>conectar</i> could be = <i>puede ser</i> discover = <i>descubrir</i> experiment = <i>experimentar</i> explore = <i>explorar</i> figure out = <i>descifrar</i> idea = <i>idea</i> imagine = <i>imaginar</i> invent = <i>inventar</i> invention = <i>invento</i> inventor = <i>inventor</i> knew = <i>supo</i> look for = <i>buscar</i> look into = <i>averiguar</i> hypothesis = <i>hipótesis</i> improve = <i>mejorar</i> locate = <i>localizar</i> news = <i>noticias</i>	note = <i>noticia</i> observe = <i>observar</i> predict = <i>predecir</i> prove = <i>probar</i> reason reveal = <i>revelar la razón</i> results = <i>resultados</i> science = <i>ciencia</i> scientific method = <i>método científico</i> scientist = <i>científico</i> search = <i>investigar</i> sense = <i>sentido</i> sight = <i>vista</i> study = <i>estudiar</i> technology = <i>tecnología</i> tool = <i>herramienta</i> uncover = <i>descubrir</i> useful = <i>útil</i>	analyze = <i>analizar</i> data = <i>información</i> detect = <i>detectar</i> design = <i>diseñar</i> discoverer = <i>descubridor</i> discovery = <i>descubrimiento</i> examine = <i>examinar</i> excavate = <i>excavar</i> expedition = <i>expedición</i> enlighten = <i>aclarar</i> findings = <i>hallazgos</i> identify = <i>identificar</i> inform = <i>informar</i> information = <i>información</i> innovation = <i>innovación</i> inquire = <i>indagar</i> knowledge = <i>conocimiento</i>	notice = <i>noticia</i> observation = <i>observación</i> prediction = <i>predicción</i> reasoning = <i>razonamiento</i> require = <i>requerimiento</i> research = <i>investigación</i> researcher = <i>analista</i> resource = <i>recursos</i> revelation = <i>revelación</i> revolution = <i>revolución</i> route = <i>ruta</i> technique = <i>técnica</i> trace = <i>trazar</i> uncover = <i>esclarecer</i> unearth = <i>deducir</i> unfamiliar = <i>deshabituado</i> vision = <i>visión</i>

Draw pictures or find pictures that show what each word means; translate the words; use these words to describe and explain discoveries and inventions.

Assess Word Knowledge to Expand Understanding

This example can be adapted to any topic. If students put this exhibit in the classroom, everyone re-visits the words. If they put their exhibit in the hallway, everyone sees the progress. Make the exhibit connect to Chicago so everyone knows these words are part of our city.

CHICAGO CONNECTIONS WORD EXHIBIT

ILS1A Expand Vocabulary

TOPIC: _____

Our pictures and words show what we know.

C	H	I	C	A	G	O

Part 6:

Guide Reading Explicitly

Teacher-Guided Activities

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Student activities provided in English on the page listed and in Spanish on the following page.

Teacher-Guided Activity—Chart Genres of Literature

A genre is a kind of literary work. It's a style that authors use to express their ideas.

Genre	Definition	Examples	Our Example
Fiction	Fiction is a type of writing based on imagination, and not necessarily on fact.	<i>Tuck Everlasting</i> , Natalie Babbitt; <i>Holes</i> , Louis Sachar; <i>The House on Mango Street</i> , Sandra Cisneros	
Nonfiction	Nonfiction is a type of writing based on fact. It might be based in history or in science.	<i>We Were There, Too: Young People in U.S. History</i> , Philip M. Hoose; <i>The Longitude Prize</i> , Joan Dash	
Poetry	Poetry is a type of writing that uses rhythm, and sometimes rhyme, to communicate ideas & feelings	<i>A Light in the Attic</i> , Shel Silverstein; <i>The Dream Keeper & Other Poems</i> , Langston Hughes	
Biography	A biography is an account of someone's life, told by another.	<i>Lincoln: A Photobiography</i> , Russell Freedman; <i>Cesar Chavez: A Hero for Everyone</i> , Gary Soto & Lori Lohstoeter	
Auto-biography	An autobiography is an account of someone's life, told by that person.	<i>The Autobiography of Ben Franklin</i> , Ben Franklin; <i>I Know Why the Caged Bird Sings</i> , Maya Angelou	
Historical fiction	Historical fiction is based on imagination (like fiction), but set among actual events or during a specific period of history.	<i>Amos Fortune, Free Man</i> , by Elizabeth Yates; <i>Little House On the Prairie</i> , Laura Ingalls Wilder	
Mystery	A mystery is a piece of fiction that deals with puzzling events & suspenseful situations. Many mysteries involve characters attempting to solve crimes.	<i>Chasing Vermeer</i> , Blu Balliet; <i>The Westing Game</i> , Evelyn Raskin	
Adventure	Adventure could be either fact or fiction. Adventure usually involves a hero or heroine who pursues, against great obstacles, something noble.	<i>Hatchett</i> , Gary Paulsen; <i>The Island of the Blue Dolphins</i> , Scott O'Dell	
Fantasy	Fantasy (which is another form of fiction) involves characters, situations, or settings that could not exist in life as we know it. Many fantasy books involve magic or other-worldly events.	<i>The Lion, the Witch, & the Wardrobe</i> , C. S. Lewis; <i>Harry Potter</i> , J. K. Rowling; <i>The Lord of the Rings</i> , J. R. R. Tolkien	
Science-fiction	Science-fiction uses the influence of science (both real science & imagined science) on real life. It might be set in the future or outer-space.	<i>The Giver</i> , Lois Lowry; <i>A Wrinkle in Time</i> , Madeleine L'Engle	

Teacher-Guided Activity: Chicago Dramatists

Use this outline to help students write and present a play based on a story or history they read.

Story/History: _____

Who's in it?

Who	Characteristics

What happens?

Write the play.

Write what each person might say.

DIVERSIFY ACTIVITIES: Reading Partner Projects

We put 9 activities on this page. Add more that fit the grade level you teach.

List the important words you learned about the topic. For each word, draw a picture.	Make a crossword puzzle about the topic.	Make up multiple choice questions about topic.
List your "top ten" facts about the topic.	Make a picture glossary.	Make an alphabet list about the topic.
Write a poem about it.	Make up a matching game with facts and questions.	Draw a picture that shows five facts about the topic.

The following activity guides can be used to organize these and other activities.

PRIMARY READING Activities/Assessments

The following activities can be completed to take inventory of student competence or as activities to develop those competencies.

COMPREHENSION: Make Predictions

Draw a picture that shows what will happen next.

- ✓ *Make your picture so clear that another student can tell what you think.*

COMPREHENSION: Location

Draw a picture that shows where this story takes place.

- ✓ *Include details so anyone can tell where this place is.*

COMPREHENSION: SEQUENCE

Put pictures in order that tells the story.

(Teacher inserts pictures here.)

- ✓ *Put them in correct order.*

COMPREHENSION: Characteristics

Circle the people who are part of the story.

(Teacher inserts pictures of persons who are in the story and persons who are NOT in it.)

- ✓ *Choose all the people who are in the story.*

Assess with Graphic Organizers: Reading Comprehension

The following “generic” activities can be used to assess student progress in reading.

COMPREHENSION: CLASSIFY AND INFER CHARACTERISTICS

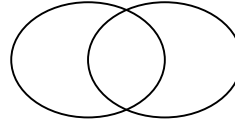
Complete this chart for a character in the story:

Literal	Inference

- ✓ Include at least two inferences.

COMPREHENSION: COMPARE/CONTRAST PLACES

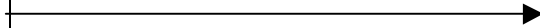
Use a Venn diagram to compare and contrast two places.



- ✓ Provide important information about each place.

COMPREHENSION SEQUENCE EVENTS

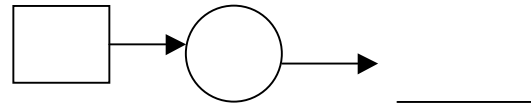
Complete this time-line for the history.



- ✓ Include important events.
- ✓ Put them in correct order.

COMPREHENSION CAUSE-EFFECT-PREDICTION

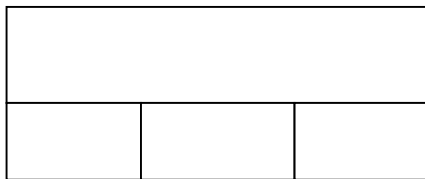
Complete this diagram to show cause-effect—and your prediction of what will happen.



- ✓ Include enough information so that someone else will see your idea clearly.

COMPREHENSION: MAIN IDEA

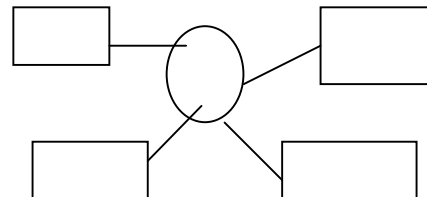
Identify the main idea and three supporting facts.



- ✓ State your idea clearly.
- ✓ Support it with important facts.

COMPREHENSION SKILLS IDENTIFY RELATIONSHIPS

Complete this diagram to show how the main character relates to the others.



- ✓ Include all the important characters.
- ✓ Explain how they relate.

Guide Strategic Readers to Learn More

Focus

- ✓ Establish a purpose for reading.
- ✓ Focus on the reading.
- ✓ Skim a text to identify patterns and kinds of content.

Get it Clear

- ✓ Use structure of text to figure out what's important.
- ✓ Check understanding.
- ✓ Adjust reading rate to level of text difficulty.
- ✓ Re-read to find information, check meaning.
- ✓ Scan a text to locate information.
- ✓ List information related to a topic or question.

Think More

- ✓ Ask themselves questions as they read.
- ✓ Paraphrase.
- ✓ Make mental pictures as they read.
- ✓ Predict.
- ✓ Read ahead.

Think It Through

- ✓ Identify purpose and viewpoint of the writer.
- ✓ Evaluate information and ideas.
- ✓ Summarize the reading.

Get It Together

- ✓ Connect ideas and information from different sources.

Get It Across

- ✓ Write to report the learning.

Como Leer Para Aprender

Enfócate ➡

- ✓ Establece un propósito para leer.
- ✓ Concéntrate en la lectura.
- ✓ Lee rápido un texto para identificar sistemas y tipos de contenido.

Entiéndelo Claramente ↗

- ✓ Utiliza estructura del texto para encontrar lo que es importante.
- ✓ Revisa tu comprensión.
- ✓ Ajusta la velocidad de la lectura de acuerdo al nivel de dificultad.
- ✓ Vuelve a leer para encontrar información, revisa el significado.
- ✓ Escanea un texto para localizar información.
- ✓ Haz una lista con información relacionada a un tema o pregunta.

Piensa Más ↘

- ✓ Hazte preguntas mientras lees
- ✓ Haz un párrafo
- ✓ Haz un dibujo mental mientras lees
- ✓ Predice.
- ✓ Lee más allá.

Piénsalo Detenidamente ➡

- ✓ Identifica propósitos y puntos de vista del escritor.
- ✓ Evalúa información e ideas.
- ✓ Resume la lectura.

Entiéndelo en Conjunto ❖

- ✓ Conecta ideas e información de diferentes fuentes de información.

Entiéndelo Completamente ↙

- ✓ Escribe para reportar el aprendizaje.

Expand Understanding and Abilities with Questions

After students complete a section, these questions will expand thinking.

Story

Inferential

Add words to the story—words that one of the characters might have said.

Draw pictures of the place and characters.

Tell what you think could have happened before the story started.

Tell what you think happens next.

Analytic

How is this story like another story you read?

How is this place different from Chicago today?

Evaluative

Which is the most important action? Why?

Which character changes the most?

What makes this a good story? What would make it a better story?

History

Inferential

Choose one action someone took. What reasons would someone have for doing it?

Write a letter that someone who was there might have written to tell about this history.

Draw a picture of what someone would have seen at that time in that place.

Analytic

How is this history like a current event?

How is the situation different than today?

Evaluative

Which is the most important event? Why?

What makes this a good history? What would make it a better history?

Develop Reading Skills with Questions

What are the skills/strategies of reading comprehension that I should emphasize in ongoing instruction so that test preparation is “built into” learning my subject?

This list includes major skills of reading comprehension tested by ISAT.

Be sure that students read a range of materials, including newspaper articles, poems, and non-fiction texts.

- _____ Infer the meaning of a word from context
- _____ Identify the traits of a character or person --*stated literally*
- _____ Infer the traits of a character or person
--*based on an interpretation of the text*
- _____ Identify the motive of a character or person--*stated literally*
- _____ Infer the motive of a character or person
--*based on an interpretation of the text*
- _____ Identify facts about a situation--*stated literally*
- _____ Infer relationships--*based on an interpretation of the text*
- _____ Infer predictions--*based on an interpretation of the text*
- _____ Infer prior actions--*based on an interpretation of the text*
- _____ Identify the structure of a text (how the text is organized)
- _____ Summarize information
- _____ Identify the main idea
- _____ Evaluate information to support or reject an idea
- _____ Infer the writer’s point of view--*based on an interpretation of the text*
- _____ Infer the writer’s reasons--*why the author uses words and phrases*
- _____ Interpret non-literal language--*metaphors, similes, symbols*

Habilidades de Lectura

¿Cuáles son las habilidades/estrategias de comprensión de lectura que debo enfatizar en mi enseñanza continua para que la preparación para el examen este implementada en el aprendizaje de mi materia?

Esta lista incluye las habilidades más importantes de comprensión de lectura que se encuentran en los exámenes de ISAT.

Asegúrate de que los estudiantes lean una gran variedad de materiales, incluyendo artículos de periódicos, poemas, y textos de enseñanza.

- _____ Infiere el significado de una palabra desde su contexto
- _____ Identifica las cualidades de un personaje o persona *—de manera literal*
- _____ Infiere las cualidades de un personaje o persona
--basado en la interpretación del texto
- _____ Identifica el motivo de la acción de un personaje o *persona—de manera literal*
- _____ Infiere el motivo de la acción de un personaje o persona
--basado en la interpretación del texto
- _____ Identifica hechos acerca de una situación—*de manera literal*
- _____ Infiere relaciones—*basado en la interpretación del texto*
- _____ Infiere predicciones—*basado en la interpretación del texto*
- _____ Infiere acciones previas--*basado en la interpretación del texto*
- _____ Identifica la estructura de un texto (como está organizado el texto)
- _____ Resume la información
- _____ Identifica la idea principal
- _____ Evalúa información para respaldar o rechazar una idea
- _____ Infiere el punto de vista del escritor--*basado en la interpretación del texto*
- _____ Infiere las razones del autor—*por que el autor utiliza palabras y frases*
- _____ Interpreta el lenguaje-*metáforas, sonrisas, símbolos*

Read Skillfully

ILS1B: Competence: Can read analytically and inferentially.

Use these skills to get more when you read.

1. Infer the meaning of a word from context—Find a word you don't know. Guess what it means. *Then ask: would that make sense in this sentence?*
2. Identify facts about a situation-- *Collect and classify facts about an event.*
3. Identify the traits of a character or person—*List traits for each character or person. Then draw pictures showing those traits.*
4. Infer the traits of a character or person —infer a trait, give two reasons for your inference.
5. Identify the motive of a character or person—*List reason from text for an action*
6. Infer the motive of a character or person—*Infer why someone made a decision; give two reasons for your inference*
7. Infer prediction--*Make a prediction, give three reasons for your prediction.*
8. Infer prior actions—*Guess what happened before. Gve two reasons for your guess.*
9. Summarize information—List important information; then restate what's important.
10. Identify the main idea—*Explain what is the idea the writer wants you to get?*
11. Evaluate information to support or reject an idea—“rank” answers to a multiple choice question
12. Infer the writer's point of view—*How does the writer feel about this topic? Why do you think so?*

Evaluate when you read.

Which of these skills do you think is most important?

Why?

Lee con Habilidad

ILS1B: Competence: Can read analytically and inferentially.

Utiliza estas habilidades para obtener más cuando lees.

1. Infiere el significado de la palabra desde un contexto—Encuentra una palabra que no sepas. Adivina lo que significa. *Después pregunta: ¿eso haría sentido en esta oración?*
2. Identifica hechos acerca de la situación—*Colecciona y clasifica hechos acerca de un evento.*
3. Identifica las cualidades de un personaje o persona—*Haz una lista para cada personaje o persona. Después haz dibujos que enseñen esas cualidades.*
4. Infiere las cualidades de un personaje o persona—*infiere una cualidad, da dos razones por la cual inferiste esa cualidad*
5. Identifica el motivo de un personaje o persona—*Haz una lista de razones del texto para una acción.*
6. Infiere el motivo de un personaje o persona—*infiere el porque alguien tomó una decisión; da dos razones de porque inferiste esto.*
7. Infiere una predicción—*Haz una predicción, da tres razones para tu predicción.*
8. Infiere acciones previas—*Adivina lo que sucedió anteriormente. Da dos razones para tu adivinanza.*
9. Resume la información—*Haz una lista de información importante; después enfatiza lo que es importante.*
10. Identifica la idea principal—*Explica ¿cuál es la idea que el autor quiere que entiendas?*
11. Evalúa información para respaldar o rechazar una idea—*“clasifica” respuestas a una pregunta de opción múltiple.*
12. Infiere el punto de vista del autor—*¿Cómo se siente el autor acerca de este tema? ¿Porqué piensas eso?*

Evalúa cuando leas.

¿Cuál de estas habilidades piensas que es la más importante?

¿Porqué?

Questions Based on Learning First Assessment

1A Apply word analysis and vocabulary skills to comprehend selections.

1. Which word best describes _____
2. Which word in paragraph ___ helps the reader know what _____ means?
3. What phrase means the opposite of _____ as used in paragraph x?
4. What does the word _____ mean in paragraph x?

1B Apply reading strategies to improve understanding and fluency

1. What is paragraph X mainly about?
2. Which sentence from the selection best shows _____?
3. How can you best remember what this article is about?
4. How could a reader best determine _____?
5. According to the article and the map, in which place _____?

1C Comprehend a broad range of reading materials

1. Which question is best answered by information in paragraph x?
2. What is the most likely reason _____?
3. What happened because _____?
4. According to the chart, which statement is true?
5. What is the best summary of the selection?
6. Which of these best describes the problem in the passage?
7. How do _____'s feelings change from the beginning to the end?
8. Which words best describe _____'s character?
9. Based on the events in the pages, which of these is most likely true?

2A Understand how literary elements and techniques are used to convey meaning

1. How does the author organize paragraphs x through x?
2. How is this selection best described?
3. What is the most likely reason the author wrote this selection?
4. Which would be the best to read to learn how to _____?
5. In which book would this selection most likely be found?
6. What is the tone of paragraph x?
7. The article _____ would be of most use to _____.
8. Which book would the author most likely have used to write this selection?
9. Which of the following books would most likely contain information about _____?
10. Why is paragraph _____ important in this selection?
11. Which sentence best describes the author's opinion of _____?
12. How does the author organize the information in this article?
13. In paragraphs xx to xx, what is the author's tone?
14. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

2B Read and interpret a variety of literary works.

1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is _____?
4. What is the mood in most of the story?
5. What type of story is _____?
6. With which statement would the author most likely agree?
7. At which museum would the _____ most likely be exhibited?
8. Which of these is a theme of this story?

Ask and Answer Challenging Questions

Ask students to make their own questions using these stems.

GET IT

Literal questions ask you to find or remember an answer in the information provided.

➡ When?	➡ What?
➡ Where?	➡ Define _____.
➡ Who?	➡ List the _____.

GET IT CLEAR

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

➡ Classify _____.	➡ In what sequence did _____ happen?
➡ Compare and contrast _____.	➡ Explain how _____ works.
➡ Give an example of _____.	➡ Use a time-line, chart, diagram, graph, or map to explain _____.
➡ Give the opposite of _____.	➡ How do the parts relate to each other?
➡ Draw a picture to illustrate this page.	

THINK MORE

Inferential questions ask you to make an educated guess—to think about and *beyond* the information given.

➡ Predict what will happen when _____.	➡ What is the best title for this _____.
➡ What is the main idea of _____.	➡ What is the missing part?
➡ Figure out the meaning of this word from context.	➡ What was the author's point of view?
➡ What might have caused this change?	➡ If _____ changed, what would happen?
	➡ Which person might have said this?

THINK IT THROUGH

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

➡ What is the most important fact? Why?	➡ Which is the best answer? Why?
➡ What makes this a good book?	➡ Give and justify your opinion on _____.
➡ Is this fact or opinion?	➡ Which part is most important?
➡ What is your evidence?	➡ Why do you make this choice?

Some questions selected from the Chicago Public School guide to test preparation.
Additional questions and structure provided by the DePaul Center for Urban Education.

Pregunta y Contesta Preguntas que te Desafíen

ENTIÉNDELO

Las preguntas literales te piden que halles o recuerdes información y la presentes en diferentes palabras.

→ ¿Cuándo?	→ ¿Qué?
→ ¿Dónde?	→ Define _____.
→ ¿Quién?	→ Enumera los/as _____.

ENTIÉNDELO CLARAMENTE

Las preguntas analíticas te piden que organices la información y puedas explicar la situación cuando encuentres patrones o similitudes.

⇒ ¿Cuál es un tipo de _____?	⇒ ¿En qué secuencia sucedió _____?
⇒ ¿Cómo _____ parecido a _____?	⇒ ¿Cuál explica lo _____ sucedido?
⇒ ¿Cuál es un ejemplo de _____?	⇒ Utiliza una línea de tiempo, una tabla, un diagrama, gráfica o mapa para explicar _____.
⇒ ¿Cuál es lo opuesto de _____?	⇒ ¿En qué se relacionan las partes?
⇒ Haz un dibujo para ilustrar esta página	

PIENSA MÁS

Las preguntas de deducción te piden que hagas una suposición inteligente—para pensar acerca de y más allá de la información recibida.

➡ Predice lo que sucederá cuando _____.	➡ ¿Cuál es el título más adecuado para esto _____?
➡ ¿Cuál es la idea principal de _____?	➡ ¿Cuál es la sección faltante?
➡ ¿Cuál es el significado de esta palabra en el contexto en el que se encuentra?	➡ ¿Cuál era el punto de vista del autor?
➡ ¿Qué podría haber causado este cambio?	➡ ¿Si _____ cambiara, qué sucedería?
	➡ ¿Qué persona pudo haber dicho esto?

PIÉNSALO DETENIDAMENTE

Las preguntas para evaluar te piden que hagas clarar tu posición y tomes una decisión acertada.

➡ ¿Cuál es el hecho mas importante?	➡ ¿Cuál es la mejor respuesta? ¿Porqué?
➡ ¿Qué hace de este un buen libro?	➡ Expresa y justifica tu opinión acerca de _____.
➡ ¿Es un hecho o solo una opinión?	➡ ¿Qué parte es la más importante?
➡ ¿Cuál es tu evidencia?	➡ ¿Cuál es la razón de tu opción?

Some questions selected from the Chicago Public School guide to test preparation.
Additional questions and structure provided by the DePaul Center for Urban Education.

My Important Learning

ILS1B I can identify important content.

What's Important? What I learned that is important.

Important Words

Important Information

--

Important Idea

--

Get It Together and Get It Across

Use your own words to tell what you think about this information.

You can write a poem, a letter, a time-line, a newspaper article, a song, or any format that makes it interesting.

Mi Aprendizaje es Importante

ILS1B I can identify important content.

¿Qué es importante? Lo que aprendo es importante.

Palabras Importantes

Información Importante

Ideas Importantes

Entiéndelo Get It Together and Get It Across

Utiliza tus propias palabras para explicar lo que piensas acerca de esta información.

Puedes escribir un poema, una carta, una línea de tiempo, un artículo de periódico, una canción, o cualquier formato que lo haga interesante.

How to Summarize

ILS1B: I can summarize information.

Topic: _____

List the "top ten" words that are part of what you read about it.

What are the two or three most important points you find in your reading?

Write a one-paragraph summary. Include the main points.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Como Resumir

ILS1B Competence: Can summarize information.

Tema: _____

Haz una lista con las “diez palabras importantes” que son acerca de lo que leíste.

¿Cuáles son los puntos mas importantes que encontraste en tu lectura?

Escribe un resumen de un párrafo. Incluye los puntos centrales y más importantes.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Punctuation Signals

ILS 1B, 4B I can read with expression

Read a selection aloud and pay no attention to the punctuation marks.
Then re-read it and this time pay attention to them.
Then tell the difference they make.

Punctuation Mark	How It Helps Make Meaning Clear	What kind of meaning do you miss if you don't pay attention to it?

Which punctuation marks are most helpful to someone who wants to read with clear meaning?

Signos de Puntuación

ILS 1B, 4B I can read with expression

Lee una sección en voz alta y no hagas caso de los signos de puntuación.

Después vuélvelo a leer y esta vez ponles atención.

Después describe la diferencia que tienen.

Tipo de Puntuación	Como Ayuda a Hacer el Significado Más Claro	¿Qué tipo de significado pierdes si no le pones atención?

¿Qué tipo de puntuación es la que más le ayudaría a alguien que quiere leer con un significado claro?

READ TO LEARN

ILS 5B: I can organize information I find about a topic.

Choose one topic.

Topic: _____

*Write a **BIG** question about it.*

Question I will answer:

Then answer your question – find information to answer it.

Information I found to answer it:

Write the news – the new things you now know.
Explain what you learned that is most important.

Leer para Aprender

ILS 5B: I can organize information I find about a topic.

Escoje un tema.

Tema: _____

*Escribe una **GRAN** pregunta acerca de el.*

Pregunta que contestaré:

Después contesta tu pregunta—encuentra información para poder contestarla.

Información que encontré para contestarla:

Donde encuentre las respuestas:

Explica lo que has aprendido que es lo más importante. Escríbelo como si fuera un reporte para las noticias o una página en un libro de texto. Hazlo INTERESANTE para que otros estudiantes lo lean.

Make it Yours: Paraphrase

ILS1B I can paraphrase what I read.

After you read, choose what you think the five most important sentences are. If you can write on the page, underline each one. Then, in the first column, write a few important words from each sentence. Then in the second column, write your own sentence that tells the same thing in your own words.

Important Sentence—write a few words from it	Say It Your Way

Hazlo Tuyo: Explicación

ILS1B I can paraphrase what I read.

Después de que lo leas, escoge los que pienses son los cinco enunciados más importantes. Si puedes escribir en la página, subraya cada uno. Después, en la primera columna, escribe unas palabras importantes de cada enunciado. Después en la segunda columna, escribe tu propio enunciado que diga lo mismo en tus propias palabras.

Enunciados Importantes—escribe unas palabras sobre el	Dilo en tu Propia Manera

Locate and Paraphrase Important Information

ILS 1B: I can paraphrase

TOPIC: _____

<i>Get It:</i> Collect Important Facts	<i>Make It Clear:</i> Write what this means in your own words

Think More: What's the Main Idea?

Localiza y Haz una Explicación de la Información Importante

ILS 1B: I can paraphrase

TEMA: _____

Entiéndelo: Junta Hechos Importantes	Hazlo Claro: Escribe lo que esto significa en tus propias palabras

Piensa Más: ¿Cuál es la Idea Principal?

Fluent Reader: Developing Rate and Level of Comprehension

ILS1B: I can identify important information when I read.

Read a non-fiction section. Time yourself. Note important facts.

*Then read another section. **Take the same time to read it.***

See if you can improve your rate of reading and level of comprehension.

<i>What I Read:</i>	<i>What I Read:</i>
<i>Important Facts</i>	<i>Important Facts</i>
<i>How much did you read? _____</i>	<i>How much did you read? _____</i>
<i>Think more: What is the main idea of what you read?</i>	<i>Think more: What is the main idea of what you read?</i>

Lector Fluido: Desarrollando Ritmo y Nivel de Comprensión

ILS1B: I can identify important information when I read.

Lee una sección que no sea de ficción. Toma el tiempo. Anota los hechos importantes.

*Después lee otra sección. **Toma el mismo tiempo para leerlo.***

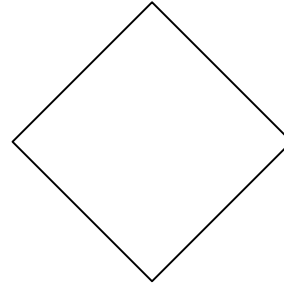
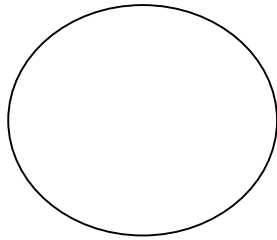
Observa si puedes mejorar tu ritmo de lectura y nivel de comprensión.

<i>Lo Que Leo:</i>	<i>Lo Que Leo:</i>
<i>Hechos/Datos Importantes</i>	<i>Hechos/Datos Importantes</i>
<i>¿Cuánto leíste? _____</i>	<i>¿Cuánto leíste? _____</i>
<i>Piensa más: ¿Cuál es la idea principal de lo que lees?</i>	<i>Piensa más: ¿Cuál es la idea principal de lo que lees?</i>

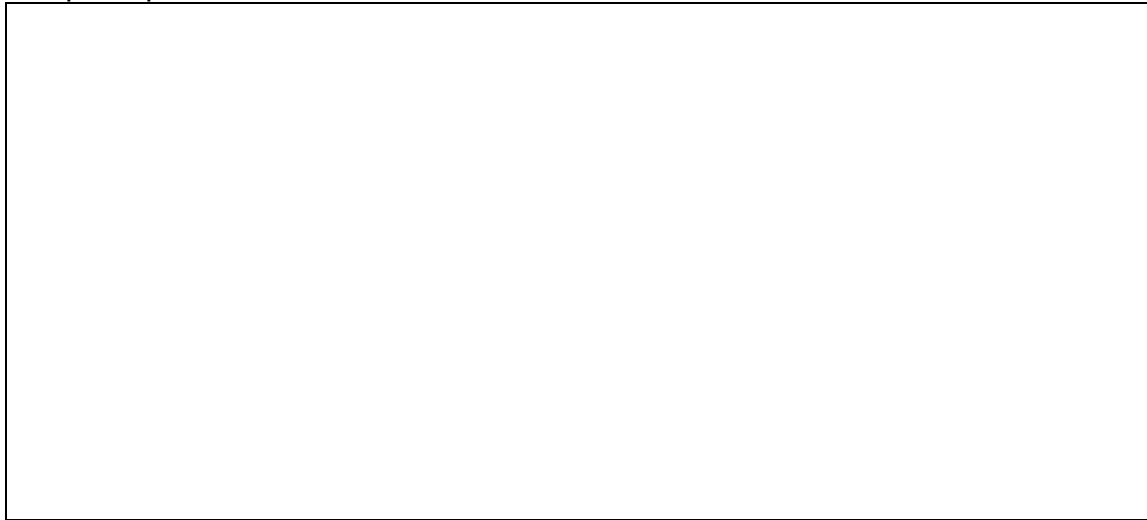
Story/History Reader

ILS 1B: I can identify important elements in a store or history

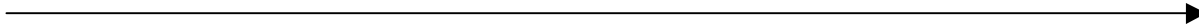
Draw three persons who are in it.



Map the place.



Sequence the Events.

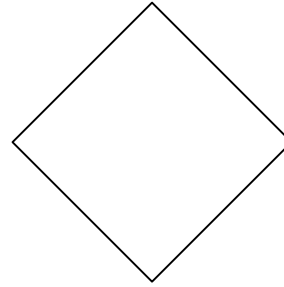
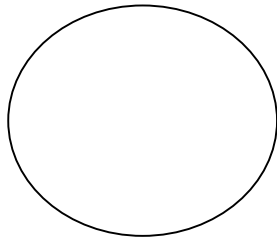


Write what those persons might have said about one of those events.

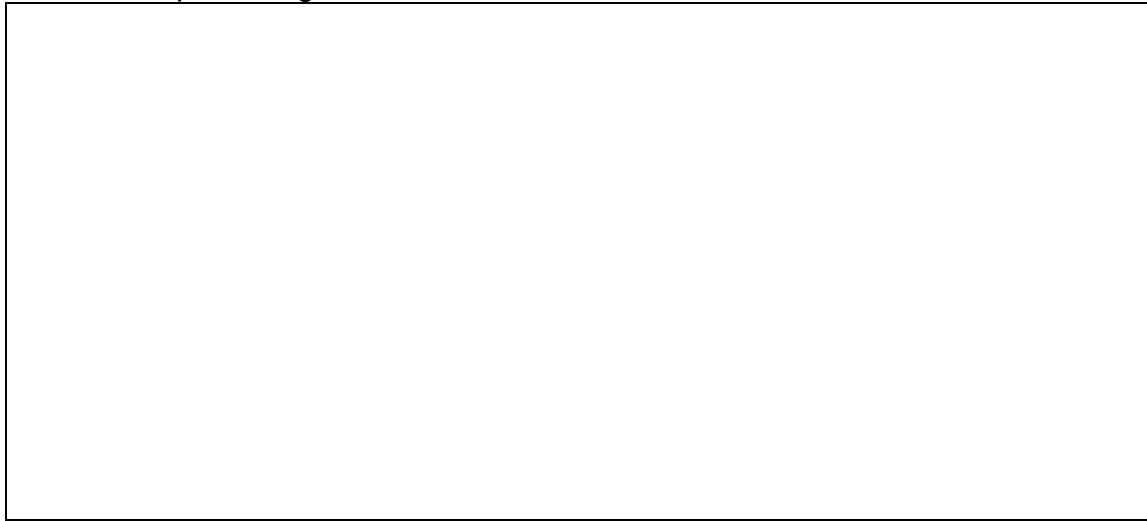
Lector de Historia y Cuentos

ILS 1B: I can identify important elements in a story or history

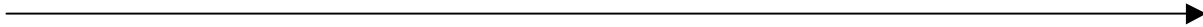
Dibuja a tres personas que tomen parte.



Haz un mapa del lugar.



Como se desarrollan los Eventos.



Escribe lo que esas personas pudieron haber dicho acerca de alguno de esos eventos.

Their Words

ILS 1B: I can infer.

Choose a story or history.

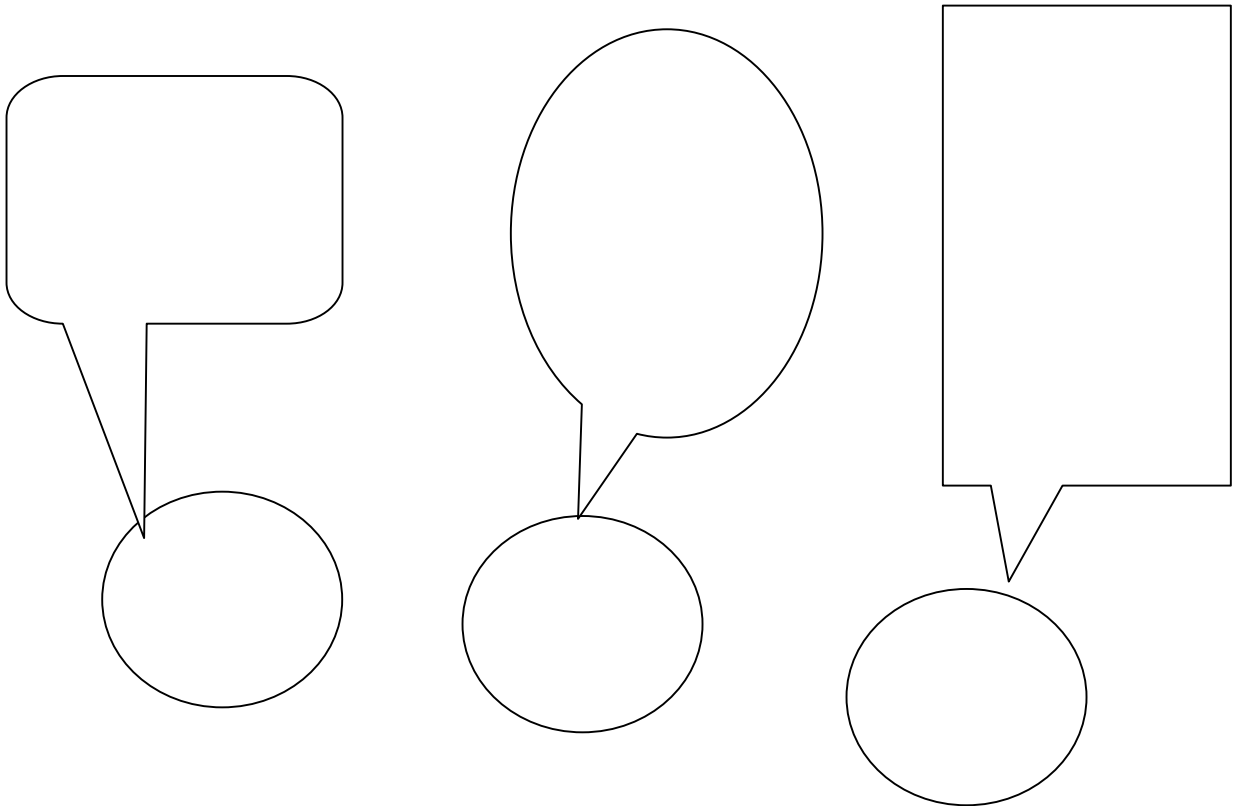
List three different persons who were there.

1> _____

2> _____

3> _____

Write down what you think each one might have said.



Then read their words aloud with expression.

Sus Palabras

ILS 1B: I can infer.

Escoge un cuento o historia.

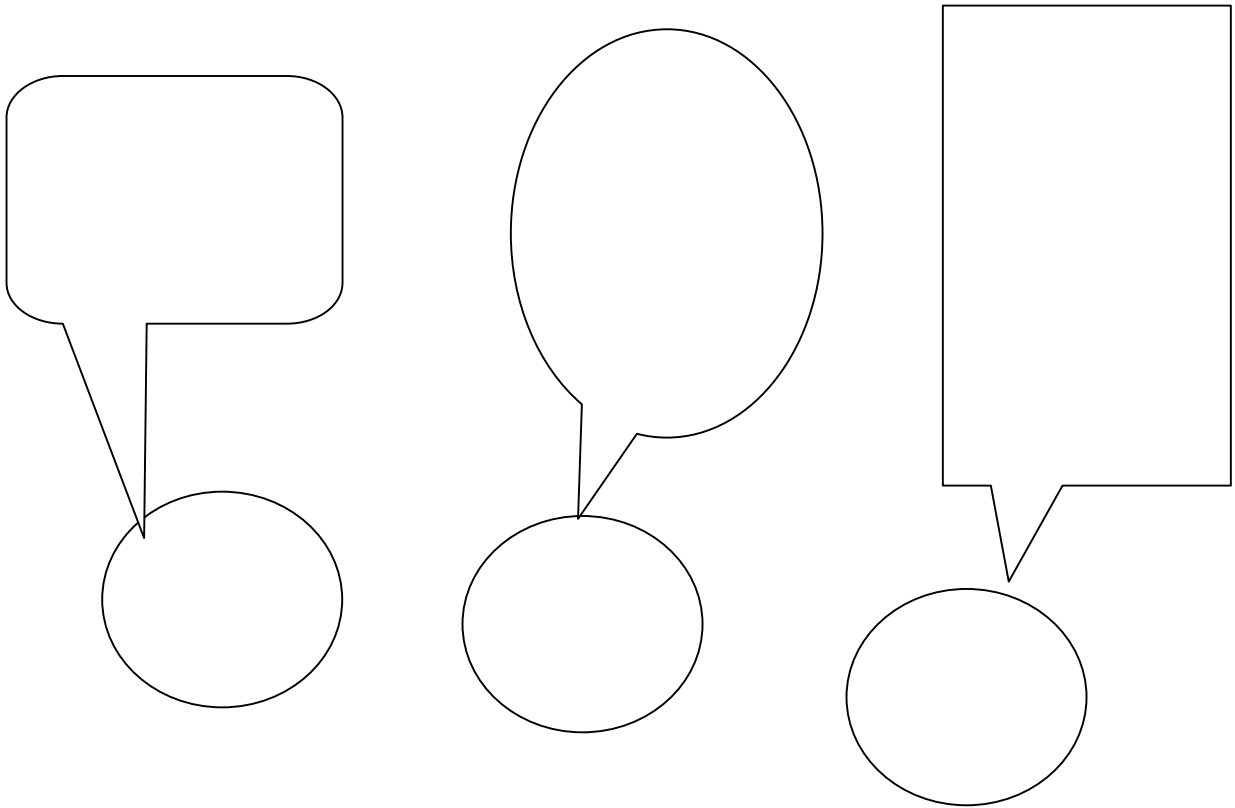
Haz una lista de tres diferentes personas que estuvieron allí.

1> _____

2> _____

3> _____

Escribe lo que piensas cada una de esas personas pudo haber dicho.



Después lee sus palabras en voz alta con expresiones.

Inference Organizer

ILS 1B: I can make and support inferences

Category	Literal <i>Find information stated in the text.</i>	Inference <i>Make an educated guess.</i>
where: <i>characteristics of the place (setting)</i>		
who: <i>characteristics of person</i>		
what: <i>an action by this person</i>		

Think More:

 *What's next?*

 *Why do you make that prediction?*

Organiza Tus Deducciones

ILS 1B: I can make and support inferences

Categoría	Literal <i>Encuentra información que esté en el texto.</i>	Deducción <i>Haz una deducción inteligente.</i>
donde: <i>características de un lugar</i>		
quien: <i>características de una persona</i>		
que: <i>una acción realizada por esta persona</i>		

Piensa Más:

➡ *¿Qué es lo que sigue?*

💡 *¿Porqué haces esa predicción?*

Paraphrase/Picture a Song or Poem

I can explain/write a poem/song. (1C,2B,3C)

Name of the Song/Poem _____

Picture the Idea



List Important Words

Write it Your Way

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

Haz una Explicación/Dibuja una Canción o Poema

I can explain/write a poem/song. (1C,2B,3C)

Nomre de la Canción/Poema _____

Dibuja la Idea



Haz una Lista de las Palabras Importantes

Escríbelo a Tu Manera

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

Make Your Own Multiple Choice Question

Question Maker: Write your question here.



Write the correct answer and three other possible answers here:

- | | |
|----|----|
| a. | c. |
| b. | d. |

Question Taker:


Circle the best answer. Then, in the oval, explain why you chose that answer.

THINK IT THROUGH

Haz Tu Propia Pregunta de Opción Múltiple

Competence: Ask and answer questions about a topic.

Creador de Preguntas: *Escribe tu pregunta aquí.*



La puedes hacer una pregunta de opción múltiple. Para hacer esto escribe la respuesta correcta y tres posibles respuestas aquí:

- a.
- b.
- c.
- d.

Persona a la que se le Pregunta:

Circula la mejor respuesta. Después, en el óvalo, explica porque escogiste esa respuesta.

PIENSALO DETENIDAMENTE

Part 7:

Organize to Analyze

Teaching Guides

Identify Causes and Effect	129
Assess Reading with Graphic Organizers	130

Student Scaffolds

Get It Together: Show What's Important.....	131
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Compare and Contrast.....	139
Diagram Maker.....	141

Student activities provided in English on the page listed and in Spanish on the following page.

Teaching Guide: **Identify Causes and Effect**

ILS 1B I can identify and infer causes for an effect.

This activity is adaptable for any history, science, current events, and fiction.

Main Idea:

There usually is more than one cause for an effect.

Related Ideas

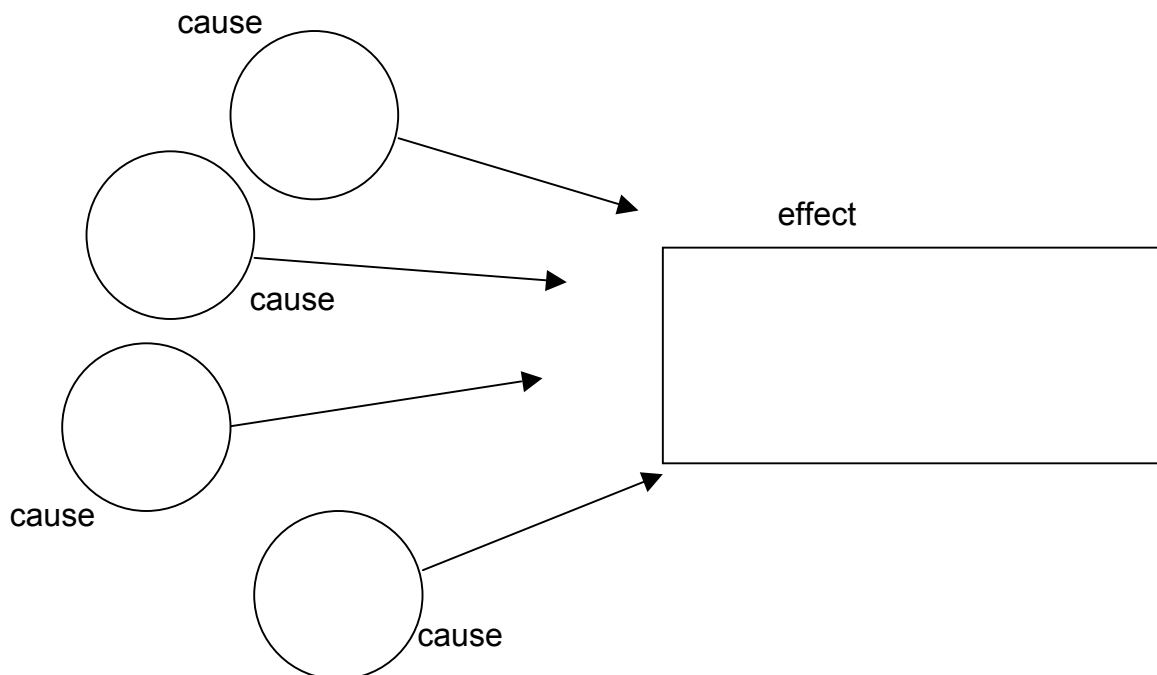
- People can identify causes that are stated literally
- People can infer causes

Approach:

Use any history book, newspaper article, short story, or novel.

Identify the causes and effects in one situation.

Use a diagram to show them visually:



Writing Connection

Students write the sequence of events represented by the diagram.

Students write What's Next—analyze the situation and logically present prediction of next event.

Assess with Graphic Organizers: Reading Comprehension

The following “generic” activities can be used to assess student progress in reading.

COMPREHENSION: CLASSIFY AND INFER CHARACTERISTICS

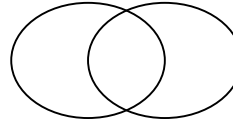
Complete this chart for a character in the story:

Literal	Inference

✓ Include at least two inferences.

COMPREHENSION: COMPARE/CONTRAST PLACES

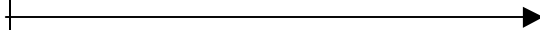
Use a Venn diagram to compare and contrast two places.



✓ Provide important information about each place.

COMPREHENSION SEQUENCE EVENTS

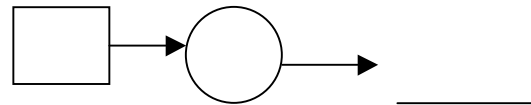
Complete this time-line for the history.



✓ Include important events.
 ✓ Put them in correct order.

COMPREHENSION CAUSE-EFFECT-PREDICTION

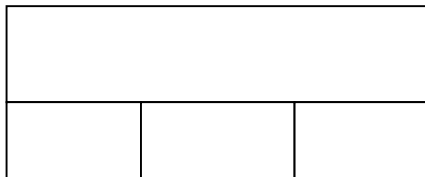
Complete this diagram to show cause-effect—and your prediction of what will happen.



✓ Include enough information so that someone else will see your idea clearly.

COMPREHENSION: MAIN IDEA

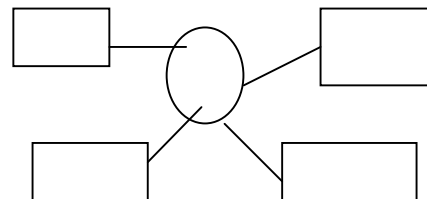
Identify the main idea and three supporting facts.



✓ State your idea clearly.
 ✓ Support it with important facts.

COMPREHENSION SKILLS IDENTIFY RELATIONSHIPS

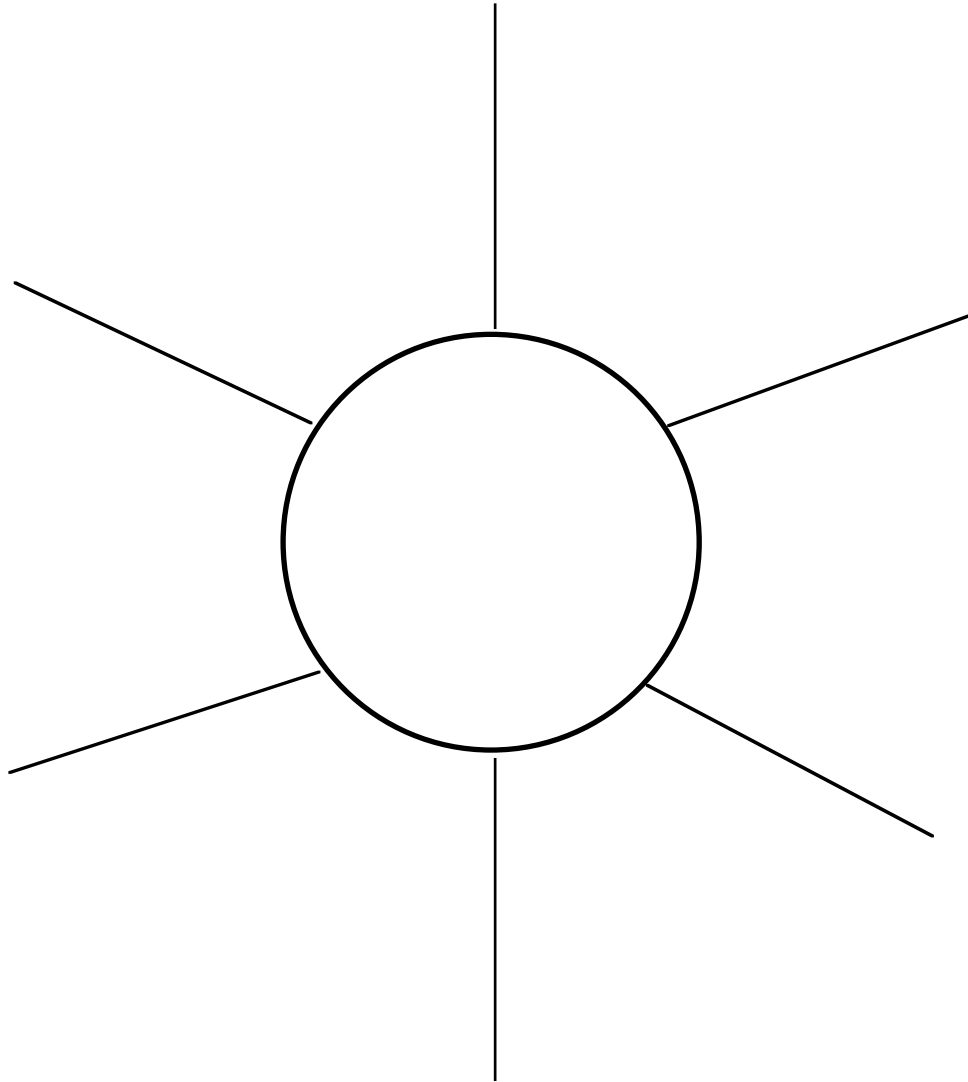
Complete this diagram to show how the main character relates to the others.



✓ Include all the important characters.
 ✓ Explain how they relate.

Get It Together: Show What's Important.

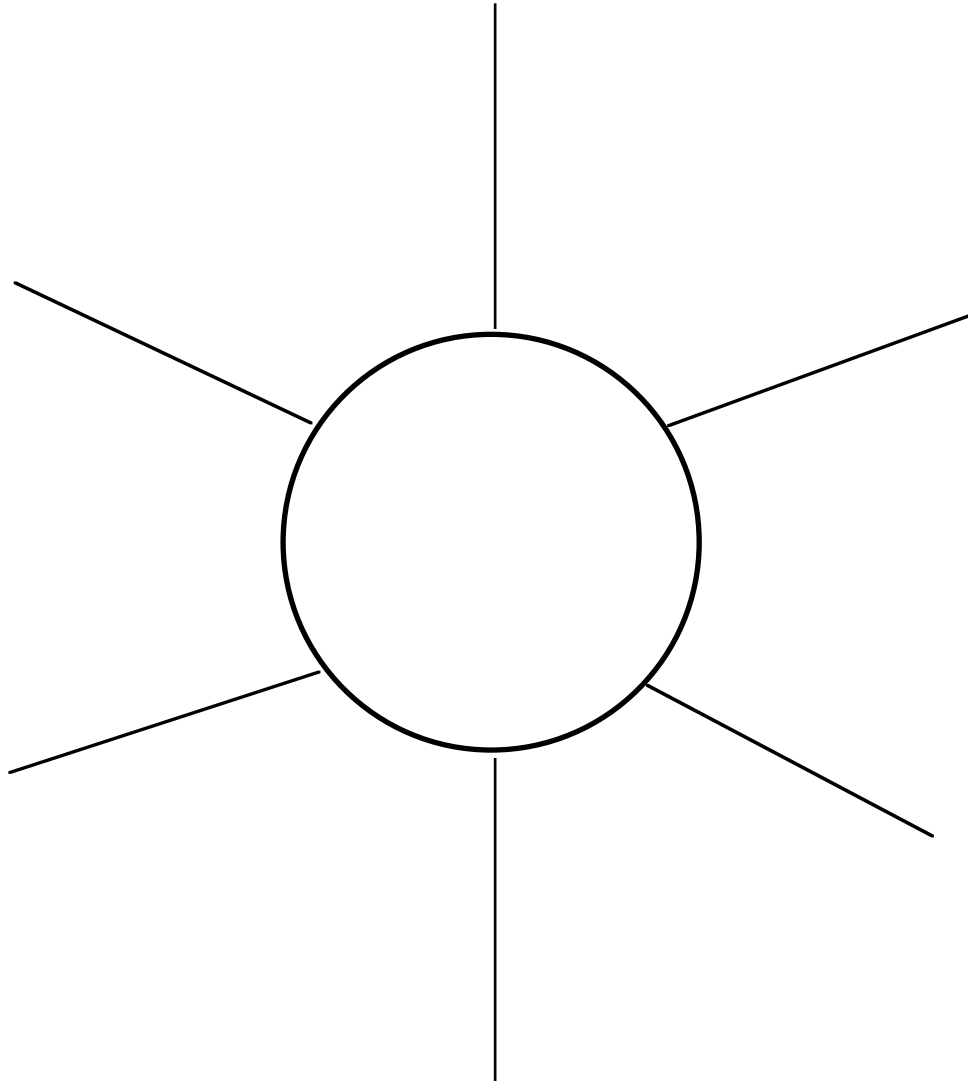
ILS 1B: I can identify and support a main idea.



Think it through.

Entiéndelo en Conjunto: Demuestra lo que es Importante.

ILS 1B: I can identify and support a main idea.



Piénsalo Detenidamente.

List to Learn

ILS 1B: I can locate and evaluate information.

Topic: _____

Important Information

List the “top ten” facts you find about it.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which is the most important fact you found?

Why do you think it is most important?

Haz una Lista de lo Importante

ILS 1B: I can locate and evaluate information.

Tema: _____

Haz una lista de los “diez hechos” importantes que encontraste

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

¿Cuál es el hecho más importante que encontraste? Circula el número. Después explica porque es el más importante.

Chart to Classify

ILS 1B: I can classify information.

Title: _____


 *Summarize what your chart shows.*

Tabla para Clasificar

ILS 1B: I can classify information.

Título: _____


Explica lo que tu tabla demuestra.

TIME LINE MAKER

ILS 1B: I can sequence and evaluate events.

Title: _____



 Which event is most important?

Why?

CREADOR DE LINEA CRONOLÓGICA

ILS 1B: I can sequence and evaluate events.

Título: _____



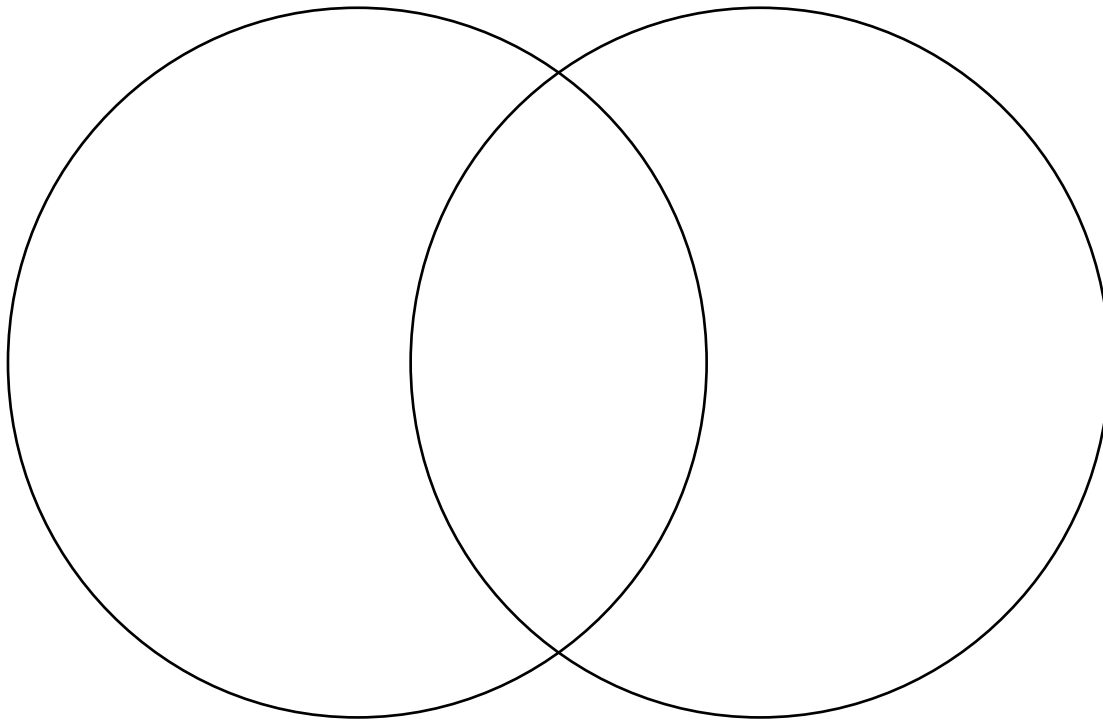
¿Qué evento es el más importante?

¿Porqué?

Compare and Contrast

ILS 1B: I can compare and contrast.

Title: _____



THINK IT THROUGH

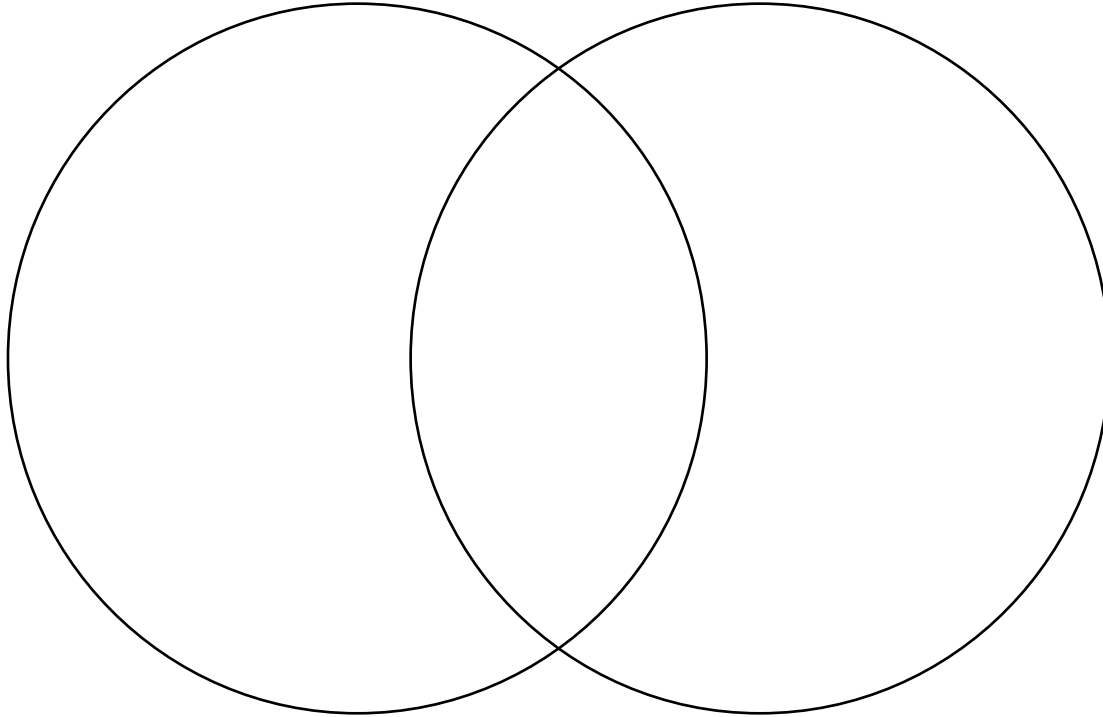
- ➡ *What are the important differences?*
- ➡ *Why are those important?*
- ➡ *Are they more alike or different?*

Support your answers.

Compara y Contrasta

ILS 1B: I can compare and contrast.

Título: _____



PIÉNSALO DETENIDAMENTE

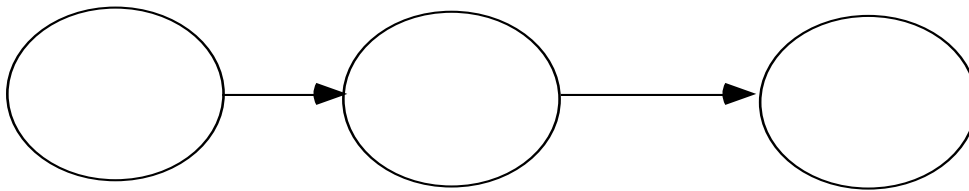
- ➡ *¿Cuáles son las diferencias importantes?*
- ➡ *¿Porqué son importantes?*
- ➡ *¿Son más similares o diferentes?*

Respalda tus respuestas.

Diagram Maker

ILS 1B: I can identify relationships.

Title: _____

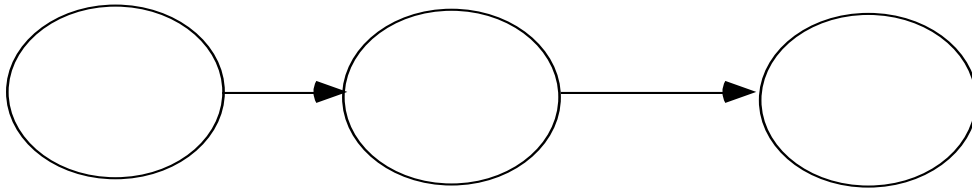


Explain what your diagram shows.

Creador de Diagramas

ILS 1B: I can identify relationships.

Título: _____



 *Explica lo que tus diagramas demuestran.*

Part 8:

Pictures

Show Thinking

Teaching Guides

Model How to Map a History or Story	145
Take Show and Tell into Representing Reading.....	146

Student Activity Scaffolds

Get It Together: Show What's Important.....	147
My Pictures Show What I Know	149
Paragraph Reader/Page Reader	151
Picture Meaning.....	153
Poem Reader	155
Picture a Situation	157

Student activities provided in English on the page listed and in Spanish on the following page.

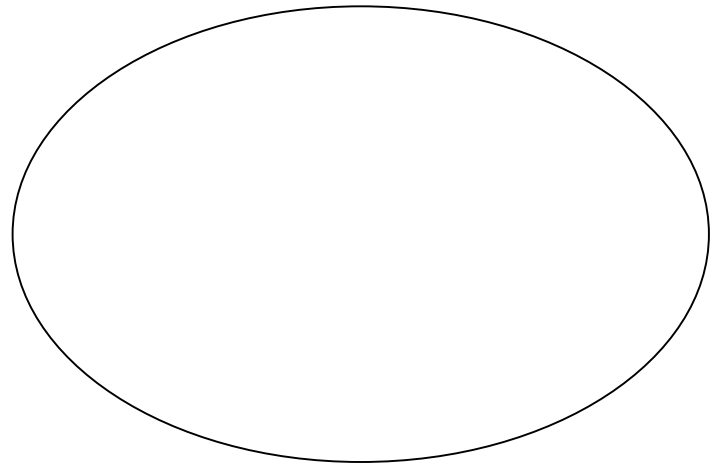
Model How to Map a Story or a History

ILS1B: I can identify parts of a situation and make predictions based on those parts.

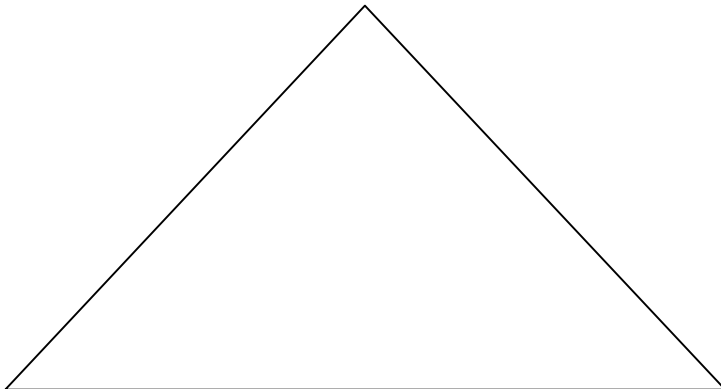
Use words and pictures to tell the story or history.



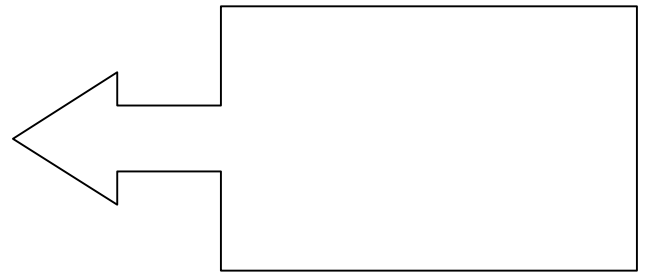
Where



Who



Did what



Why



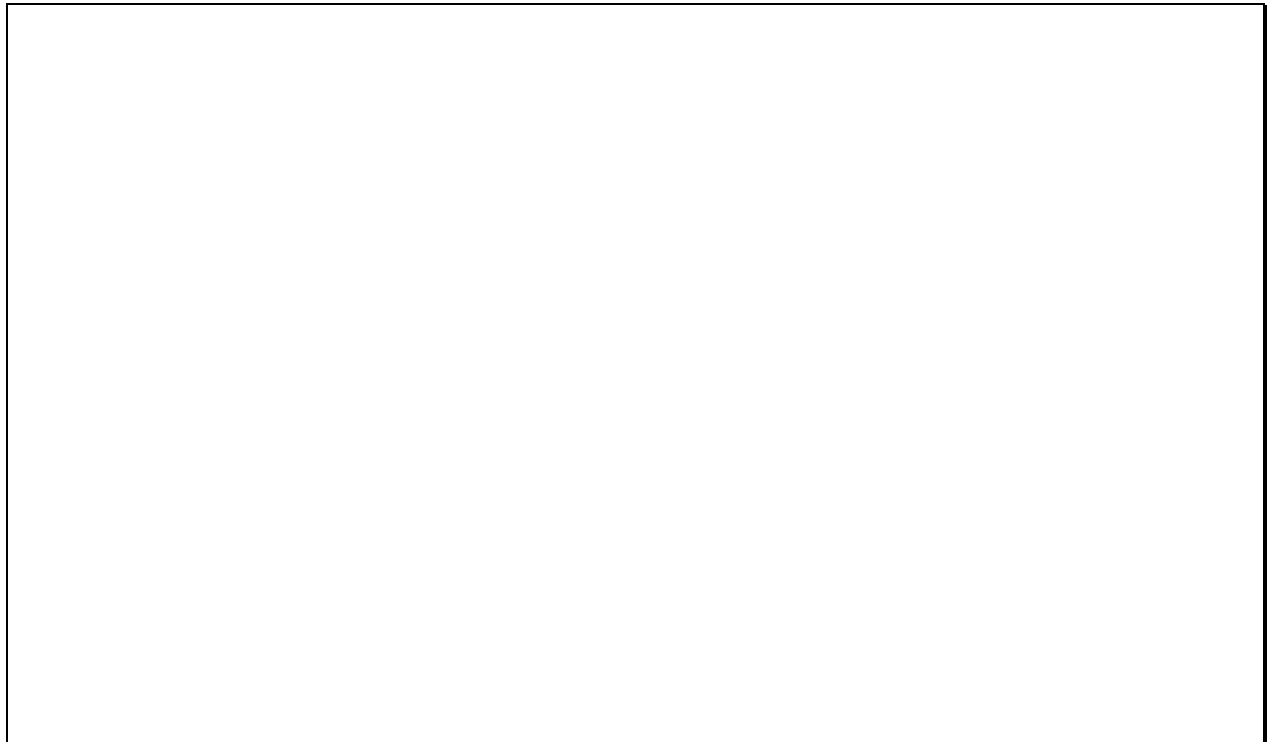
What's next?

Take Show and Tell into Representing Reading

ILS 1B I can picture meaning.

You can draw the meaning of a sentence, or a paragraph or page.
And if you show it with pictures, you see what you are learning as you read.
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.

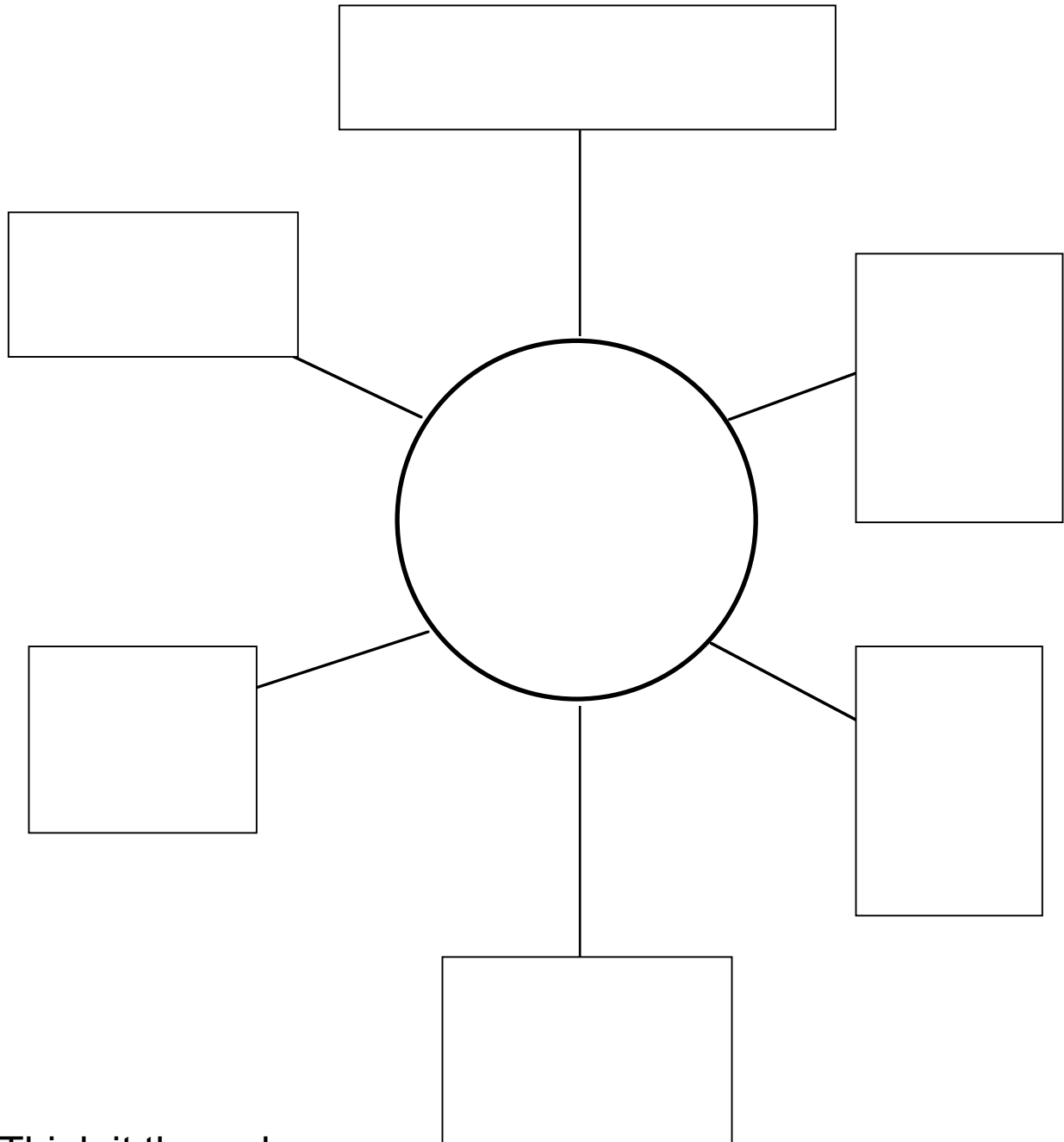


Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

I see _____

Get It Together: Show What's Important.

ILS 1B: I can identify and support a main idea.

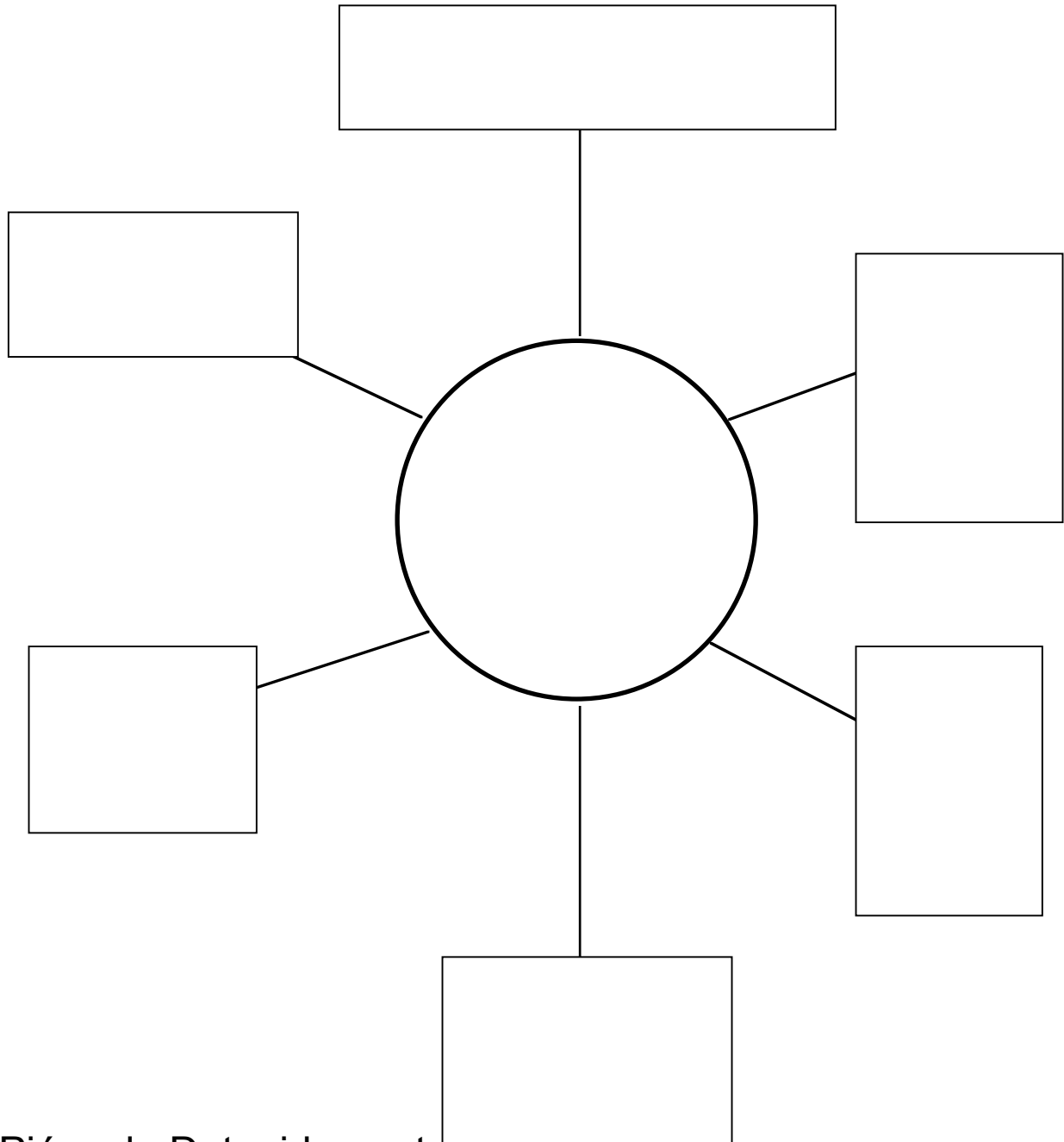


Think it through.

Write your idea in the circle.
Then use pictures to support it.
Draw a picture in each box.

Entiéndelo en Conjunto: Demuestra lo que es Importante.

ILS 1B: I can identify and support a main idea.



Piénsalo Detenidamente.

Escribe tu idea en el círculo.

Después utiliza dibujos para respaldar tu idea.

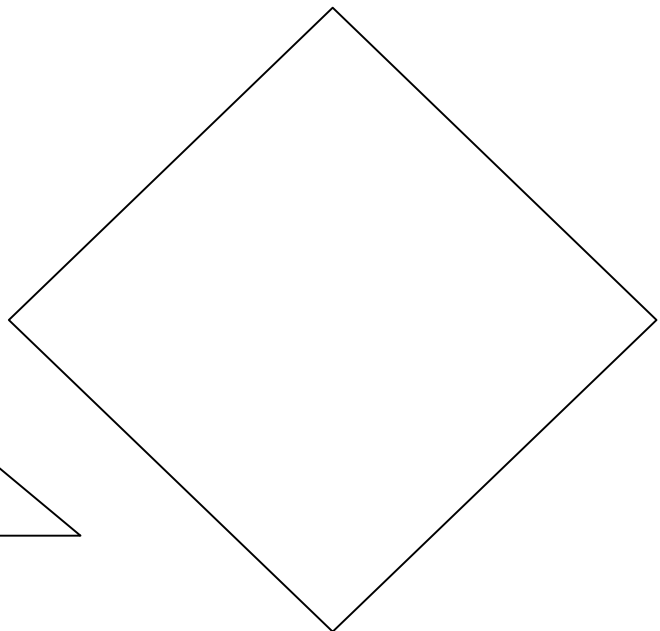
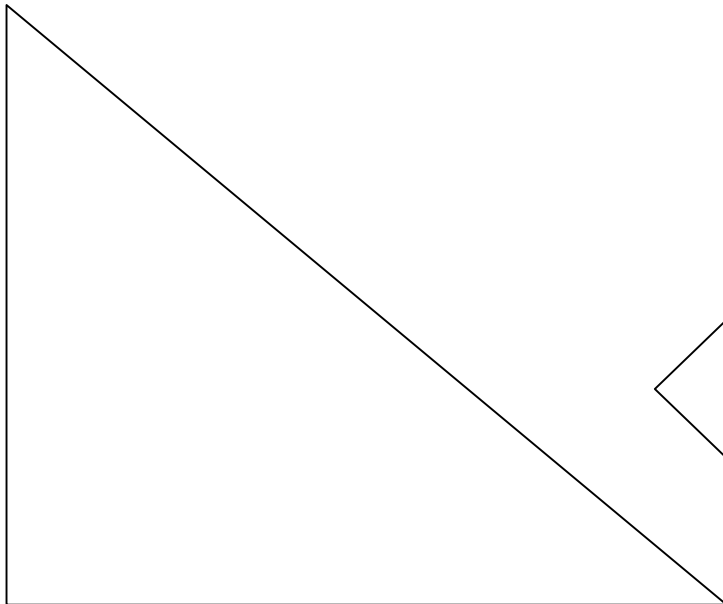
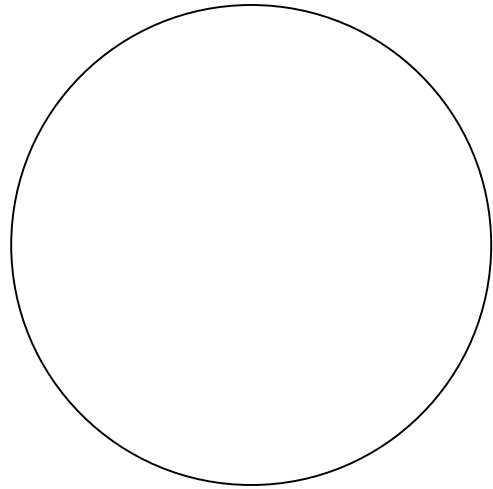
Haz un dibujo en cada caja.

My Pictures Show What I Know

ILS3B: I can communicate information in a variety of ways.

Students draw pictures in the following shapes. Each picture should show one part of the answer to the question, what is _____? Then they can put the pictures into a collage or even make a "pop-up" book.

TOPIC: _____

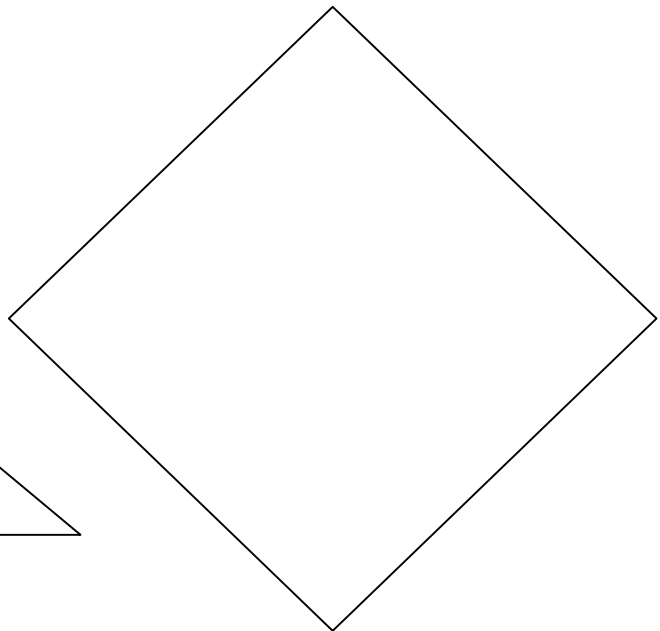
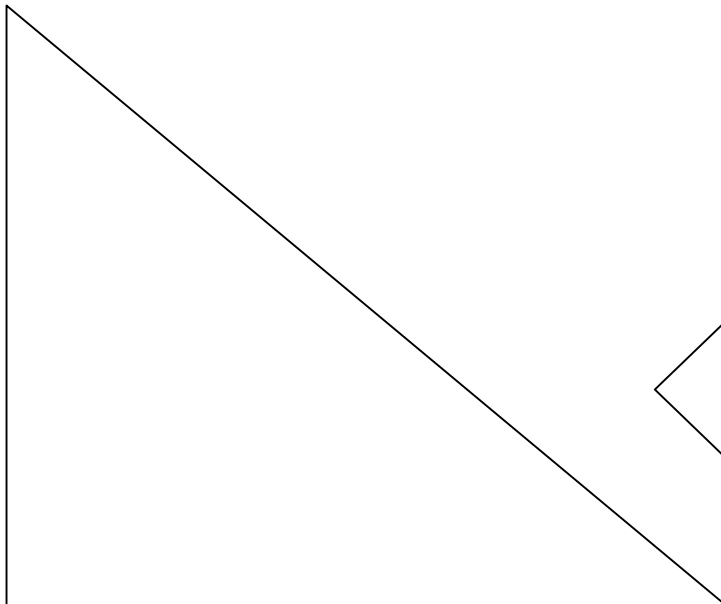
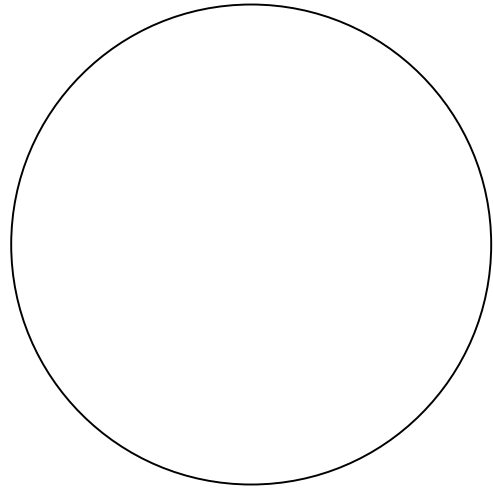


Mis Dibujos Demuestran Lo Que Se

ILS3B: I can communicate information in a variety of ways.

Los estudiantes hacen dibujos de las siguientes figuras. Cada dibujo debe enseñar una parte de la respuesta a la pregunta, ¿qué es _____? Pueden enseñar un sistema, un vecindario, cualquier tema. Después pueden poner los dibujos en un collage o en una exhibición colgante o en un libro interactivo.

TEMA: _____



Paragraph Reader/Page Reader: Visualize What You Read

ILS 1B: I can represent a paragraph in a picture.

Place this page next to your book. After you read each paragraph, draw a picture that shows what it says.

A large rectangular box divided into three horizontal sections, intended for drawing a picture that visualizes the content of a paragraph.

What's the best title for this page?

Lector de Párrafo/Lector de Página: Visualiza Lo Que Lees

ILS 1B: I can represent a paragraph in a picture.

Coloca esta página junto a tu libro. Después de que leer cada párrafo, haz un dibujo que demuestre lo que dice.

A large empty rectangular box divided into three horizontal sections, intended for drawing.

¿Cuál es el mejor título para esta página?

Picture Meaning

ILS 1B Competence: Can illustrate a text.

Choose one paragraph or page.

Draw a picture that shows what it says.



Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they think your picture says.

Dibuja el Significado

ILS 1B Competence: Can illustrate a text.

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después enséñale tu dibujo a otro estudiante.
Pídele al estudiante que encuentre parte de tu dibujo.
Pídele que escriba lo que tu dibujo explica.

Poem Reader

ILS 2B: I can interpret a writer's use of words.

Most poets use words to mean more than just their literal meaning. Find a line in the poem in which the poet uses words to mean more than the literal definition.

State what the words mean literally in your own words.

Then tell what they mean in this poem.

- ✓ What is the main idea of the poem?
- ✓ What techniques did the poet use to get the idea across?
- ✓ How does the poet feel about the topic of the poem?

Draw a picture to illustrate the poem.

Lector de Poema

ILS 2B: I can interpret a writer's use of words.

La mayoría de los poetas utilizan palabras para expresar algo más que su significado literal. Encuentra una línea en el poema en la que el poeta utiliza palabras para expresar más que el significado literal.

En tus propias palabras, explica el significado literal de las palabras.

Después describe lo que significan en este poema.

- ✓ ¿Cuál es la idea principal de este poema?
- ✓ ¿Qué técnicas utilizó el poeta para hacer clara la idea?
- ✓ ¿Cómo se siente el poeta acerca del tema en el poema?

Haz un dibujo para ilustrar el poema

Picture a situation

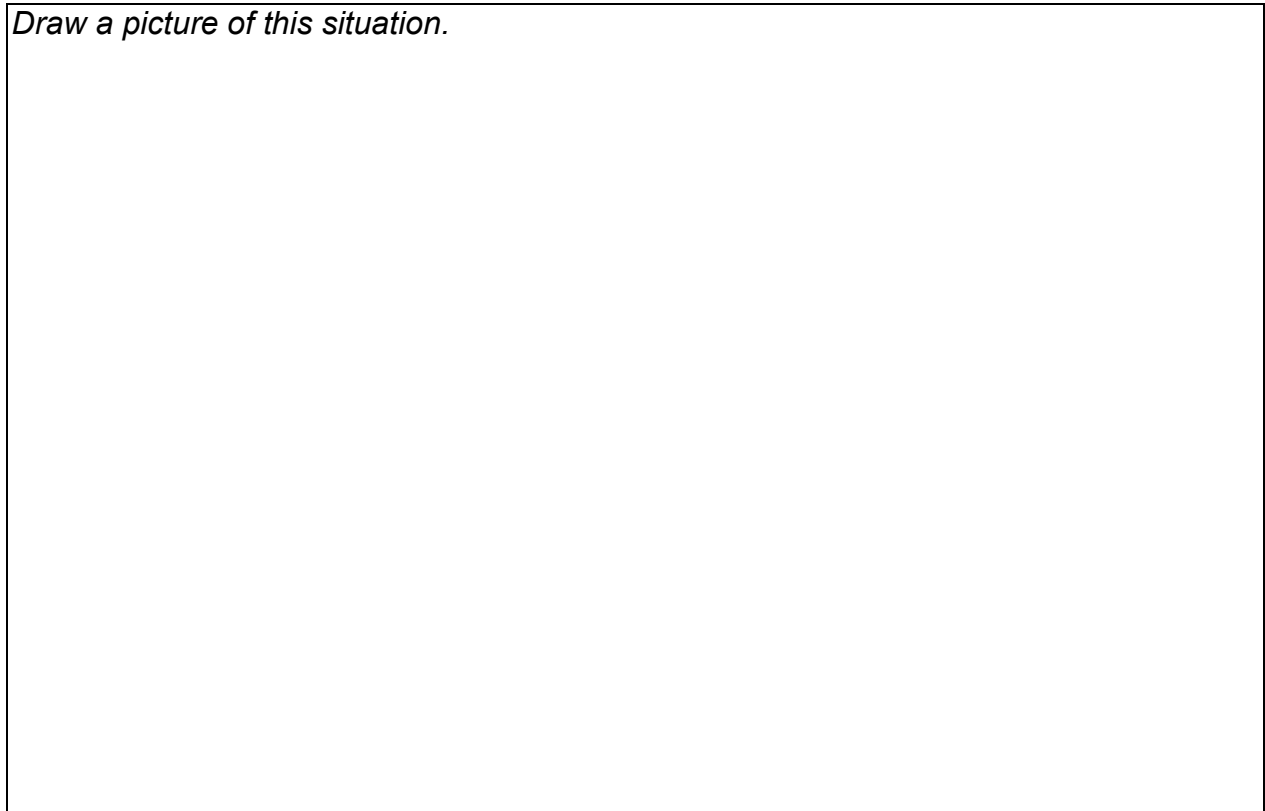
1B. *Can identify relationships.*

3B. *Can write to explain a situation*

This activity is applicable to any profile, history or story.

Students read the text independently.

Draw a picture of this situation.



Write about it.

- Write as if you were there.
- Write about a day in your life.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Dibuja una Situación

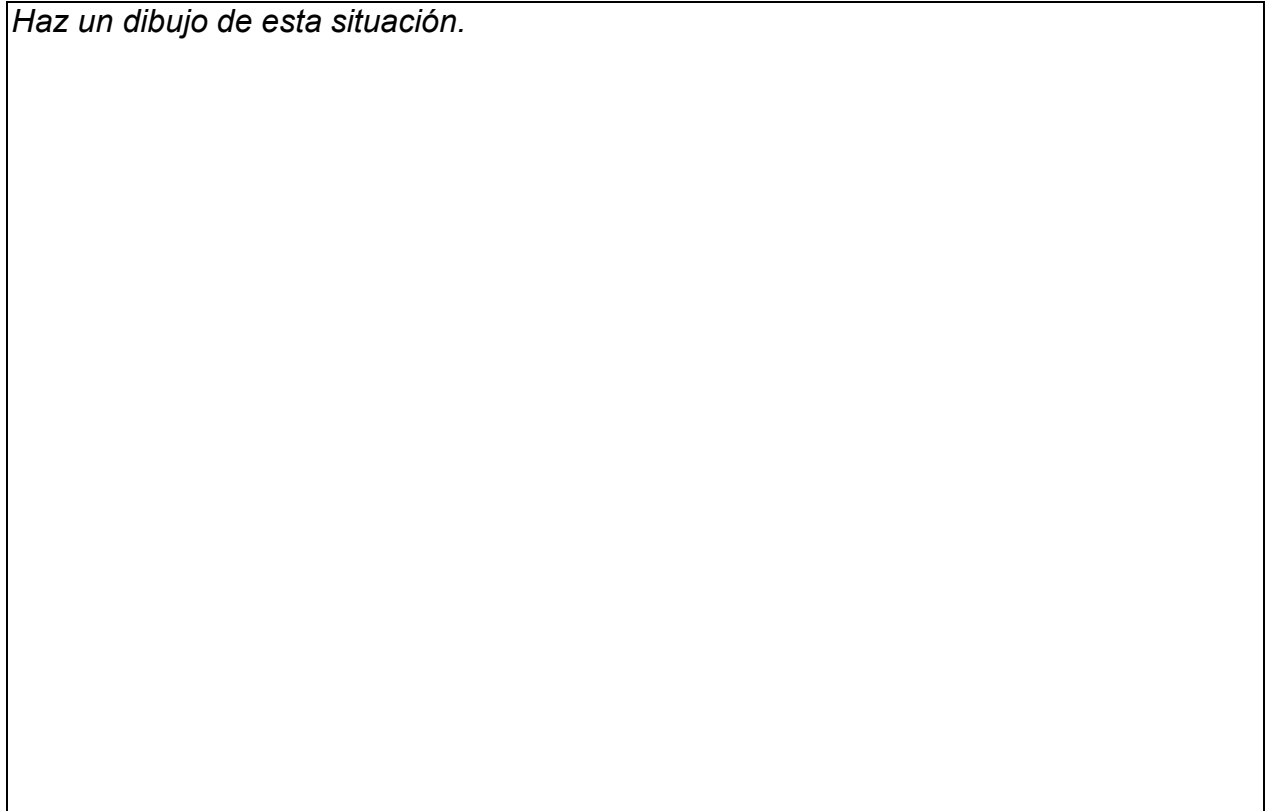
1B. *Can identify relationships.*

3B. *Can write to explain a situation*

Esta actividad es aplicable a cualquier perfil, historia o cuento.

Los estudiantes leen el texto independientemente.

Haz un dibujo de esta situación.



Escribe sobre ello.

- Escribe como si estuvieras allí.
- Escribe acerca de un día en tu vida.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Part 9:

Make Math Verbal and Visual

Teacher Resources

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Student activities provided in English on the page listed and in Spanish on the following page.

MATH PROGRESSION

Steps to Learn a New Math Skill

1. Connect It

Review what you learned about math that you will need to know to use this new skill.

2. Get It

- In your own words, write explanations of any new words that are part of using this skill.
- List the steps to solve a problem with the new skill.
- Practice using those steps with problems.

3. Get it Clear

Write step-by-step directions.

Explain in **your own words** how you solve problems with this skill.

4. Think More

- Make up math word problems that require this skill.
- Give those math problems and your directions to another student.

5. Think It Through

- Take a quiz that includes problems that use this skill and problems that use other skills you have learned.
- Solve the problems and tell what you think the best way to solve each one is and why.

6. Keep It

- Write part of your own math book.
- Explain how and when you use this skill.

PROGRESO MATEMÁTICO

Pasos para Aprender un nuevo Método Matemático

1. Enlázalos

- Revisa lo que has aprendido acerca de las matemáticas que necesitarás saber para utilizar este nuevo método.

2. Entiéndelo

- En tus propias palabras, escribe explicaciones de nuevas palabras que formen parte de este nuevo método.
- Haz una lista de los pasos para resolver un problema con el nuevo método.
- Practica utilizando esos pasos con otros problemas.

3. Entiéndelo Claramente

Escribe las instrucciones paso-a-paso.

En tus propias palabras explica la forma en la que tu resolverías los problemas con este método.

4. Piénsalo Más

- Inventa problemas matemáticos que requieran el uso de este método.
- Proporcióname esos problemas y las direcciones a otro estudiante.

5. Razónalo

- Toma un cuestionario que incluya problemas que utilicen este método y problemas que utilicen otros métodos que hayas aprendido.
- Resuelve los problemas y para cada uno expresa lo que pienses es la mejor forma para solucionarlos y por qué.

6. Consérvalo

- Escribe parte de tu propio libro matemático.
- Explica como y donde utilizas este método.

Organize Math Units

Focus with Vocabulary, DEVELOP with active learning, CLARIFY with writing.

MATH	Week	Week	Week	Week	Synthesis Week
This week's FOCUS					
Words to Know					
Performance-based activities for teaching and assessment	___ write example ___ write explanation ___ solve problem ___ make up problem —	___ write example ___ write explanation ___ solve problem ___ make up problem —	___ write example ___ write explanation ___ solve problem ___ make up problem —	___ write example ___ write explanation ___ solve problem ___ make up problem —	___ demonstrate ___ write example ___ give example orally ___ write explanation ___ solve problem ___ make up problem —
How to Report/ Assess	___ glossary ___ math path ___ journal —	___ glossary ___ math path ___ journal —	___ glossary ___ math path ___ journal —	___ glossary ___ math path ___ journal —	___ glossary ___ math path ___ journal —

MATH FORMATIVE EVALUATOR

What You'll Teach	How you'll assess it	Ways to help students who need support.
EXAMPLE NUMBER VALUE		Peer Partner. Give them a visual Students make visual _____ _____
EXAMPLE: PROBLEM SOLVING		Peer Partner Give them a route—steps to follow Make a list of your own steps. _____ _____
EXAMPLE: Proportion		Peer Partner Give them a visual Give them a route—steps to follow _____ _____

Analyze Learning Problems

What kind of problem does the learner have?

What information do I need to figure out an effective solution?

What steps will I take?

How will I figure out if this is an effective solution?

Think: What's the Problem?  Choose Strategies  Use Your Skills  Check It  Explain It 

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Provided through Algebra Connections, funded by a Teacher Quality Research Grant
from the National Institute of Education Sciences, U.S. Department of Education

Math Outcomes and Assessments

Use this grid to organize each quarter's learning and assessments.

Insert the quarter's priorities in column 3.

Assessments in column 4 are examples that emphasize performance.

	Standards	Performance Descriptors	Assessments
Number Sense and Operations	6A demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings. 6B investigate, represent, and solve problems using number facts, operations and their properties, algorithms, relationships. 6C compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers		<ul style="list-style-type: none"> ✓ Make glossary ✓ Make guide to operations. ✓ Solve problems ✓ <i>Primary: Make number book</i>
Measurement	7A can measure and compare quantities using appropriate units, instruments, and methods. 7B estimate 7C Solve problems		<ul style="list-style-type: none"> ✓ Make glossary ✓ Solve problems ✓ Make measurement guide
Math Patterns/ Algebra	8A describe numerical relationships using variables and patterns. 8B interpret and describe numerical relationships using tables, graphs, and symbols. 8C Solve Problems 8D Solve algebra problems		<ul style="list-style-type: none"> ✓ Make glossary ✓ Make guide to algebra of the quarter. ✓ Solve problems
Geometry	9A demonstrate and apply geometric concepts involving points, lines, planes, and space. 9B identify, describe, classify and compare relationships using points, lines, planes, and solids 9C construct convincing arguments and proofs to solve problems 9D Solve problems		<ul style="list-style-type: none"> ✓ Make glossary ✓ Solve problems ✓ Make geometry guide
Data Collection and Analysis	10A organize, describe and make predictions from existing data. 10B formulate questions, design data collection methods, gather and analyze data, and communicate findings 10C determine, describe and apply the probabilities of events.		<ul style="list-style-type: none"> ✓ Make glossary ✓ Solve problems ✓ Make data analysis guide ✓ Organize data project

Problem Solvers Think Strategically



Start here:

*What's the problem?
What will I figure out?*

Make a Strategic Plan

How will I solve this problem?



add subtract use percentages use decimals
 multiply divide use proportions make a graph
 use a formula make a graph draw a picture
 take several steps: _____ then _____ then _____



Predict—What will the answer be like?

BIG *small*



Do it! Use your strategy.

Calculate carefully.

Check it—does this answer make sense?

Write what you did.

Tell why you did it this way—explain your smart strategy.

For example:



I drew pictures to see the problem.

I used different calculations because it was a multi-step problem.

I thought about the different steps I needed to solve each part.

Think: What's the Problem?  Choose Strategies  Use Your Skills  Check It  Explain It 

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Provided through Algebra Connections, funded by a Teacher Quality Research Grant
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Al Solucionar Problemas Piensan Estrategicamente



Empieza aqui:

¿Cuál es el problema?

¿Qué es lo que voy a descifrar?

Haz un Plan Estratégico

¿Cómo voy a resolver este problema?



suma resta usa porcentajes usa decimales

multiplica divide usa proporciones haz una gráfica

utiliza una fórmula haz un dibujo

toma varios pasos: _____ después _____ después _____



Tienes que Predecir—¿Cuál será la respuesta?

GRANDE *pequeño*



¡Hazlo! Utiliza tu estrategia.

Calcula cuidadosamente.

Revisalo—¿hace sentido esta respuesta?

Escribe lo que hiciste.

Di porque lo hiciste de esta manera—explica tu estrategia inteligente.

Por ejemplo:



Hice dibujos para ver el problema.

Utilizé diferentes cálculos por que era un problema de varios pasos.

Pensé en los diferentes pasos necesarios para resolver cada parte.

Think: What's the Problem?  Choose Strategies  Use Your Skills  Check It Explain It 

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MATH CONTENT AND VOCABULARY

At each of these grade cycles, the following terms should be part of the students' working vocabularies. Source of the lists of words: ISBE. For more math resources from ISBE, go to ISBE.net.

By Third Grade

12 inches = 1 foot	cylinder	hundred	non-standard unit	product	standard unit
12 months = 1 year	decimal	impossible	number cube	pyramid	steps
2-dimensional	diameter	inch (in.)	number line	quadrilateral	subtraction (-)
3 feet = 1 yard	difference	is equal to (=)	number pair	quart	sum
365 days = 1 year	digit	kilogram (kg)	number	quarter	survey
366 days = 1 year	distance	is greater than (>)	pattern	quotient	symbol
leap year	divisible	is less than (<)	number	radius/radii	symmetry/symmetrical
3-dimensional	division (+, /, fraction bar)	is not equal to (≠)	sentence	ray	table
52 weeks = 1 year	dollars (\$)	kilometer (km)	octagon	reasonable	tally
7 days = 1 week	dozen	label	odd/odd number	rectangle	tally chart
a.m.	drawn to scale	least	operation	rectangular	temperature
abbreviations for days and months	edge/edges	least likely	order	prism	thousand
about	equal	length	ordered pair	rectangular pyramid	time
above	equation	less than	(x, y)	represents	ton
addends	estimate/estimation	likely	ordinal	results	total
addition (+)	even/even number	line	numbers	rhombus	trapezoid
angle	face/faces	line graph	ounce (oz)	right angle	triangle
area	factor	line of symmetry	p.m.	round down	triangular prism
average	farthest	line segment	pair	round up	triangular pyramid
bar graph	figure	long	parallel	same	true
below	flips	mass	parallelogram	scale	turns
between	folded	measure	pattern	scale of numbers	twice
capacity	foot/feet (ft)	measurement	pentagon	second	unit
cardinal numbers	fraction	meter (m)	perimeter	segment	unknown
centimeter (cm)	gallon	metric	pictograph	set	unlikely
cents (50¢ or \$0.50)	gram (g)	mile (mi)	pie graph	shape	value
chance/chances	graph	milligram (mg)	pint	side/sides	variable
change	greater	milliliter (mL)	place value	similar	Venn diagram
chart	greatest	millimeter (mm)	plane figure	single	vertex/vertices
circle	grid	minus	plus	size	vertical
circle graph	group	month	point	solid figure	volume
cone	height	more than	point	solve	week (wk)
congruent	hexagon	most	prediction	spent	weight
coordinates	histogram	most likely	prism	sphere	wide
corner	horizontal	multiply/multiplication	probable	spinner	width
cube	hour	(X)	probably	square	yard (yd)
cup		nickel	problem solving	square pyramid	

By Fifth Grade

acute angle	least common multiple
angle	liter (L)
approximately	lowest terms
arc	mean (arithmetic average)
base	median
bisect	midpoint
characteristic	miles per hour (mph)
chord	mode
circumference	multiple
column	multiply/multiplication (* or •)
combination	nonagon
composite number	<i>n</i> th term
congruent symbols in	obtuse angle
coordinate graph	order of operations
correspond	per
cubic units (3)	percent (%)
data	perpendicular
decimeter	pint (pt)
degrees (°)	polygons
degrees Celsius (°C)	portion
degrees Fahrenheit (°F)	prime number
diagonals	proportion
diagram	quart (qt)
dimensions	quotient
dividend	random
divisor	range
elapsed time	ratio (":" or "to")
equilateral triangle	reflections
exactly	regular polygon
expression	right angle symbol
gallon (gal)	right triangle
greatest common	rotations
factor	row
heptagon	scale drawing
intersect	scalene triangle
intersecting lines	sequence
irregular polygon	slides
is approximately equal to (\approx)	square units (2)
is congruent to (\cong)	stem-and-leaf plot
is parallel to (\parallel)	time zone
is perpendicular to (\perp)	ton (t)
is similar to (\sim)	triangle (Δ)
isosceles triangle	value of

By Eighth Grade

adjacent	measure of angle
alternate exterior angles	minimum
alternate interior angles	odds
altitude	permutation
approximate	principle
ascend/ascending order	proportionally
axes	Pythagorean
commission	Theorem
complementary	quadrants
compound inequality	radical
consecutive	random
convert	rate
corresponding angles	real number
decagon	satisfy
descend/descending order	scattergram
discount	semi-circle
distinct	sequence
divisibility	simple interest
domain	skew
down payment	square root
earns	supplementary
factorial	surface area
foot (ft or ')	transversal
function	vertical angles
fundamental counting	x-axis
girth	y-axis
hypotenuse	
inch (in. or ")	
independent	
inequality	
is greater than or equal to (\geq)	
is less than or equal to (\leq)	
maximum	

Activity Projects to Make these Words Working Vocabulary

Students can sort these words into categories such as "operations" words and "size and shape" words. They also can use them as a check-list for their own math glossaries. Vocabulary from these lists should be included in explanations and in multiple choice and open-ended questions that students construct and take so they become confident math readers and writers. The words are cumulative, so students at upper grades should have a working knowledge of all the words on the tables. Students needing more assistance in learning these terms should learn them in context not as isolated words. Therefore, they should use them in sentences they write to explain what they mean with math examples they find or create.

This Week's Math

Topic: _____
 (Write what the focus of the work this week was.)

What are some important words to know when thinking about this math topic?
 There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

Word	What It Means	Symbol

What's important to know about this math topic?

Las Matemáticas de esta Semana

Tema: _____
 (Escribe cual fue el enfoque del trabajo de esta semana)

¿Cuáles son algunas palabras importantes que debes saber al pensar en este tema matemático?

Hay tres columnas. Si la palabra también puede ser demostrada como un símbolo, pon ese símbolo en la tercera columna.

Palabra	Lo que significa	Símbolo

¿Qué es importante saber acerca de este tema matemático?

Math Reader

ILS1B: I can identify what's important when I read a math word problem.

Plus ILS8: Problem solving strategies

Read a Word Problem.

Complete this chart.

Then solve the problem.

<i>What is the question asking me to figure out?</i>	
<i>What information do I need to solve it?</i>	
<i>What strategy will I use to solve it?</i>	

Here is an example of how to do this.

Lector Matemático

ILS1B: I can identify important information when I read.

Plus ILS 8A: Problem Solving Strategies

Lee un Problema de Palabras.

Completa esta tabla.

Después resuelve el problema.

<p><i>¿Qué es lo que la pregunta me pide que averigüe?</i></p>	
<p><i>¿Qué información necesito para resolverlo?</i></p>	
<p><i>¿Qué estrategia usaré para resolverlo?</i></p>	

ISAT Math Problem Solvers: Think Strategically

What's the problem? Restate it here in your own words.

What skills will you use to solve it?

What information do you need to solve it?

Solve it here.

Explain what you did and why.

Check your work here: did you show you

<i>Use Math Skills Well</i>	<i>Think Strategically</i>	<i>Communicate Clearly</i>
Uses math skills to solve a problem correctly.	Identifies important parts of the problem and chooses strategies to solve a problem.	Explains the thinking that solves the problem--gives a reason for each important step.

Solucionando Problemas Matemáticos del ISAT: Piensa Estrategicamente

¿Cuál es el problema? Vuelve a expresarlo aquí en tus propias palabras.

¿Qué habilidades usarás para resolverlo?

¿Qué información necesitas para resolverlo?

Resuélvelo aquí.

Explica lo que hiciste y por que.

Revisa tu trabajo aquí: demostraste que

<i>Utilizas las Habilidades Matemáticas Bien</i>	<i>Piensas Estrategicamente</i>	<i>Te Comunicas Claramente</i>
Utiliza habilidades matemáticas para resolver un problema correctamente.	Identifica partes importantes del problema y escoge estrategias para resolver un problema.	Explica el razonamiento que resuelve el problema-- da una razón para cada paso que es importante.

Math Knowledge Chart

grouping 1 to 5

For each number, draw pictures of flowers to show how many that number means.

Number	How Many It Means
1	
2	
3	
4	
5	

Write a math sentence using numbers from your chart.

Tabla del Conocimiento Matemático

Agrupando del 1 al 5

Por cada número, haz dibujos de flores para demostrar cuanto significa ese número.

Número	Cuanto Significa
1	
2	
3	
4	
5	

Escribe una oración matemática utilizando números de tu tabla.

My Own Math Vocabulary Guide

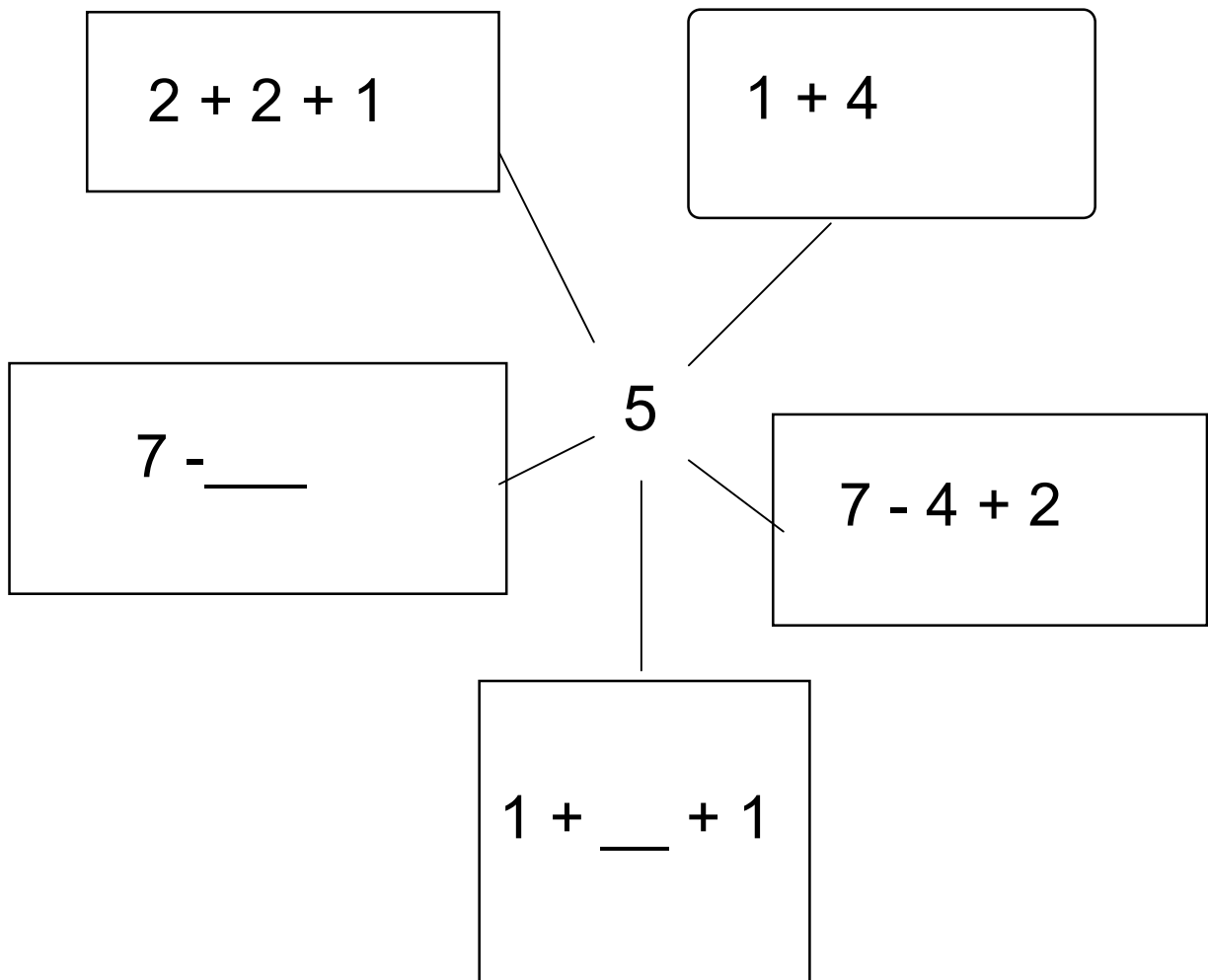
Term	What It Means	Example

Mi Propia Guía del Vocabulario Matemático

Periodo	Que Significa	Ejemplo

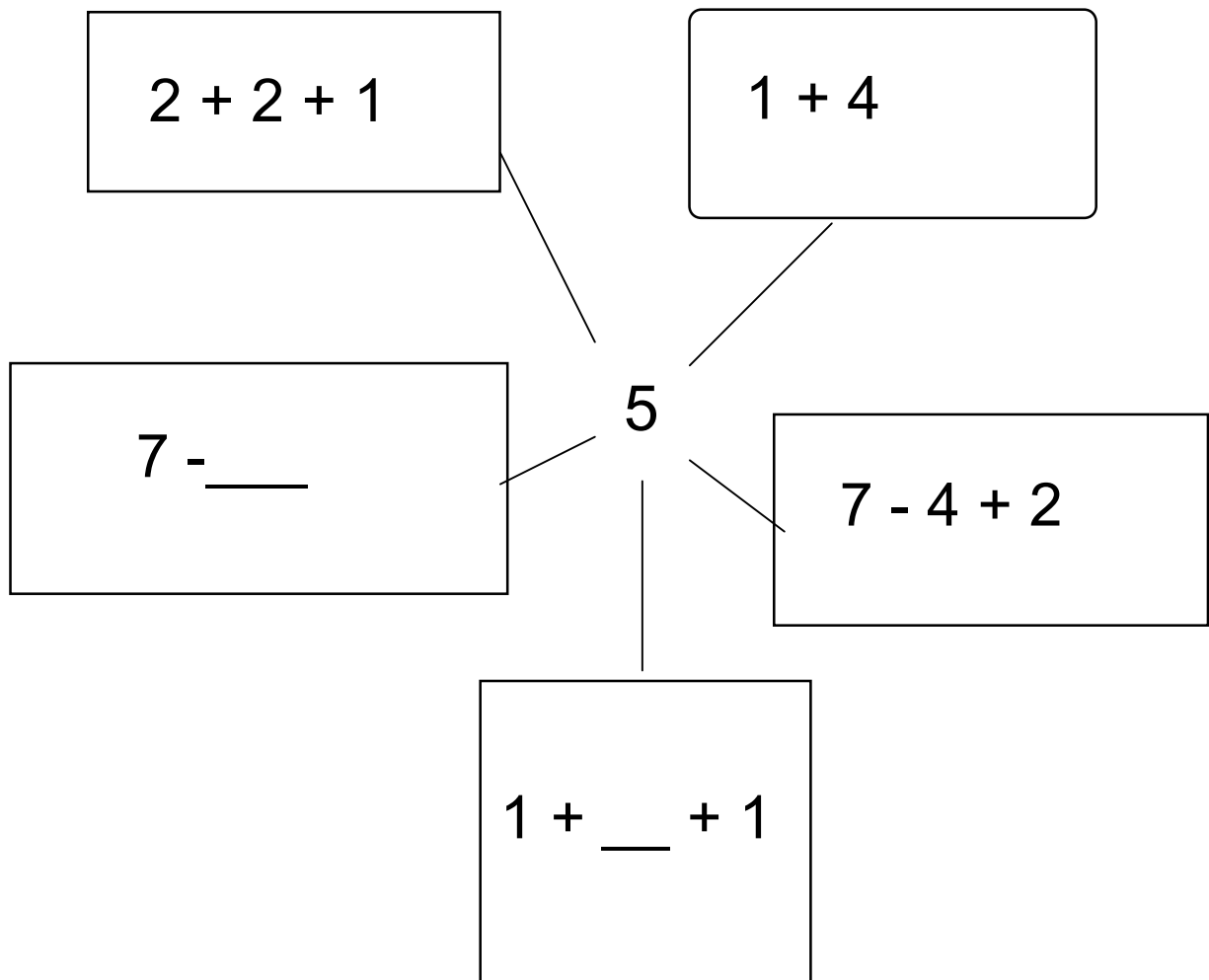
Five Ways to Make a Five

This example is partially complete. Once students see how to organize this kind of diagram, they can make their own--ten ways to make a ten, twenty ways to make a twenty....



Cinco Maneras de Hacer un Cinco

Este ejemplo está parcialmente completo. Una vez que los estudiantes aprendan como organizar este tipo de diagrama, ellos pueden hacer su propio--diez maneras de hacer un diez, veinte maneras de hacer un veinte....



Math Path

ILS Math Competence: can solve and explain solutions to problems.

Solve a problem on the left side of the arrow.
Explain your strategy on the right side of the arrow.



What I figured out about math from solving this problem.

Camino Matemático

ILS Math Competence: can solve and explain solutions to problems.

Resuelve tu problema en el lado izquierdo de la flecha.

Después escribe una explicación de los pasos para resolverlo del lado derecho.



Lo que descifré de las matemáticas al resolver este problema.

Collect Data

1. Choose your categories. Add columns to this table if you need them.
2. Collect information.
3. List it in your table.

Title of the Table

Analysis of the Table

Recopila Datos

1. Escoge tu categoría. Agrega columnas a esta tabla si las necesitas.
2. Recopila información.
3. Agrégala a tu tabla.

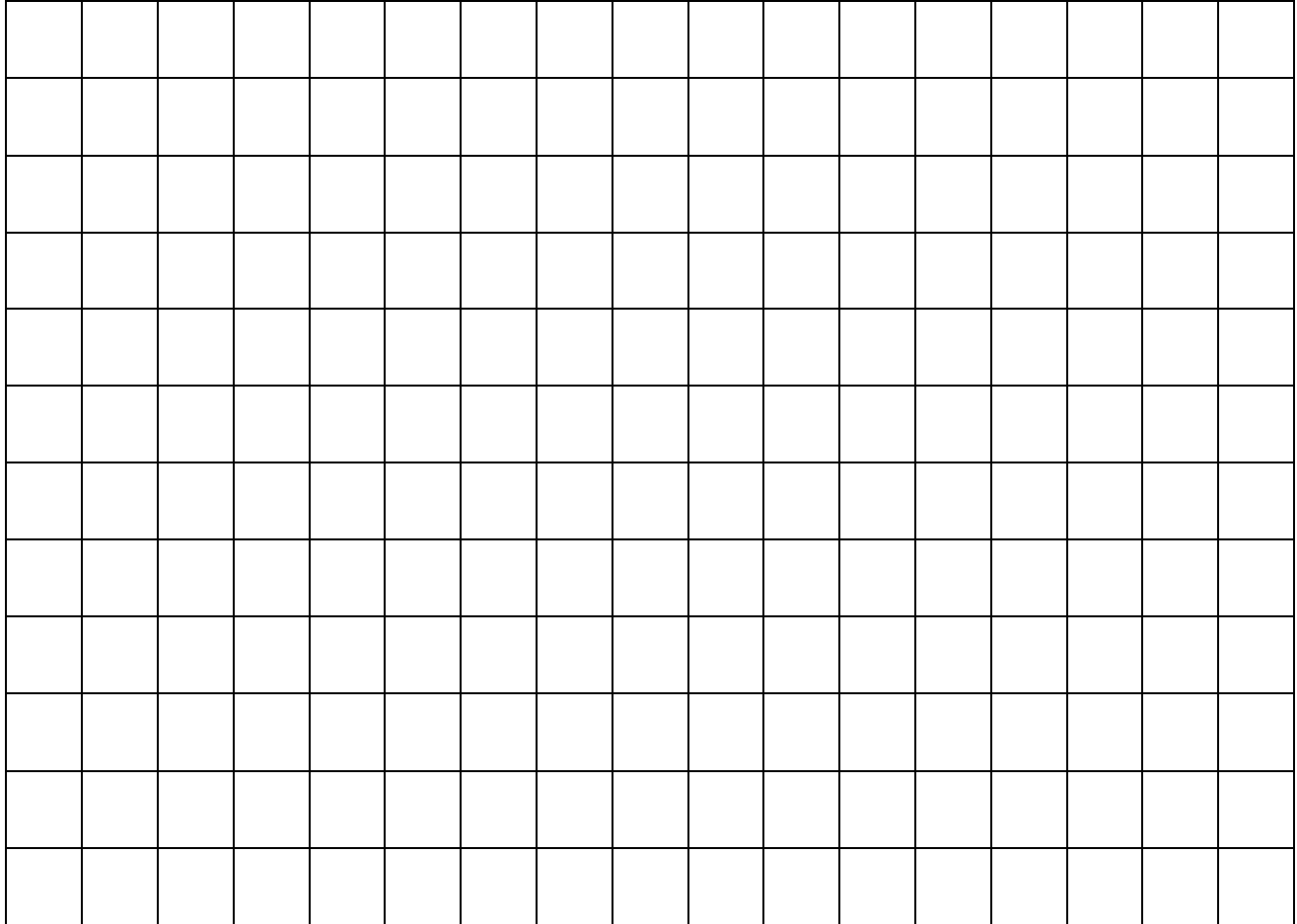
Título de la Tabla

Análisis de la Tabla

Graph Maker

ILS Math Competence: can construct, and explain patterns with graphs.

Title: _____

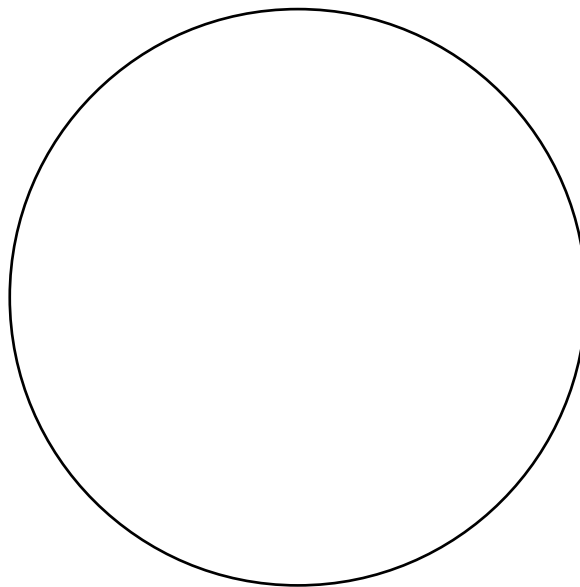


Explain what the graph shows.

Graph Proportions

1. *Locate and collect information about a situation. Put it on a table.*
2. *Use that information to make a circle graph.*

Title of the Graph: _____

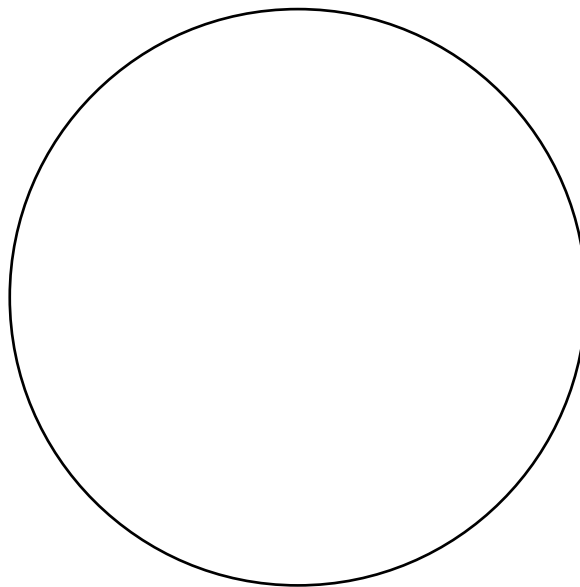


What My Graph Shows:

Proporciones de la Gráfica

1. Localiza y recopila información acerca de la situación. Ponlo en la tabla.
2. Utiliza esa información para hacer una gráfica circular.

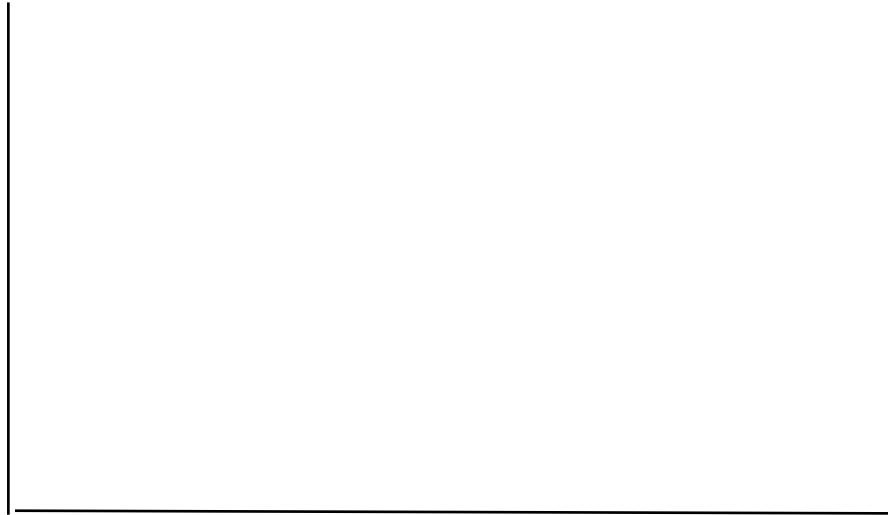
Título de la Gráfica: _____



Lo Que Mi Gráfica Demuestra:

GRAPH RELATIVE AMOUNTS

1. *Locate and collect information about a situation.*
2. *Use that information to make a bar graph.*

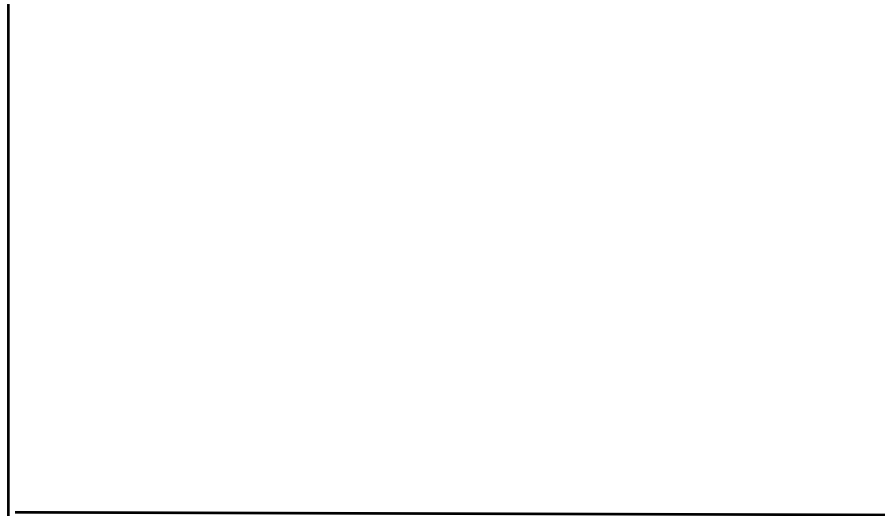


Title of the Graph

Analysis of the Graph

HAZ GRÁFICA DE CANTIDADES SIMILARES

1. *Localiza y recolecta información acerca de una situación.*
2. *Utiliza esa información para hacer una gráfica de barras.*



Título de la Gráfica

Análisis de la Gráfica

Graph Changes

1. *Locate and collect information about a situation that changes over time.*
2. *Use that information to make a line graph.*

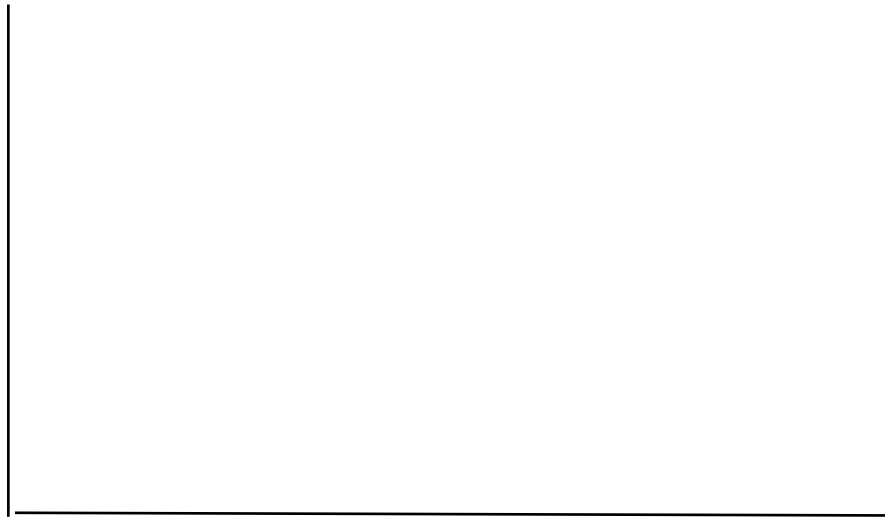


Title of the Graph

Analysis of the Graph

Cambios en la Gráfica

1. *Localiza y recolecta la información acerca de la situación que cambia conforme pasa el tiempo.*
2. *Utiliza esa información para hacer una gráfica lineal.*



Título de la Gráfica

Análisis de la Gráfica

Math Skills with the Newspaper

I can construct a problem based on real information. *I can solve a problem with real numbers.*

Problem Maker

Use numbers from the newspaper to make up a math problem.

You could use sports, weather, the stock market, prices, even the tv listings.

Any part of the newspaper that has numbers can be part of your problem.

Then give your problem to another student to solve.

1. News Item _____
2. Make it challenging—Include at least two steps:
add multiply subtract divide estimate round calculate percentage interpret a graph

Problem

Write it as a word problem.

Answers:

- a. _____ b. _____
c. _____ d. _____

Problem Solver

Solve the problem and circle the answer.

Write your reason for choosing that answer.

Habilidades Matemáticas con el Periódico

I can construct a problem based on real information. *I can solve a problem with real numbers.*

Creador de Problema

Utiliza números del periódico para inventar un problema matemático.

Puedes utilizar deportes, el clima, el mercado bursátil, precios, e inclusive la guía de televisión.

Cualquier parte del periódico que tenga números puede ser parte de tu problema.

Después dale tu problema a otro estudiante para que lo resuelva.

1. Artículo de Noticia _____

2. Hazlo estimulante—incluye al menos dos pasos:

suma multiplica resta divide estima redondea calcula el porcentaje interpreta una gráfica

Problema

Escríbelo como un problema en palabras.

Respuestas:

a. _____ b. _____

c. _____ d. _____

Solucionando el Problema

Resuelve el problema y circula la respuesta.

Escribe la razón por la cual escogiste esa respuesta.

The Bottom Line: *Write to Explain*

Make the Writing Connection to make sure that students

Know **What** + Know **How** + Know **Why** = **Know MORE**

Math Problem-Solution-Explanation Organizer

1. **What is the problem?**

2. **How will you solve it?**

3. **Why solve it this way?**

El Punto Final: *Escribe Para Explicar*

Haz la Conexión de Escritura para asegurarte que los estudiantes

Sepan Que + Sepan Como + Sepan Por Que = Sepan MÁS

Problema Matemático-Solución-Organización de Explicación

1. ¿Cuál es el problema?

2. ¿Cómo lo resolverás?

3. ¿Porqué lo resolverás de esta manera?

Math CONNECTIONS

Independent Projects

Use this format to make math activity guides that can be used in a learning center or as partner projects.

<p>Make a math picture glossary. Write the important words of math. Then for each word, draw a picture showing what it means.</p>	<p>Make a Math Step-By-Step Guide. What's that? You write the steps to solve a kind of problem. For example, how to figure out how much money you have after you spend some.</p>	<p>Make a math multiple choice question. Write the question as a situation. Then give a few possible answers.</p>	<p>Make up a math game. To win the game, you need to know math facts. You can play the game as a card game or as a board game. If it's a board game, then the players would get to move ahead when they know a math fact.</p>
<p>Write a Number Diary. What's That? You're a Number (pick any number). Tell what happens to you during a day.</p>	<p>Make a measurement book. Measure anything and record its dimensions. First, estimate its size. Then check your estimate.</p>	<p>Tell what you would buy if you had \$100. Figure out what everything would cost and how much you would have left after you bought things.</p>	<p>Write a page in a math textbook. Explain the math. Then give an example. Then ask a question.</p>
<p>Invent a number game. Write the rules to the game. Then play it.</p>	<p>Make a fraction book. Write about what a fraction is, how people use them, and how people can add and subtract them.</p>	<p>Write about your day and how numbers help you. For example, numbers tell what time it is.</p>	<p>Make a sports scores graph. Then explain what your graph tells about the way the teams are playing this season.</p>
<p>Make a Math Number Connector. What's that? You take one number and put it in the center of a page. Then write the number combinations that would make that number. For example, what are five ways to make a five?</p>	<p>Write a letter to someone who is having difficulty with math. Explain what that person could do to figure out how to use the math</p>	<p>Make a math diary— what numbers are part of your day?</p>	<p>Make a math test prep guide— what will you include?</p>

CONEXIONES Matemáticas

Proyectos Independientes

Utiliza este formato para hacer guías de actividades matemáticas que puedan ser utilizadas en un centro de aprendizaje o como proyectos en pareja.

<p>Haz un glosario de dibujos matemáticos. Escribe las palabras importantes de las matemáticas. Después por cada palabra, dibuja lo que significa.</p>	<p>Haz una Guía Matemática Paso a Paso. ¿Qué es eso? Escribes los paso para resolver un tipo de problema. Por ejemplo, como saber cuanto dinero te sobra después de que hagas un gasto.</p>	<p>Haz una pregunta matemática de opción múltiple. Escribe la pregunta como si fuera una situación. Después da posibles respuestas.</p>	<p>Inventa in juego matemático. Para ganar el juego, debes saber varios hechos matemáticos. Puedes hacerlo un juego de cartas o juego de mesa. Si es un juego de mesa los jugadores avanzan cuando sepan un hecho matemático.</p>
<p>Escribe un Diario Numérico. ¿Qué es Eso? Tu eres un Número (escoge cualquier número). Platica lo que te sucede durante un día..</p>	<p>Haz un libro de medidas. Mide cualquier cosa y anota sus dimensiones. Primero, estima su tamaño. Después revisa tu estimación.</p>	<p>Describe lo que comprarías si tuvieras \$100. Descifra lo que todo te costaría y cuanto te sobraría después de comprar cosas.</p>	<p>Escribe una página en un cuaderno. Explica las matemáticas. Después da un ejemplo. Después haz una pregunta.</p>
<p>Inventa un juego de números. Escribe las reglas para el juego. Después júégalo.</p>	<p>Haz un cuaderno de fracción. Escribe acerca de lo que es una fracción, como la utilizan las personas, y como las personas pueden sumar y restarlas.</p>	<p>Escribe acerca de tu día y como te ayudan los números. Por ejemplo, los números dicen que hora es.</p>	<p>Haz una gráfica de resultados deportivos. Después explica lo que tu gráfica dice acerca de la manera que los equipos están jugando esta temporada.</p>
<p>Haz una Conexión de Número Matemático. ¿Qué es eso? Tomas un número y colócalo en el centro de una página. Después escribes combinación numéricas que harían ese número. Por ejemplo, ¿qué son cinco maneras de hacer un cinco?</p>	<p>Escribe una carta a alguien que tenga dificultades con matemáticas. Explica lo que esa persona pude hacer para averiguar como utilizar las matemáticas.</p>	<p>Haz un diario matemático—¿qué números son parte de tu día?</p>	<p>Haz una guía de preparación de examen matemático—¿qué vas a incluir?</p>

Part 10:

Connect

Writing and Learning

Teaching Guides

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Student Writing Scaffolds

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Student activities provided in English on the page listed and in Spanish on the following page.

Responsible Learners Report

- ✓ Writing is an opportunity to paraphrase thoughtfully.
 - ✓ Writing is a way to be sure that each student is learning actively.
 - ✓ Writing shows students that they are learning.
 - ✓ Writing provides student-produced materials that other students can read—and learn from reading.
-

P Q R **O** S T Makes Sure Students Read and Write Clearly

- P** Teacher **P**reviews the reading—sets a purpose for reading. You may decide to preview vocabulary in the text or ask students to scan it for difficult vocabulary that may interrupt the flow of their reading.
- Q** Teacher asks a big **Q**uestion that the students will read to answer.
- R** and **O** Students **R**ead the text to find information, which they **O**rganize using any of the graphic organizers—list, chart diagram, time-line, map, outline.
- S** Students **S**ummarize their reading—they write a phrase or sentence—or a few sentences—to explain what they have learned.
- T** Students **T**ell what they have learned. They can "pair and share"—compare their **R**eports—and then contribute to the class discussion.



Telling can be visual and verbal—students learn more when they illustrate and explain.

Extended Response Organizer: The Reading/Writing Connection

Extended Response = Expanded Thinking

How is this story like a story you read?	How is this story like an event you know about?
What would you do in this situation?	Why is this important today?

What I'll use in my answer:

From the story	From another story	From an experience

Extended Response Prompts for the Thoughtful Classroom
Students write about how the saying relates to an actual event.
ILS1B, 1C, 3B.

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
The world exists on three things: truth, justice, and peace. (Hebrew)	El mundo existe en tres cosas: la verdad, la justicia, y la paz. (Hebreo)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
An enemy will agree, but a friend will argue. (Russia)	Un enemigo estaría de acuerdo, pero un amigo discutirá. (Rusia)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
If there's no enemy within, no enemy outside can do you harm. (Nigeria)	Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria)
Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
Even the hardest of winters fears the spring. (Lithuania)	Aún el invierno más fuerte le teme a la primavera. (Lituania)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Clouds that thunder do not always rain. (Armenia)	Las nubes que truenan no siempre llueven. (Armenia)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

Independent Reading/Writing Activities

Connect reading and writing with active projects that students can do individually or with a learning partner or group.

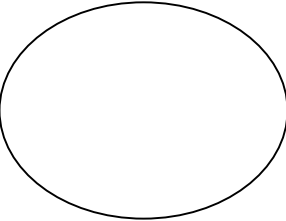
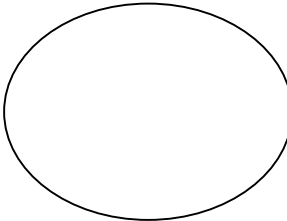
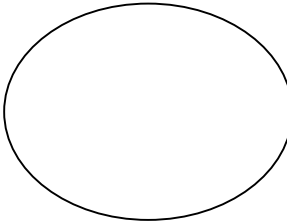
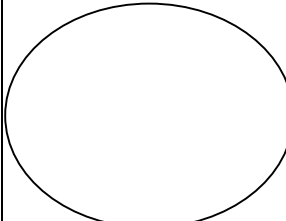
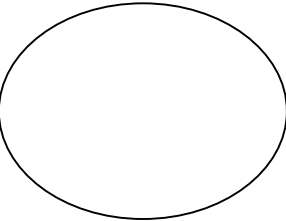
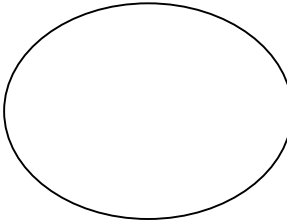
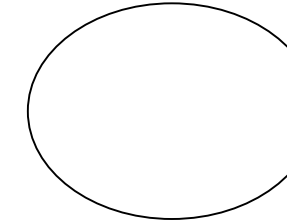
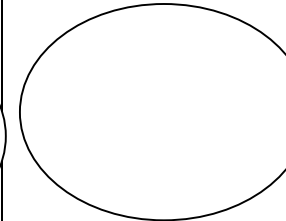
<p>Read a story. Draw pictures of the people in the story. Turn them into puppets and act out a part of the story.</p>	<p>Illustrate a paragraph or a page. Use drawings to show what the text means.</p>	<p>Create challenging multiple choice questions about topic. Then exchange the questions.</p>	<p>What will people in the next century want to know about Chicago today? Make a time-capsule of things they should know about us today.</p>	<p>Play Knowledge bingo. Put facts on different squares of a bingo card. Then put the same facts on small pieces of paper. Mix them up and play bingo. Then write what you learned from the game.</p>	<p>Write a story as a team. Each student writes one sentence, then gives the story to the next student to continue</p>
<p>Make a diagram showing how two things are alike and different. This kind of diagram is called a Venn.</p>	<p>Make a sports writing game. Write verbs, nouns, and adjectives on pieces of paper. Then use your words to write sports stories.</p>	<p>Invent a better way to do something. Draw a picture of your invention. Explain how and why people will use it.</p>	<p>Make a Chicago sports map. Tell where a team is playing. Make a key to show what's important about each place. Then write a news report about where the team is and how they are doing.</p>	<p>Read about a topic. Then list your "top ten" important facts about that topic.</p>	<p>Write and draw about yourself ten years from today. Make a time-line of how you get there.</p>
<p>Make a weather graph. Then write a weather report for Chicago birds.</p>	<p>Make a crossword puzzle about a topic you like.</p>	<p>Make a time-line showing what happens in a story. Use words or draw pictures.</p>	<p>Write a description of a place. Give your description to another student. Ask that student to draw the picture of that place.</p>	<p>Make a Chicago alphabet book.</p>	<p>Choose the five most important words on a page. Write clues to help someone else find them on that page--your clues should be challenging.</p>

Book-Maker: How to Write and Illustrate a Children's Book

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

What's Important to Know about this Topic

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Plan your book.

What will go on the cover?

What's the title?

What order will your pages be? Number them from 1 to 8.
If you need more pages, add another row to the chart.

Next step?
Make the book.
You could even make it a pop-up book!

Get It Together: WRITE

ILS3C: I can write to explain a topic to an audience.

Who is my reader?

What is the Main Point I will make?

Supporting information to include to make that point clear:

Get It Across: Organize Your Report

Number the information you will include.

Number it in the order you will include it in your report.

What's first, second, third...

Entiéndelo en Conjunto: ESCRIBE

ILS3C: I can write to explain a topic to an audience.

¿Quién es mi lector?

¿Cuál es el Punto Principal que haré?

Información para respaldar el punto principal y hacerlo más claro:

Entiéndelo Completamente: Organiza Tu Reporte

Numera la información que incluirás.

Numérala en el orden en que la incluirás en tu reporte.

Que es primero, segundo, tercer...

Focus, Support, **Organize** Writing

ILS3A Competence: Can write with clarity.

Who is my reader? _____

What is the focus—what is the Main Idea I will communicate?

Information to include to make that idea clear to this reader:

Get It Across: Organize Your Writing

Number it in the order you will include it.

Then write. *Be sure to keep the focus clear.*

Enfócate, Apoya, **Organiza** la Escritura

ILS3A Competence: Can write with clarity.

¿Quién es mi lector? _____

¿Cuál es el enfoque—cuál es el la Idea Principal que voy a comunicar?

Información que debo incluir para hacer esa idea clara para este lector:

Entiéndelo Completamente: Organiza Tu Escritura

Enumérala en el orden en que la vas a incluir.

Después escribe. *Asegúrate de mantener el enfoque claro.*

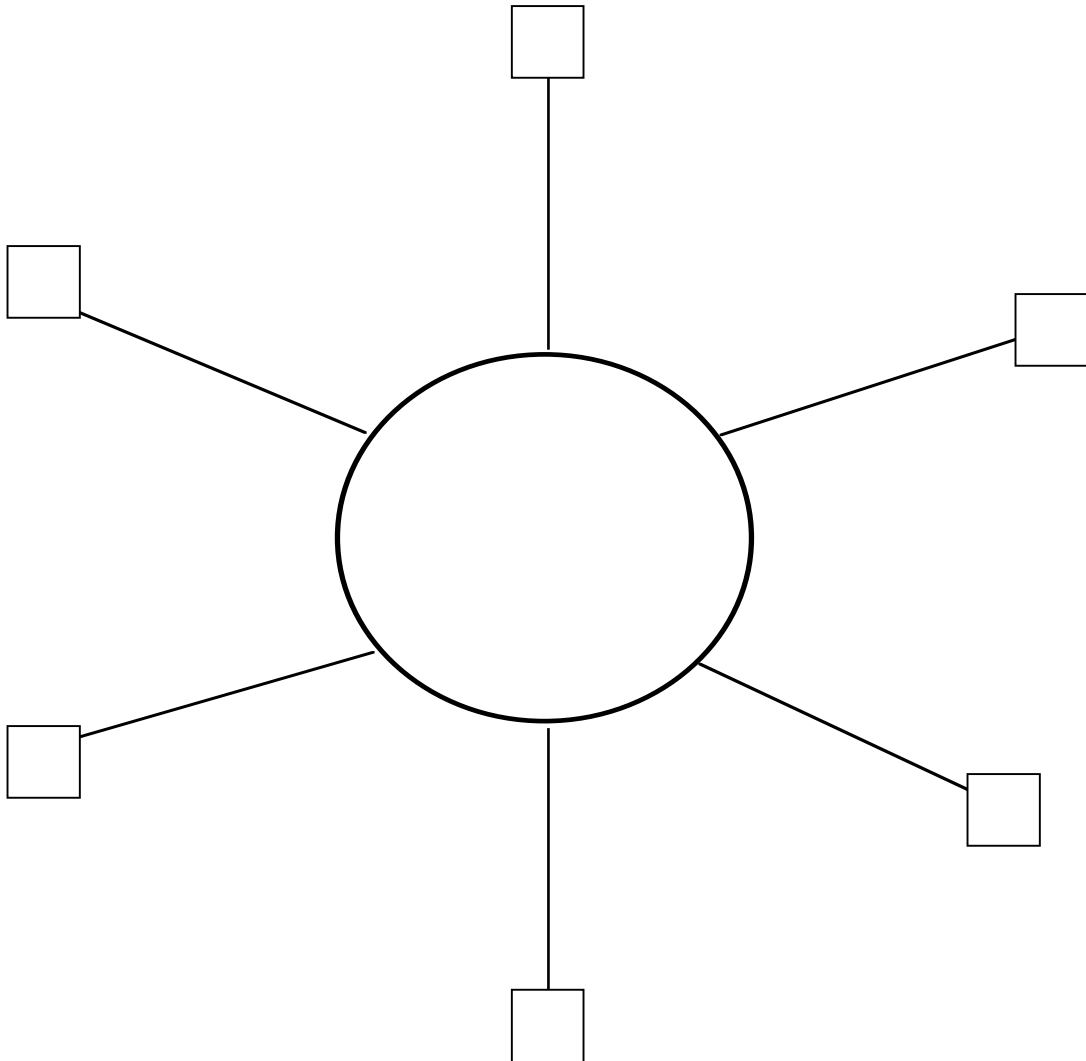
Expository Communicator

ILS 3B or ILS 4B: I can prepare a presentation.
Use this guide to organize writing or speaking about any topic.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

Organiza para Comunicar

ILS 3B or ILS 4B: I can prepare a presentation.
Utiliza esta guía para organizar escritura y hablar de un tema.

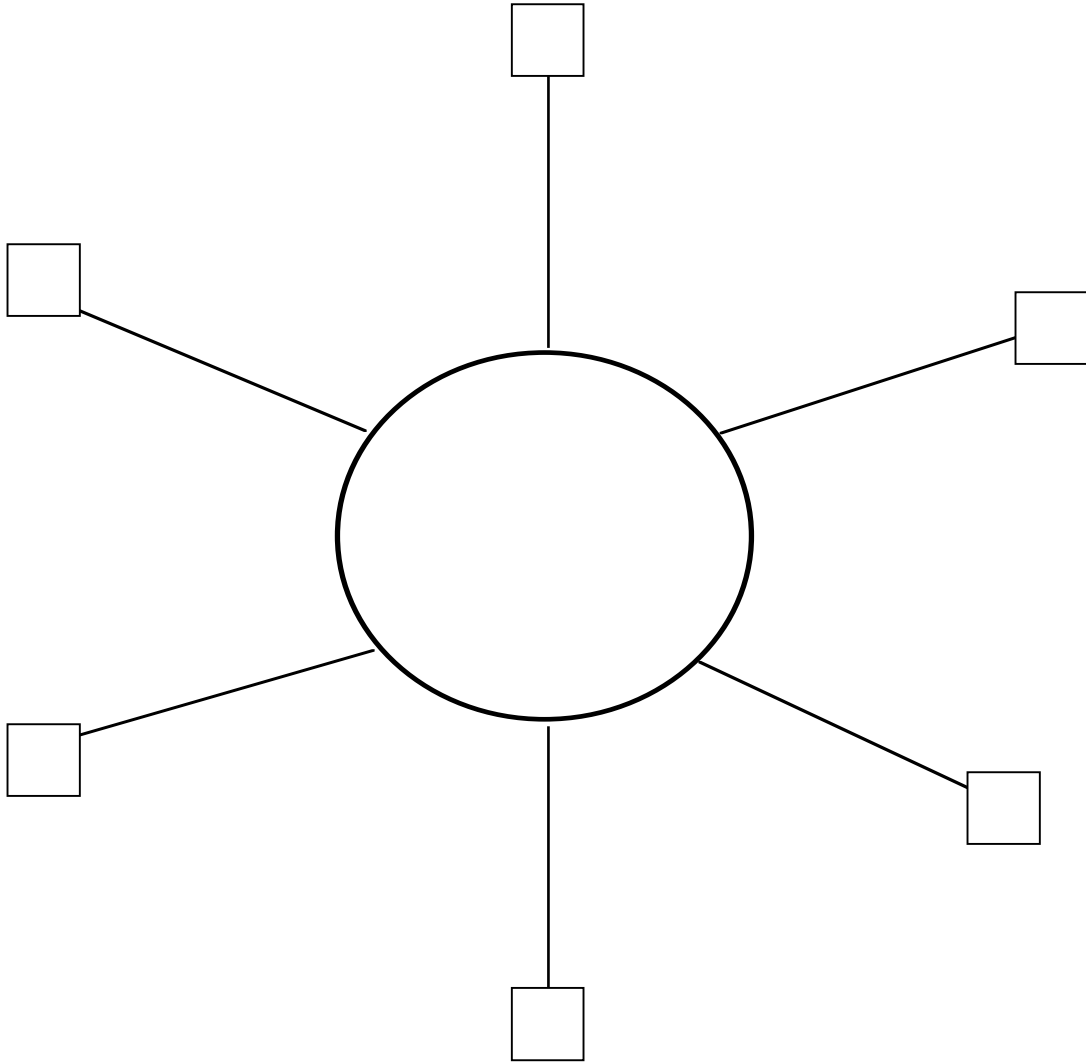
¿Cuál es mi tema? _____

¿Cuál es mi enfoque—mi ideas? *Escríbelo en el círculo.*

¿Qué información es importante explicar para hacer la idea clara?

Escríbelo en estas líneas.

Enumera las líneas—en la cuadro al final—en el orden en que escribirás esta información.



¿Cómo comenzaré?

¿Cómo concluiré?

Narrative Writer

ILS 3B: I can write a narrative.

What's the question? _____

What event will I explain? _____

What persons will I include?

<i>Person</i>	<i>What this person did</i>	<i>How this person felt</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

What parts of the event will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

How will I end my narrative so people know what was important about it?

Escritor Narrativo

ILS 3B: I can write a narrative.

¿Cuál es la pregunta? _____

¿Qué evento explicaré? _____

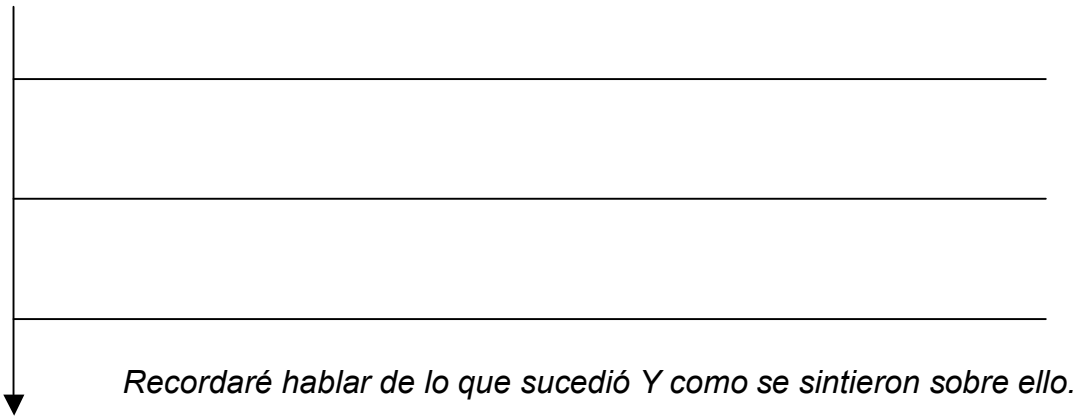
¿Qué personas voy a incluir?

<i>Persona</i>	<i>Lo que hizo esta persona</i>	<i>Como se sintió esta persona</i>

¿Cómo comenzaré mi narrativa?

¿Que diré para hacer claro lo que digo y por qué?

¿Qué partes del evento contaré? Enlístalo en esta línea del tiempo.



¿Cómo concluiré mi narrativa para que las personas sepan lo que es importante?

Persuasive Writer: What's My Position?

ILS 3B: I can write a persuasive text.

What's the issue? _____

What's my position? _____

What evidence will I include to support my position?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

(You can use the boxes to number the order in which you will give that evidence.)

How will I start my persuasive piece?

How will I conclude so people know how I supported my position?

Escritor Persuasivo: ¿Cuál es mi Posición?

ILS 3B: I can write a persuasive text.

¿Cuál es la situación? _____

¿Cuál es mi posición? _____

¿Qué evidencia incluiré para respaldar mi posición?

(Puedes utilizar los cuadros para numerar el orden en el que presentarás la evidencia.)

¿Cómo comenzaré mi pieza persuasiva?

¿Cómo concluiré para que las personas sepan como respaldé mi posición?

Kinds of Communication

What's the same? What's different?

Element of Writing	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision	✓	✓	✓
Integration	✓	✓	✓
Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
Approach	Clear and explicit information.	Clear and explicit information and chronological sequence.	Forceful language used with relevant and explicit information and clear logic.

You can write one topic three ways.

- ✓ Choose one topic.
- ✓ Write about that topic in all three approaches.

Example: Write about a person you admire.

- Write an expository paragraph about this person.
- Write a narrative history about one of this person's experiences.
- Write a persuasive essay about this person.

Example: Write about a place in Chicago.

- Write an expository paragraph about this place.
- Write a narrative about how this place has changed.
- Write a persuasive essay about why this place is an important place to know.

Tipos de Comunicación

¿Qué es lo mismo? ¿Cuál es la diferencia?

Elemento de la Escritura	Exposición	Narración	Persuasión
Enfoque	✓	✓	✓
Apoyo	✓	✓	✓
Organización	✓	✓	✓
Precisión	✓	✓	✓
Integración	✓	✓	✓
Propósito	Explicar.	Explicar un evento que sucede en un espacio de tiempo.	Influenciar, inspirar, cambiar la opinión o actitud de alguien.
Acercamiento	Información clara y explícita.	Información clara y explícita con orden cronológico.	Lenguaje convincente con información relevante y explícita y con lógica clara.

Puedes escribir un tema de tres maneras.

- ✓ Escoge un tema.
- ✓ Escribe acerca de ese tema en las tres diferentes maneras.

Ejemplo: Escribe acerca de una persona que admires.

- *Escríbe un párrafo de exposición acerca de esta persona.*
- *Escribe una historia narrativa de una experiencia de esta persona.*
- *Escribe un ensayo persuasivo acerca de esta persona.*

Ejemplo: Escribe acerca de un lugar en Chicago.

- *Escribe un párrafo de exposición acerca de de este lugar.*
- *Escribe una narración de como ha cambiado este lugar.*
- *Escribe un ensayo de persuasión de la importancia de conocer este lugar.*

My Own Grammar Guide

Important Rule	My Example

Mi Guía de Gramática

Regla Importante	Mi Ejemplo

Sentence Builder

Use nouns, verbs, adjectives, and adjectives to build sentences.

First, choose a topic: _____

Then list nouns that are part of explaining this topic.

Then list verbs you would use to tell about this topic.

Now write a sentence that uses at least one of your nouns and one of your verbs.

Then expand your sentence. Add adjectives, words that tell about your nouns.

Expand it again. Add adverbs, words that tell about your verbs.

Creador de Oraciones

Utiliza nombres, verbos y adjetivos para construir oraciones.

Primero escoge un tema: _____

Después haz una lista de nombres que sean parte de la explicación de este tema.

Después haz una lista de verbos que usarías para hablar acerca de este tema.

Ahora escribe una oración que utilice al menos uno de tus nombres y uno de tus verbos.

Después expande tu oración. Añade adjetivos, palabras que hablen acerca de los nombres.

Expándelo de nuevo. Añade adverbios, palabras que hablen acerca de los verbos.

Get It



At the end of your class, complete this activity.

What's important?

List the five most important things you learned.

1.

2.

3.

4.

5.

Which is most important?

Why?

Entiéndelo



Al finalizar tu clase, completa esta actividad.

¿Qué es importante?

Haz una lista de las cinco cosas más importantes que hayas aprendido.

1.

2.

3.

4.

5.

¿Cuál es la más importante?

¿Porqué?

Learning Log

Each day, write three important ideas you learn.

M	
T	
W	
T	
F	

On the back of this page, write a five-sentence summary of your learning this week.

Notas de Aprendizaje

Cada día, escribe tres importantes ideas que hayas aprendido.

L	
M	
M	
J	
V	

Al reverso de esta página, escribe un resumen de 5 oraciones de lo que aprendiste esta semana.

Poem Builder

Choose a topic. _____

- ✓ List words that are part of explaining the topic.
- ✓ Draw a picture or diagram of what you think about this topic.
- ✓ Write a poem about it. Use your words.

Words

Picture/Diagram/Idea

POEM

Poets think fluently.

Creador de Poemas

Escoge el Tema: _____

- ✓ Haz una lista de palabras que sean parte de la explicación del tema.
- ✓ Haz un dibujo o diagrama de lo que piensas acerca de este tema.
- ✓ Escribe un poema acerca del tema. Utiliza tus palabras.

Palabra

Dibujo/Diagrama



POEMA

Los poetas piensan con fluidez.