

Chicago Teaching Partners

DePaul Center for Urban Education

Keep it simple, Smarty.

Mainstream Effective Methods of Special Education

- ✓ Chunk the content.
- ✓ Give clear directions both in writing and orally.
- ✓ Use pictures and graphic organizers so students see what they are learning.
- ✓ Have students start with basics and expand knowledge and skills.
- ✓ Give students “scaffolds” to organize their learning.

This guide contains resources to clear topic-focused learning in which students “think by the week” and move from introduction through fluency. The resources were developed by the DePaul Center for Urban Education through Chicago Teacher Collaborative, sponsored by the US Department of Education Office of Special Education Programs, and the Teacher Leadership Network, sponsored by the Polk Bros. Foundation, and are provided for use in Chicago Teaching Partners, a collaboration with the Chicago Public Schools Office of Specialized Services.

These resources are useful for all subjects.

They are adaptable to all grade levels and subjects.

The tools in this guide will be particularly helpful to increase student competency to:

- > Read non-fiction text
- > Write with focus and support about current learning
- > Prepare for tests and continue to learn important content.

They correlate with State Standards, ISAT, ITBS, and Prairie State.

Contents:

Resources for activities from beginning with basics through completion with communication.

Page 3: Teacher's Choices

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Monday:	Make it clear.
Tuesday:	Take it, use it.
Wednesday:	Work with it.
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Correlated with Chicago Reading Initiative

Teacher's Choices

- ❖ What's important to teach?
- ❖ How do my students learn?
- ❖ How will I organize the unit, lesson, and assessments?

Teacher's Strategies:

1. Chunk the content.
2. Choose varied activities.
Visual Verbal Active Interactive
Individual Pairs Teams Whole Class
3. Coach the learners.
4. Check the learning.
5. Check the teaching:
 - ✓ Was I clear?
 - ✓ Did I give directions in more than one way?
 - ✓ Did I give examples?
 - ✓ Did I ask students to re-state directions?
 - ✓ Did I ask students to explain what they were learning?
 - ✓ ...
6. Choose responses to individual needs:
--re-model *differently*
--use *different* models—including other learners

Make It Clear: **Map the Month**

Focus: _____

	M	T	W	T	F
<i>Topic of the Week</i>					
<i>Topic of the Week</i>					
<i>Topic of the Week</i>					
<i>Topic of the Week</i>					

Unit Assessment—Students can demonstrate learning in several ways:

- Make a presentation
- Write your own booklet
- Make a display
- Write a poem
- Draw illustrations
- Make up questions—with answers.

Teacher's Topic Teaching Toolkit

What's Important to teach your students next week?

Choose an important topic you plan to teach.

Topic: _____

What kinds of things do they need to learn about it?

You can use the chart on the next page as a framework for one week's integrated learning.

1. It develops goals 1, 3, 5, and 4, as well as the goal for the content area you will teach.
2. All students will gain from having the teacher read aloud so that unfamiliar vocabulary is pronounced accurately.
3. It's visual so that students have the chance to see—and show—what the content looks like.
4. It's progressive so that the students start with basics, organize them, think them through, and put them together and get them across in their own writing.
5. Students become “fluent” in the topic so by the end of the week they read aloud from their own writing.

It develops the P, Q, R, O, S, T structure

Preview, Question, Read/Reason, Organize, Synthesize, Tell

THINK BY THE WEEK

TOPIC _____

This week students develop competencies for: Goal 5 (research), Goal 1 (read with fluency), Goal 3 (write clearly to communicate), Goal 4 (listen and speak articulately), and

_____ (content goal/s).

Vocabulary

What will students read? _____

PQ	R	O	S	T
<p>Monday Get It Clear.</p> <p>Focus <input type="checkbox"/> Teacher Models <input type="checkbox"/> Student explains <input type="checkbox"/> K-W-L Activities WORD KNOWLEDGE T: Read aloud S: Draw what you hear S: Start a glossary of this week's words. (Option: Make it a picture glossary.) S. Write your own questions you will answer this week.</p> <p>Report <input type="checkbox"/> kwL <input type="checkbox"/> Learning Log <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Student explains Homework Add more words to your glossary. Use them to write sentences about your topic.</p>	<p>Tuesday Take it, use It.</p> <p>Focus <input type="checkbox"/> Teacher Models <input type="checkbox"/> Student explains <input type="checkbox"/> Homework Connect Activities COMPREHENSION Read and Collect Facts <input type="checkbox"/> list facts <input type="checkbox"/> picture facts <input type="checkbox"/> classify facts Math: Do _____ and note steps.</p> <p>Report <input type="checkbox"/> kwL <input type="checkbox"/> Learning Log <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Student explains Homework Make a "top ten" list of your favorite facts.</p>	<p>Wednesday Work with It.</p> <p>Focus <input type="checkbox"/> Teacher Models <input type="checkbox"/> Student explains <input type="checkbox"/> Homework Connect Activities COMPREHENSION Use graphic organizer—make a to show Make up questions for other students to answer.</p> <p>Report <input type="checkbox"/> kwL <input type="checkbox"/> Learning Log <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Student explains Homework Make up more questions.</p>	<p>Thursday: Think More.</p> <p>Focus <input type="checkbox"/> Teacher Models <input type="checkbox"/> Student explains <input type="checkbox"/> Homework Connect Activities WRITING Take quiz—use the Wednesday questions. Make it interesting. Write a... <input type="checkbox"/> poem <input type="checkbox"/> story <input type="checkbox"/> paragraph <input type="checkbox"/> diary <input type="checkbox"/> news report <input type="checkbox"/> ad <input type="checkbox"/> fable <input type="checkbox"/> history <input type="checkbox"/> guide <input type="checkbox"/> letter <input type="checkbox"/> alphabet book</p> <p>Report <input type="checkbox"/> kwL <input type="checkbox"/> Learning Log <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Student explains Homework Write more about this topic.</p>	<p>Friday Finish Fluently</p> <p>Focus <input type="checkbox"/> Teacher Models <input type="checkbox"/> Student explains <input type="checkbox"/> Homework Connect Activities FLUENCY Complete your writing. Present to the class or another class</p> <p>Report <input type="checkbox"/> kwL <input type="checkbox"/> Learning Log <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Student explains Homework Take your writing home and share it with your family.</p>

The Learning Journey

Preview and Ask a BIG Question

Begin with Focus ➔

- ✓ Establish a purpose
- ✓ Focus on the learning
- ✓ In reading, skim a text to identify patterns and kinds of content

Read/Reason

Get It Clear ➔

- ✓ Check understanding
- ✓ Ask yourself questions as you learn
- ✓ Paraphrase
- ✓ Make mental pictures as you learn
- ✓ In reading, adjust reading rate to level of text difficulty
- ✓ Look for important ideas—use structure of the presentation/text to help find them
- ✓ Re-read/re-view to find information, check meaning

Organize

Think It Through ➔

- ✓ Evaluate information and ideas

Summarize/Synthesize

Get It Together ♦

- ✓ Connect ideas and information.

Tell

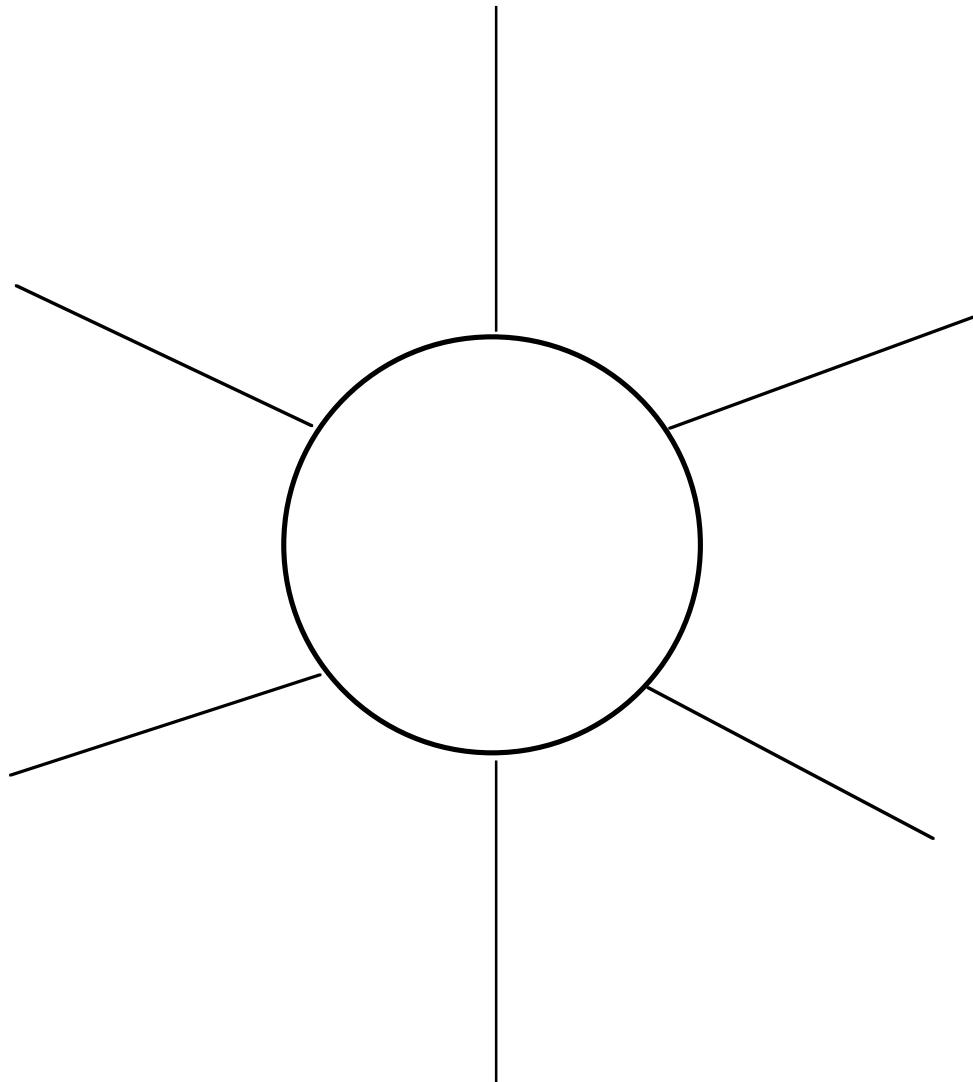
Get It Across ➔

- ✓ Share what you learn
- ✓ Keep it—write what's important in your own words.

The Learning Scaffolds organize this progress. Learning Scaffold

This Week's Topic Learning

Put the topic in the center. Then as you learn, put what's important on the lines.



At the end of the week, you can use this graphic to organize a report on this week's learning.

WORD BANK

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Keep adding to your word bank as you learn more words about this topic.

Write sentences, a letter, article, poem, paragraph, part of a book with the words.

Reading Scaffold

Read or Listen To any Story or History or News Report

Draw pictures to show this situation. (*Good readers visualize what they read.*)

***Write about this situation as if you were there.
Include the following information in your writing:***

- ✓ *Who are you?*

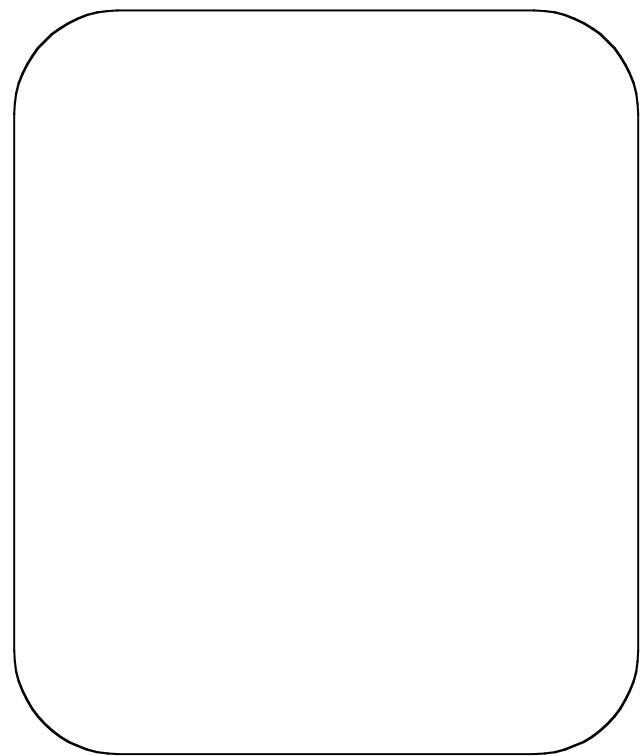
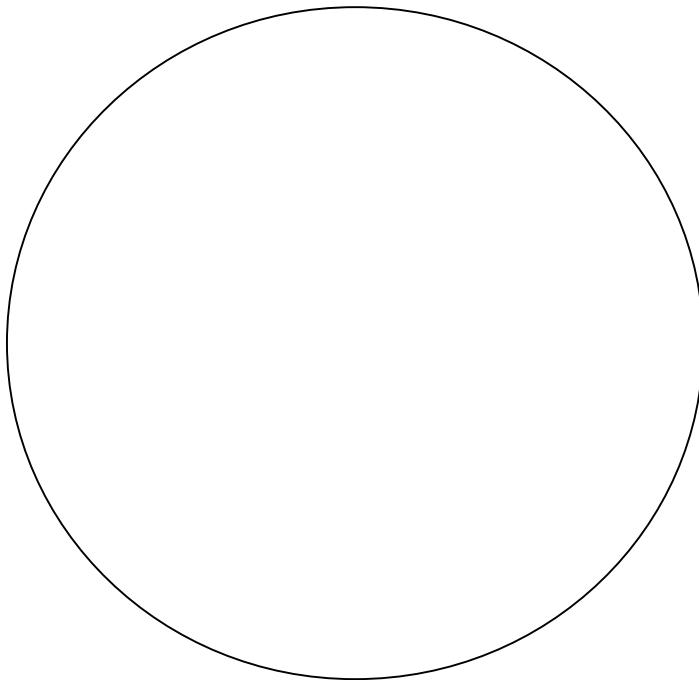
- ✓ *What's important to you?*

- ✓ *What do you think about this situation?*

Listening Scaffold

LISTEN AND SEE: Draw what's important.

As you listen, figure out three important parts. Then re-read the text yourself and draw pictures that show what each part means.



Write a title that fits all three parts.

Reading Scaffold

Important Words Make Meaning Clear

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

Paragraph 1
Paragraph 2
Paragraph 3

What's the main idea of this page?

Reread the words in your chart.

Then write the main idea.

Learning Scaffold

Learning Log

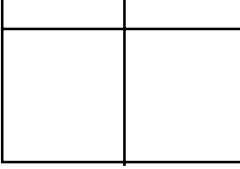
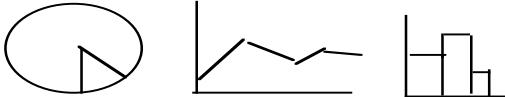
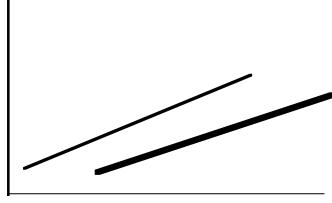
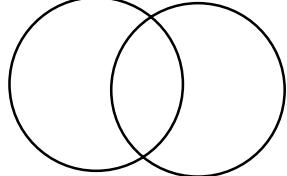
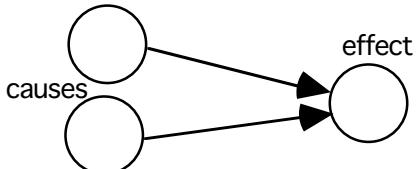
Each day, write three important ideas you learn.

M	
T	
W	
T	
F	

MAKE IT CLEAR

Graphic Organizers are scaffolds. They are tools to **locate, organize, interpret, analyze** and **evaluate** information and ideas. *The organizers are useful in every subject*

- to organize learning
- to clarify learning
- to assess learning

LISTS	OUTLINES
<ul style="list-style-type: none"> • • • • • 	<hr/> <hr/> <hr/> <hr/> <hr/>
CHARTS	TIME LINES
	
GRAPHS	DIAGRAMS
 	<p>Venn Diagram</p>  

Choose the organizers that fit the topic.

When you students' knowledge of the topic with the organizers you also are expanding students' ability to use organizers to analyze information.

Graphic Organizers Increase Learning: THE RESEARCH BASE

The following research supports the importance of using graphic organizers in teaching and learning.

Underlying graphic organizers is the theoretical construct that the visual and verbal organizational structure of the diagram consolidates information into a meaningful whole so students do not have the impression that they are being taught a series of unrelated terms, facts, or concepts. In effect, the diagram itself acts as a nonverbal, visuospatial referent that alerts the student to the interrelationships between ideas and their logical connections to superordinate, equal, or subordinate pieces of information.

This article investigates the effectiveness of graphic organizers for three classifications of secondary students enrolled in content area classes: students with learning disabilities, remedial student, and students in regular education. The results of three separate experiments indicated that graphic organizers, whether teacher-directed, student-directed with text references, or student-directed with clues, produced significantly higher performance than self-study for each group of students.

One teacher noted that he was able to move through textual material at a faster pace using graphic organizers because they effectively combined reading, studying, and evaluation within one class period. Another beneficial aspect of using a written protocol is that, in the event of teacher absence, a substitute teacher can implement the lesson without detriment to the quality of instruction. Hence, the economic utilization of classroom time and the standardization of classroom procedures may be considered positive manifestations of the manner in which graphic organizers were implemented in this research.

Bergerud, Lovitt, and Horton (1988) reported that high school students classified as learning disabled and remedial recalled a greater number of facts from a life science text when material was presented graphically than when presented by using a study guide or when learned through self-study.

Darch and Carnine (1986) demonstrated that elementary-aged students with a learning disability learned significantly more social studies and science content when taught with visual displays than when taught by a teacher-directed activity involving reading and discussing text.

S. V. Horton, T. C. Lovitt, and D. Bergerud, "The Effectiveness of Graphic Organizers for Three Classifications of Secondary Student in Content Area Class", Journal of Learning Disabilities, January 1990 Volume 23, Number 1, p. 13, 22
Learning Scaffold

Knowledge Collector: List What's Important

Topic: _____

List your Top Ten facts.

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

*Which is the most important fact? Circle that number.
Then explain why it is most important.*

Information Scaffold

Chart to Clarify

A chart is a way to see different lists at the same time.

Title: _____

 *Summarize what your chart shows.*

Thinking Organizer: Time Line

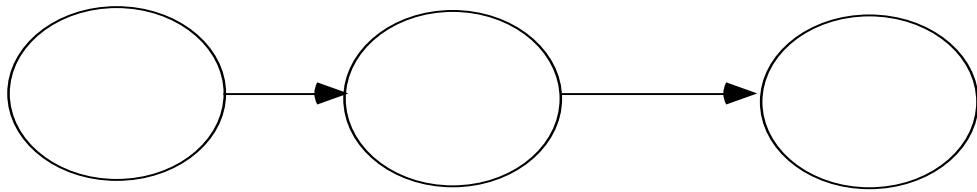
Date	Event	Outcome

💡 *Which event is most important?*

Why?

Thinking Organizer: Diagram Maker

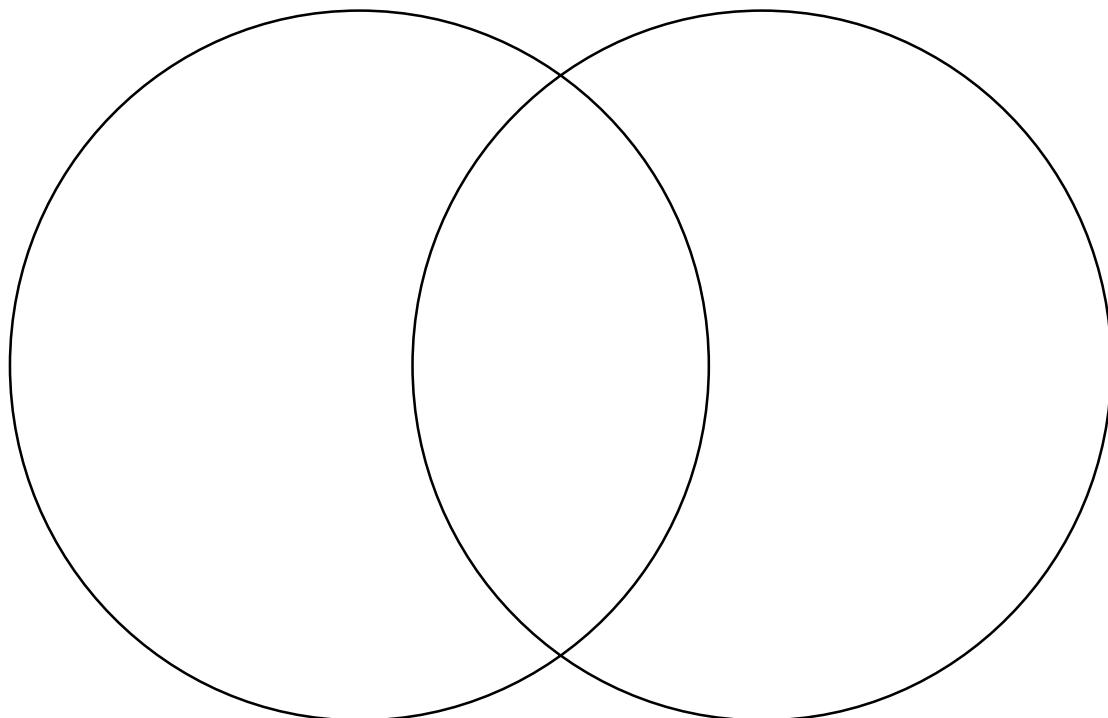
Title: _____



💡 *Explain what your diagram shows.*

Thinking Organizer: Compare and Contrast

Title: _____



💡 *Explain what your diagram shows.*

Thinking Organizer: Graph Maker

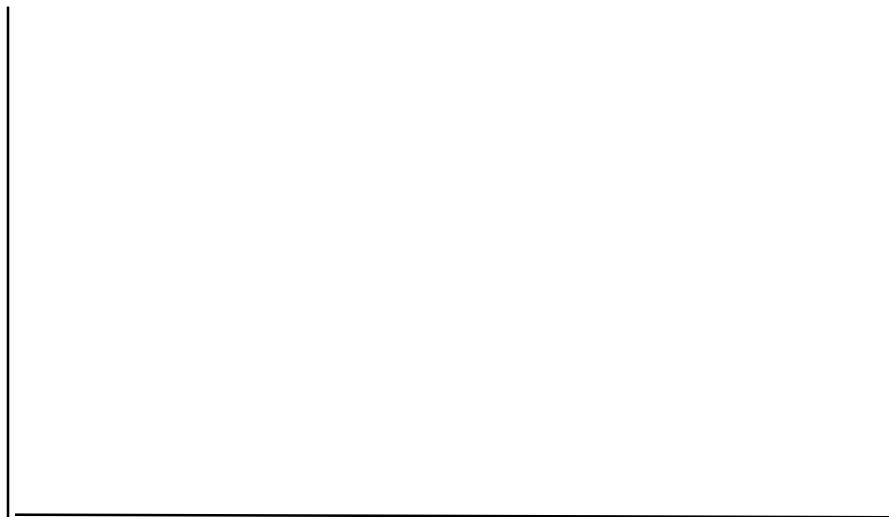
Title: _____

 Explain what the graph shows.

BAR GRAPH

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

Title of the Graph: _____

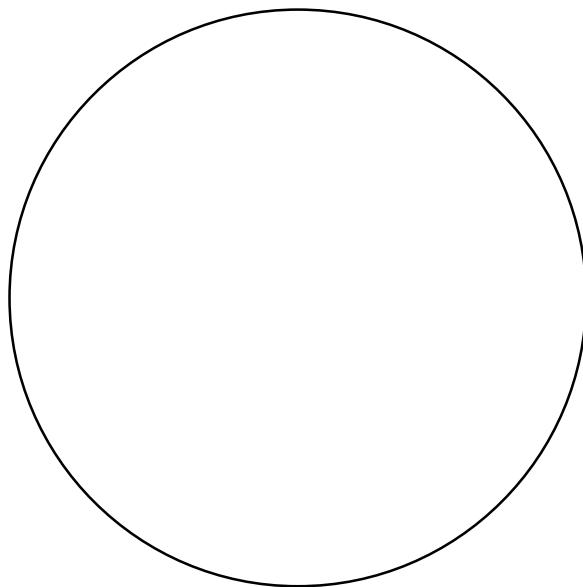


What My Graph Shows:

CIRCLE GRAPH

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:

LINE GRAPH

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: _____



What My Graph Shows:

Map Maker

Make a map to show a place.

1. Give the map a title that tells about the place..
2. Write the name of the place on the map.
3. Draw the outline of the border on the map.
4. Write the names and locations of other places on the map.
5. What makes this place special? Tell about the kind of land, kind of plants, or land use. Write one word to tell about it in the Key.

Then use the symbol in the box in that part of the Key to show this feature in the map.

Add more symbols.

TITLE: _____

KEY:

Make more maps to show more about the place.

For example, make a transportation map.

Clarify with a Thinking Chart

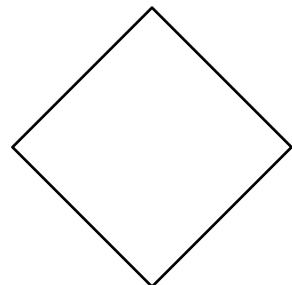
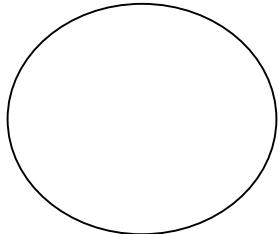
Category	LITERAL Stated in text	INFERRENTIAL Based on text
Where: <i>characteristics of the place</i>		
What: <i>action</i>		
Who Takes that action Characteristics of a person		

What's next?

Support your prediction.

Story/History Reader

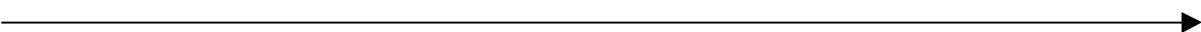
Draw three persons who are in it.



Map the place.



Sequence the Events.



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

Their Words

Asking students to infer what a person would say assesses knowledge of the situation and develops inferential thinking.

Choose a part of a story or history: _____

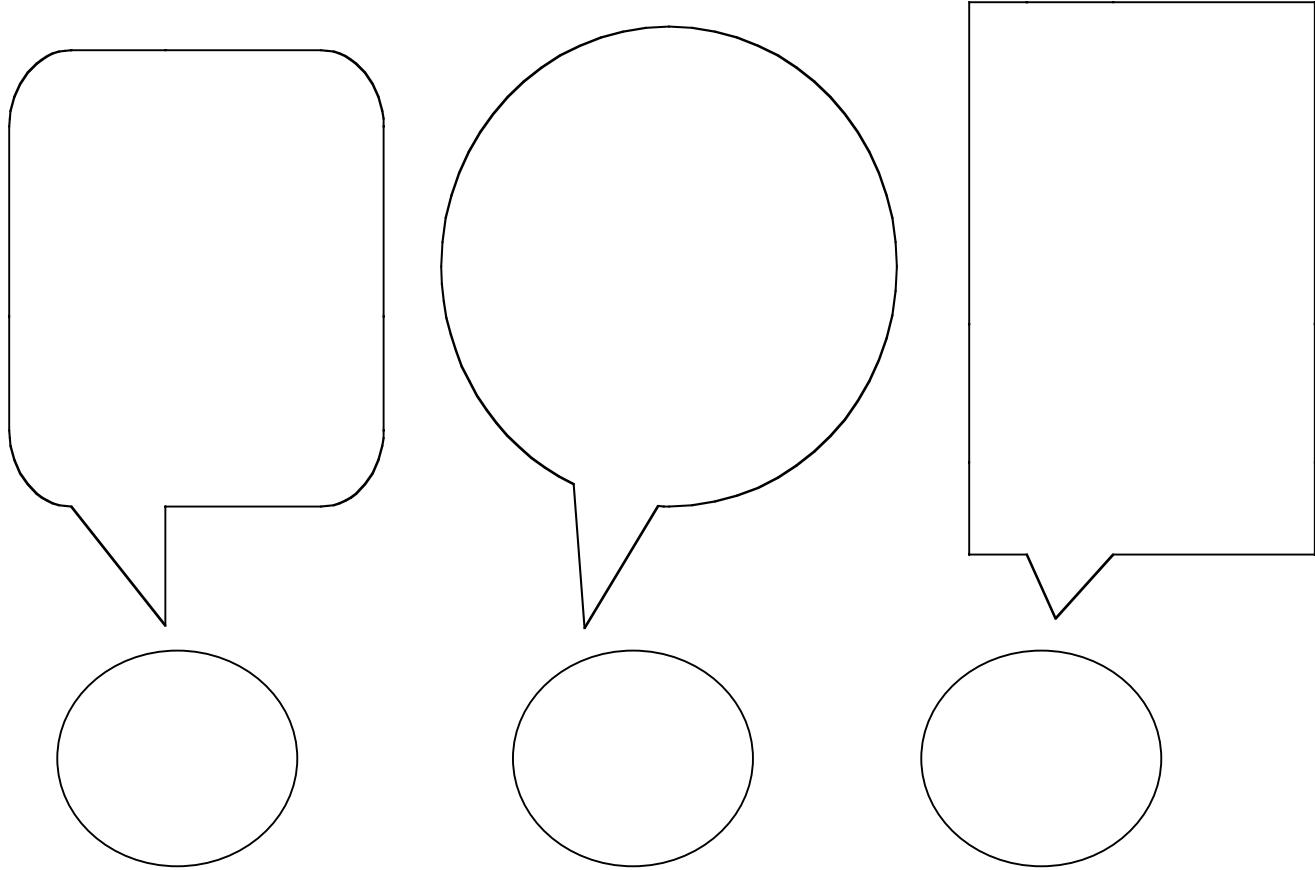
List three different persons who were part of that situation.

1> _____

2> _____

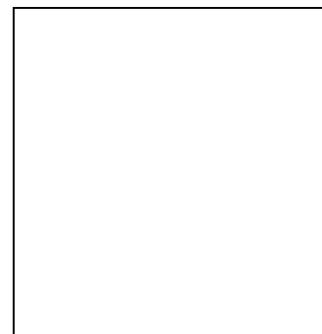
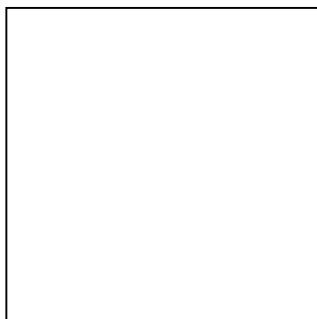
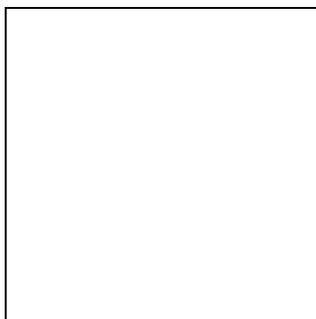
3> _____

For each person, write what they actually said or what you think they said during that situation.



Science Reporter: Communicate in Words and Pictures

Draw three parts.



Draw a diagram. Show how they fit together.



Write about this science as if you were part of it.

Who/What are you? _____

What will you say about it? Make a note here, then write what you think.

ASSESSMENTS STUDENTS CAN SEE

Teachers can use graphic organizers to assess comprehension if students complete them independently and with clear criteria. Here are some examples.

CLASSIFY AND INFER CHARACTERISTICS

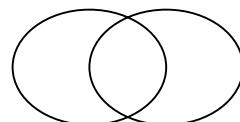
Complete this chart for a character in the story:

Literal	Inference

- ✓ *Include at least two inferences.*

COMPARE/CONTRAST PLACES

Use a Venn diagram to compare and contrast two places



- ✓ *Provide important information about each place .*

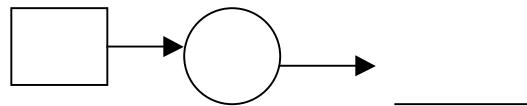
SEQUENCE EVENTS

Complete this time-line for the history.

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

CAUSE-EFFECT and PREDICTION

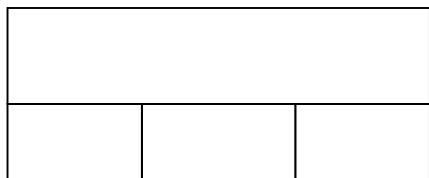
Complete this diagram to show cause-effect—and your prediction of what will happen



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

MAIN IDEA

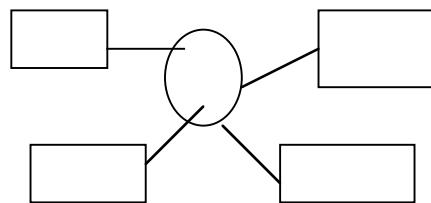
Identify the main idea and three supporting facts.



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

IDENTIFY RELATIONSHIPS

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



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

Writing Increases Learning: The RESEARCH BASE

As confirmed by Becoming a Nation of Readers (National Academy of Education, Commission on Reading, 1995), “research has established a powerful relationship between the opportunity to write and the ability to read. Learning logs help students reflect what they have learned. The goal is not to repeat what the book or teacher said. Rather, the student is expected to connect new material with previously learned material.”

Langer and Applebee further stated in How Writing Shapes Thinking: A Study of Teaching and Learning (1987) that “there is clear evidence that activities involving writing (any of the many sorts of writing we studied) lead to better learning. Beyond that we learned that writing is not writing is not writing; different kinds of writing activities lead students to focus on different kinds of information, to think about that information in different ways, and in turn to take quantitatively and qualitatively different kinds of knowledge away from their writing experiences (p. 135).”

In a later study, Langer (2000) examined related research that stated:

At the elementary level, a number of studies have examined curriculum and instruction in classrooms where students have made unusual progress in reading and writing achievement, in contrast with classrooms where achievement is more typical. Whatton-McDonald, Pressley, and Hampston (1988), for example, studied 9 first-grade teachers in New York State who differed in their effectiveness in promoting literacy. In the most effective classrooms, there was a high level of engagement in challenging literacy activities, a web of interconnections among tasks (so that writing, for example, was often related to what was being read), and skills were taught explicitly but in connection with real reading and writing activities (840).

J. A. Langer, “Beating the Odd: Teaching Middle and High School Students to Read and Write Well”, American Educational Research Journal, Winter 2001, 38(4), p. 837-880.

How to Summarize

Topic: _____

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

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

1. _____
2. _____

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

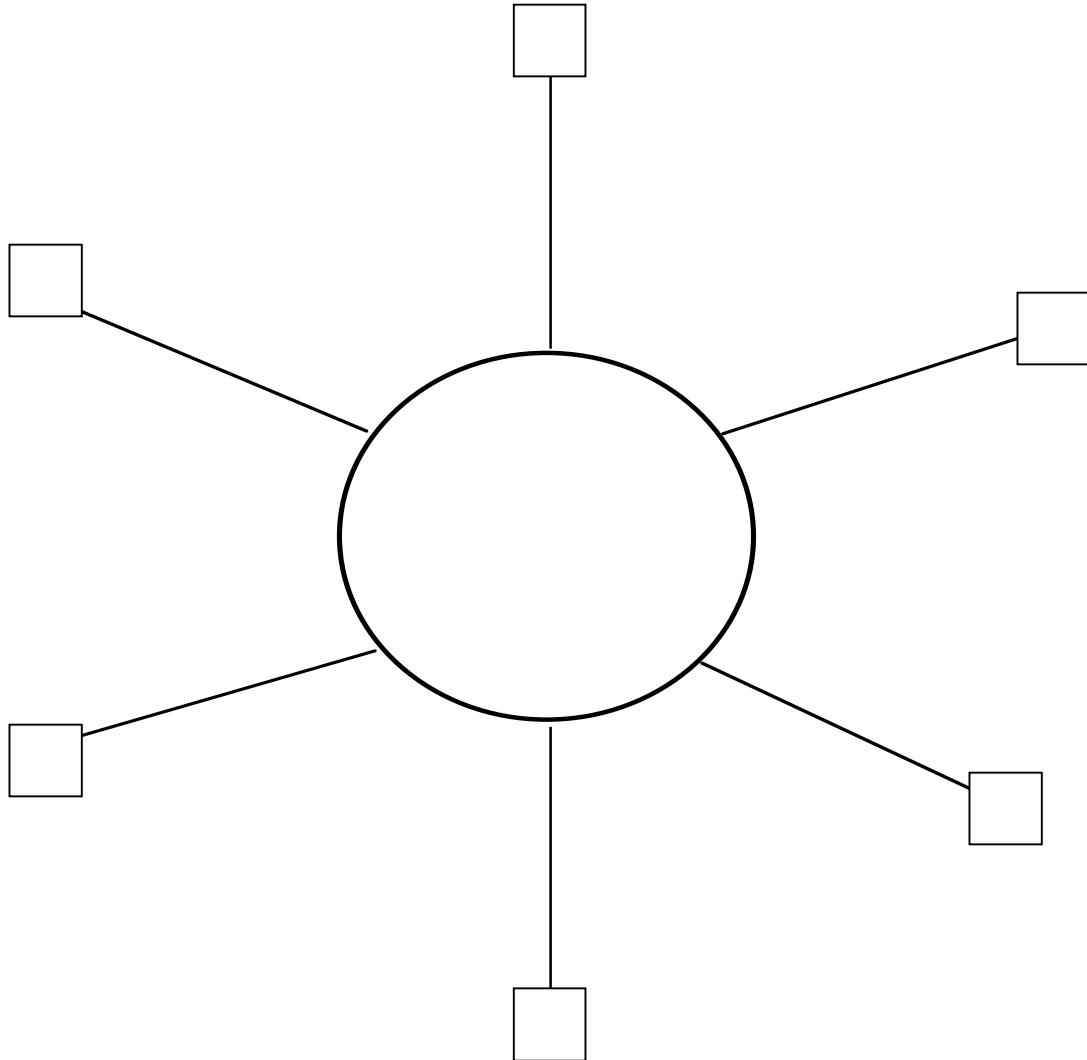
Write What's Important

Use this guide to organize writing or speaking about any topic.

What's my topic? _____

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

What information is important to explain to make that idea clear? Note it on the lines.



How will I start?

When will I use my facts? Number the lines—in the box at the end--in the order you will use this information.

How will I conclude?

Write What's Important

Topic: _____

What I Knew

-
-
-
-

What I Learned

-
-
-
-
-

What I Think

Take what you knew and what you learned and explain this topic in your own words.

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—Make It Clear Here.

POEM

Poets think more.

Check Your Writing with Writing Standards

Element of Clear Communication	What it Means to a Writer	MY OWN ASSESSMENT <i>How many points I get—and why.</i>
Focus	Your writing is all about one idea.	0-10 points I get _____ because
Support	You include information that helps your reader understand your idea.	0-5 points I get _____ because
Organization	Make a plan before you write.	0-10 points I get _____ because
Integration	It all fits together to communicate your idea.	0-5 points I get _____ because
Conventions	Use correct grammar, punctuation, and spelling to make the meaning clear.	0-5 points I get _____ because

POETIC POINTS: Add 10 points for using images.

THE SAME PRINCIPLES APPLY TO MATH

Start by CHUNKING MATH

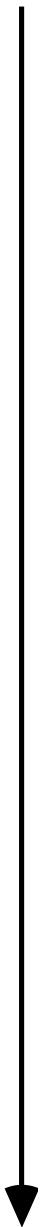
Math Priorities for Five Weeks of Learning with Fifth Week Synthesis and Expansion

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 ASSESS/EXPAND
SKILL/ STRATEGY					Skills/strategies developed in previous weeks <input type="checkbox"/> Explain vocabulary <input type="checkbox"/> How to use this math <input type="checkbox"/> How to choose and use a strategy or skill <input type="checkbox"/> How to check my work
WORDS					
HOW TO ASSESS	<input type="checkbox"/> write example <input type="checkbox"/> write explanation <input type="checkbox"/> solve problem <input type="checkbox"/> make up problem <input type="checkbox"/>	<input type="checkbox"/> write example <input type="checkbox"/> write explanation <input type="checkbox"/> solve problem <input type="checkbox"/> make up problem <input type="checkbox"/>	<input type="checkbox"/> write example <input type="checkbox"/> write explanation <input type="checkbox"/> solve problem <input type="checkbox"/> make up problem <input type="checkbox"/>	<input type="checkbox"/> write example <input type="checkbox"/> write explanation <input type="checkbox"/> solve problem <input type="checkbox"/> make up problem <input type="checkbox"/>	<input type="checkbox"/> write examples <input type="checkbox"/> write explanations <input type="checkbox"/> solve problems <input type="checkbox"/> make up problems <input type="checkbox"/> present to class

Math Path

Solve your problem on the left side of the arrow.

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



Words you need to make this math clear:

Make Math Patterns Clear ♀

Chart Math

number	operation	number	=	
7	+	5	=	12
6	+	5	=	11
5	+		=	10
7	-	5	=	
6	-	1	=	
	-		=	
6	×	1	=	6
6	×	2	=	12
6	×	3	=	

Chart Algebra

a	+	b	=	c
5	+		=	8

a	-	b	=	c
7	-		=	2

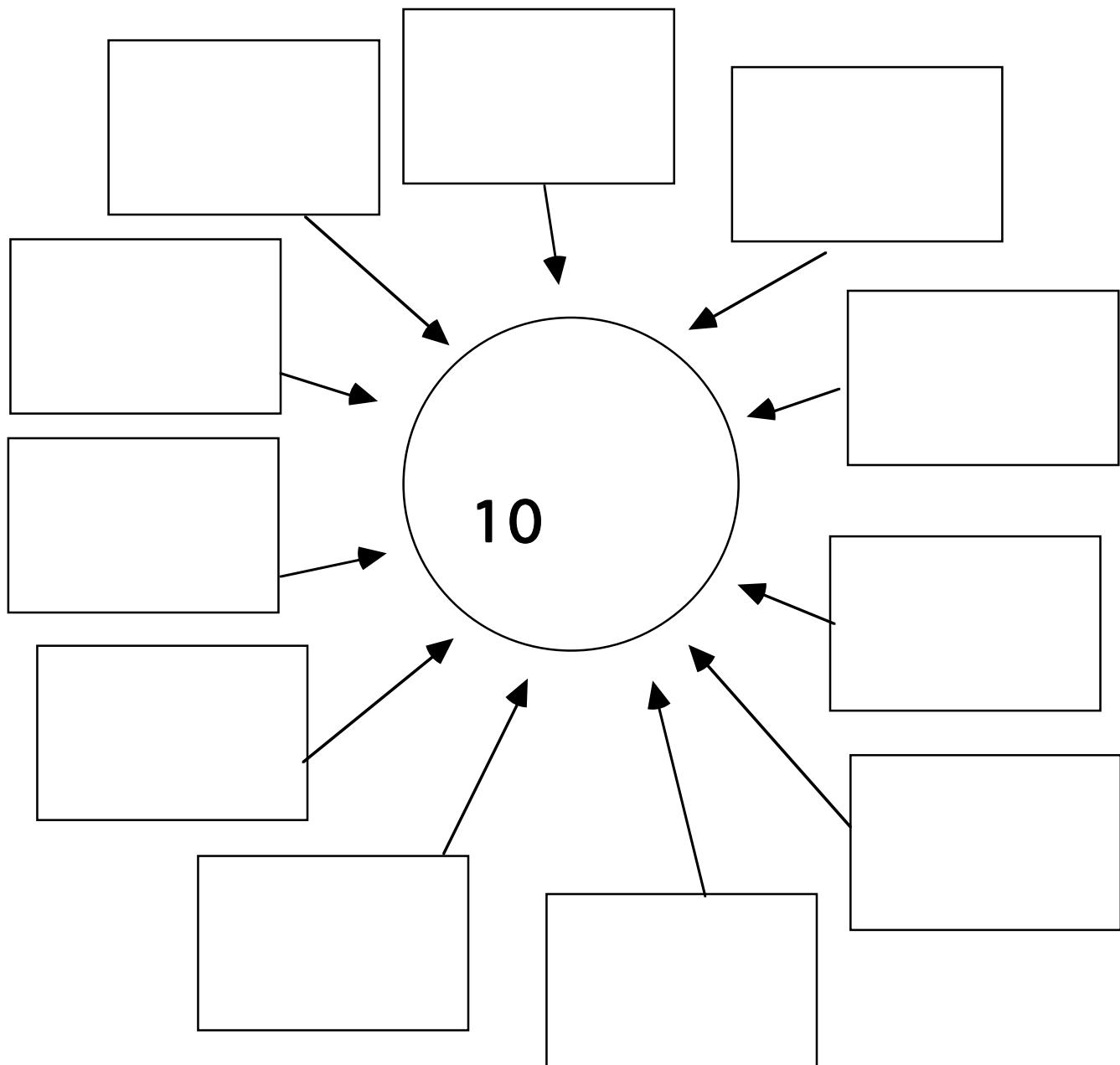
a		b	=	c
7			=	21

Make Math Patterns Clear



Diagram Numerical Relationships

Ten ways to make a ten



Write to Explain

Make the Writing Connection to make sure that students

✓ Know **What** + ✓ Know **How** + ✓ Know **Why**

Math Problem-Solution-Explanation Organizer

1. What is the problem asking me to think about?

2. How will I solve it?

3. Why solve it this way?

4. Here is my solution.

QUESTION SCAFFOLDS: LEVELS OF QUESTIONS GUIDE GREATER LEARNING.

GET IT

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

<ul style="list-style-type: none"> ➔ When? ➔ Where? ➔ Who? 	<ul style="list-style-type: none"> ➔ What? ➔ Define _____. ➔ List the _____.
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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.

<ul style="list-style-type: none"> ▷ Classify _____. ▷ Compare and contrast _____. ▷ Give an example of _____. ▷ Give the opposite of _____. ▷ Draw a picture to illustrate this page. 	<ul style="list-style-type: none"> ▷ In what sequence did _____ happen? ▷ Explain how _____ works. ▷ Use a time-line, chart, diagram, graph, or map to explain _____. ▷ How do the parts relate to each other?
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THINK MORE

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

<ul style="list-style-type: none"> ➔ Predict what will happen when _____. ➔ What is the main idea of _____. ➔ Figure out the meaning of this word from context. ➔ What might have caused this change? 	<ul style="list-style-type: none"> ➔ What is the best title for this _____. ➔ What is the missing part? ➔ What was the author's point of view? ➔ If _____ changed, what would happen? ➔ Which person might have said this?
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THINK IT THROUGH

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

<ul style="list-style-type: none"> ➡ What is the most important fact? Why? ➡ What makes this a good book? ➡ Is this fact or opinion? ➡ What is your evidence? 	<ul style="list-style-type: none"> ➡ Which is the best answer? Why? ➡ Give and justify your opinion on _____. ➡ Which part is most important? ➡ Why do you make this choice?
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Questions from the Chicago Public School guide to test preparation. Additional questions and structure provided by the DePaul Center for Urban Education.

Entiéndelo

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

→ ¿Cuándo?	→ ¿Qué?
→ ¿Dónde?	→ ¿Cómo? (Como se menciona en el texto)
→ ¿Quién?	→ Define _____.
→ ¿Porqué? (Como se menciona en el texto)	→ Enumera los/as _____.

Entiéndelo Claramente

Las preguntas analíticas te piden que lo **Entiendas Claramente**-que observes y pienses detenidamente- para organizar la información y puedas explicar la situación cuando encuentres patrones o similitudes.

→ ¿Cuál es un tipo de _____?	→ ¿En qué secuencia sucedió _____?
→ ¿Cómo _____ parecido a _____?	→ ¿Cómo es _____ diferente de _____?
→ ¿Cuál es un ejemplo de _____?	→ ¿Cuál explica lo _____ sucedido?
→ ¿Cuál es lo opuesto de _____?	→ ¿Cuál de estos es parecido?
→ ¿De acuerdo con el texto, cuál de estos eventos causa _____ esto suceda?	→ ¿Cuál es la última cosa que sucede?
→ ¿Cómo inició _____?	→ ¿En qué _____ relación a _____?

Piensa Más

Las preguntas de deducción te piden que **Pienses Más**- para hacer una suposición inteligente- para pensar acerca de y más allá de la información recibida.

↗ Predice lo que sucedera 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 significado tiene _____?	↗ ¿Si _____ cambiara, qué sucedería?
↗ ¿Qué podría haber causado este cambio?	↗ ¿Qué persona pudo haber dicho esto?
↗ ¿Porqué escribió esto el autor?	↗ ¿Qué piensas que sucedió antes de que esta historia iniciara?
↗ ¿Cómo pudo haber cambiado la historia si _____?	↗ ¿Qué piensas que sucederá después?

Piénsalo Detenidamente

Las preguntas evaluativas te piden que lo **Pienses Detenidamente**-para aclarar tu posición y tomar 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?
► ¿Cual es el evento más importante?	► ¿Cuál es la mejor razón para _____?
► ¿Qué personaje hace el mayor bien?	► ¿Cuál es el mejor final para la historia?
► ¿Cuál es la descripción más acertada del héroe?	► ¿Cuál es la mejor manera de escribir claramente?
► ¿Cuál es el mayor _____?	► ¿Cuál es el/la mejor _____?

QUESTION MAKERS TO SCAFFOLD THINKING

Question Maker: Write your question here.



You can make it multiple choice. To do that put the correct answer and three other possible answers here.

Question Taker:

What's your answer? _____

Explain how you decided on that answer.



QUESTION MAKER/ANSWER RATER

THINK IT THROUGH

Question Maker: Write your question here.



Write the correct answer and three other possible answers here:

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

Question Taker: Think It Through

Rank the answers and explain why you ranked them in this order.

Best: _____ Why it's the best answer:

Next: _____ Why it's not as good as the best:

Next: _____ Why it's third best:

Worst: _____ Why it's the worst possible answer:

Strategic Thinking: Analyzing Questions, Figuring Out Best Answers

Choose a challenging question.

- ✓ Write it here in your own words.

- ✓ What it's asking me to figure out:

- ✓ What information I need to answer it.

- ✓ What steps I need to take to answer it.

Answer:

Why it's a good answer.

(If it is multiple choice question then explain why it's the BEST answer.)

Make More Connections: Activities and Resources Correlated with the Chicago Reading Initiative

The DePaul Center for Urban Education provides resources for the following activities on the web page <http://teacher.depaul.edu>.

All the following activities develop competencies when teachers guide the students or assess when students complete them independently and the teacher analyzes their work.

<p>WORD KNOWLEDGE Relevant Resources: <u>Reading Teacher Book of Lists</u> <u>Teaching Vocabulary to Improve Reading Comprehension</u></p>	<p>Teacher:</p> <ul style="list-style-type: none"> ✓ displays words and pictures by phonics/structural patterns and topic. ✓ lists and then develops vocabulary in each content area. <p>Students::</p> <ul style="list-style-type: none"> ❖ <i>Draw words or pictures to explain vocabulary</i> ❖ <i>Make alphabet book on topic</i> ❖ <i>Make “smart packs” of words to practice</i> ❖ <i>Chart word-picture-word or word/synonym word/antonym</i> ❖ <i>Make thesaurus</i> ❖ <i>Find word in newspaper, book</i> ❖ <i>Write sentence with word</i> ❖ <i>Make/complete grammar chart or glossary</i> ❖ <i>Make/complete prefix-suffix chart/guide</i> ❖ <i>Build vocabulary in the content areas</i> ❖ <i>Write with the ‘words of the week’</i>
<p>FLUENCY Relevant Resources: <u>New Directions in Reading;</u> <u>Reading Teacher Book of Lists;</u></p>	<p>Teacher:</p> <ul style="list-style-type: none"> ✓ reads aloud, thinks aloud. ✓ guides and coaches reading. ✓ models fluent reading of a variety of kinds of texts. <p>Students:</p> <ul style="list-style-type: none"> ❖ <i>Read aloud from texts and their own writing</i> ❖ <i>Re-read texts individually and in groups</i> ❖ <i>Listen to/read to partner</i> ❖ <i>Read/write poems across the curriculum</i> ❖ <i>Read/write their own books</i> ❖ <i>Make up/read aloud dialogue</i>

<p>COMPREHENSION</p> <p>Relevant Resources: <u>New Directions in Reading;</u> <u>Reading Teacher Book of Lists;</u> <u>Teaching Reading in the Content Areas; Starting out Right (K-3);</u> <u>The Big Book of Books</u></p>	<p>Teacher: uses a variety of strategies, including DRTA; PQROST (for content reading); Reading Transfer—read to, read with students; students re-read to learn more.</p> <p>Students::</p> <ul style="list-style-type: none"> ❖ <i>Illustrate text</i> ❖ <i>Construct and explain graphic organizers</i> ❖ <i>Answer multiple choice questions requiring different levels of thinking; justify answer choice</i> ❖ <i>Make up multiple choice questions requiring different kinds of thinking</i> ❖ <i>Sequence events in pictures or words (may use time-line)</i> ❖ <i>Write or match adjectives to characters, place</i> ❖ <i>Write or match sentences that describe or explain _____.</i> ❖ <i>Infer characteristics, motives, prior actions, next action and explain basis of inference</i> ❖ <i>Paraphrase</i> ❖ <i>Summarize</i> ❖ <i>Draw diagrams for stories, histories, science texts.</i> ❖ <i>Complete/construct diagram showing relationships</i> ❖ <i>Identify main idea or theme and explain its basis in text</i> ❖ <i>Write the next part</i> ❖ <i>Rewrite for another student</i> ❖ <i>Write letter or diary from someone who “was there”</i> ❖ <i>List information you learn—write in your own words</i> ❖ <i>Write a paragraph, poem, booklet, letter about topic</i> ❖ <i>Make Reader’s guide—write explanation of how to read a story, a history, a newspaper, a fable, a science text.</i>
<p>WRITING</p> <p>Relevant Resources: <u>New Directions in Reading;</u> <u>Reading Teacher Book of Lists;</u> <u>Starting out Right (K-3);</u> <u>The Big Book of Books</u></p>	<p>Teacher</p> <ul style="list-style-type: none"> ✓ incorporates writing—expository, narrative, persuasive, in all subjects ✓ does “write aloud”. ✓ integrates writing into weekly learning logs/reports <p>Students:</p> <ul style="list-style-type: none"> ❖ <i>Write with focus, organization, support, coherence, and clarity</i> ❖ <i>Edit writing</i> ❖ <i>Write in a variety of formats—letters, poems, diaries, fiction, non-fiction, booklets...</i> ❖ <i>Make Writer’s Guide—explains how to write</i>