

Chicago Teaching Partners

DePaul Center for Urban Education

Start Clearly Continue Progressively Complete Clearly

- ✓ Chunk the content or skill.
- ✓ Teach with clear focus on one skill, strategy, or topic at a time.
- ✓ Scaffold Learning with:
 - Clear directions that you explain and post
 - Step-by-step activities
 - Student learning “organizers”—activity guides for students to complete
- ✓ Differentiate instruction to respond to a variety of ways to learn.
- ✓ Diversify assessment with a variety of ways for students to demonstrate learning as well as levels for students to complete successfully.
- ✓ Frequently check and respond to student learning

The following planning guides and activities are useful to develop, reinforce and expand learning for all students.

These resources were developed by the DePaul Center for Urban Education and are made available through the Chicago Teacher Collaborative sponsored by the US Department of Education Office of Special Education Programs.

PREPARE WITH VISION

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)

Think Who You Teach

Preferred Learning Style(s)—What kinds of learning styles do many of your students have?

___Auditory ___Kinesthetic ___Tactile ___Verbal ___Visual

Which of these learning characteristics describe your students at some times?

- A. Has difficulty following directions
- B. Processes information slowly
- C. Has a short auditory attention span
- D. Is distracted easily and loses focus/concentration often
- E. Is slow to switch from one task to another
- F. Has trouble putting ideas on paper
- G. Has difficulty understanding concepts
- H. Has difficulty following multiple verbal requests
- I. Is frequently distracted by extraneous noises
- J. Is disorganized

How do you help students learn more?

Which of these kinds of support help most students learn more?

- 1. Give simple directions with written examples
- 2. Give directions in clearly stated steps
- 3. Write assignments and give oral instructions
- 4. Explain directions and give concrete examples
- 5. Maintain frequent eye contact
- 6. Test one concept at a time
- 7. Allow use of calculator, tape recorder, or computer
- 8. Walk by student's desk to check for accuracy and on task behaviors
- 9. Provide motivation and verbal rewards on a daily basis
- 10. Reduce load and allow for extra credit
- 11. Extend time on task for class and homework assignments
- 12. _____

This information is part of the IEP Summary Sheet. It is relevant to every classroom.

How to Teach and Assess Diversely

Diversify instruction and assessment to respond to individual learning needs and styles.

<i>Teach Explicitly</i>	<i>Learn—or Assess Diversely</i> Assessment if done <i>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"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or 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.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction</p> <p><i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell</p> <p><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"/> Act out a story or history. <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”.
<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"/> Apply math. <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 and/or draw about a 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

Think How You Teach: Focus and Sequence the Learning

This Week's Skill: _____

This Week's Words:

<i>M</i>	Make It Clear	Teacher models Students apply Students start this week's math glossary
<i>T</i>	Take It, Use It	Teacher re-presents Students use. Students practice with partner.
<i>W</i>	Work With It	Students write explanation of the math. Students use to make up problems.
<i>T</i>	Think It Through	Students demonstrate
<i>F</i>	Fix and Finish	Students write own math book pages. Teacher coaches in "math clinic" for some.

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.



Important Words

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

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
a	
b	
c	
d	
e	

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

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
a	
b	
c	
d	
e	

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.

Chunk and Sequence Skills Development

Set Your Priorities for Weeks 1-10

Focus on one skill at a time.

Week 1	Week 2	Week 3	Week 4

Week 5 Assess/Clarify/Expand

Week 6	Week 7	Week 8	Week 9

Week 10 Assess/Clarify/Expand

What are the skills? See the next pages for language arts standards and skills.

Reading Skills

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 ITBS, ISAT, and Prairie State/ACT. You can use it as a check-list of skills you will focus on one at a time, week by week. *Be sure that students listen to and read a diversity 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*

K-2 Language Arts Learning Outcomes and Assessments *example*

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	Assessments
Word Knowledge	1A can apply word analysis and vocabulary skills to comprehend selections.	<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. 1C can comprehend a broad range of reading materials. 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas	<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"> ✓ 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/words ✓ Write with capitals ✓ Write sentences

Grades 3-8 Language Arts Learning Outcomes and Assessments

example

How can there be one plan for grades 3-12?

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

	Standards	Assessments
Word Knowledge	1A can apply word analysis and vocabulary skills to comprehend selections.	<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. 1C can comprehend a broad range of reading materials. 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas	<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"> ✓ 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"> ✓ Edit, revise paragraph. ✓ Write guide to writing.

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?

Think by the Week—example of a developmental learning sequence

WHAT'S IMPORTANT?	Monday <i>Make It Clear.</i>	Tuesday <i>Take it, use It.</i>	Wednesday <i>Work with It.</i>	Thursday: <i>Think More-- assess</i>	Friday: Fix, Finish
Word Knowledge This week's focus	Today's words Begin word chart.	Today's words Add to chart	Today's words Expand chart.	Today's words Write sentences.	Today's words Use to write poem/story.
<i>Reading with Fluency</i> This week's read-aloud:	T: Model Strategic Reading Read aloud and think out loud	T: Model Strategic Reading S: Read aloud and think out loud	T: Model Strategic Reading S: Read aloud and think out loud	STUDENTS Model Strategic Reading	Students choose and illustrate their favorite reading this week.
Math This week's math skill	Teacher models Students apply Students start this week's math glossary	Teacher re-presents Students use independently. Students practice with partner.	Students write explanation of the math. Students use to make up problems.	Students solve each other's problems and teacher's problem.	Students write own math book pages. Teacher coaches in "math clinic" for some.
Writing This week's emphasis	Teacher models this week's writing. Teacher presents "writing route"—how to write this way.	Teacher re-presents the week's pattern. Students write with this pattern.	Students co-write with partner using this week's pattern.	Students write independently with this week's writing style/feature.	Students write a page in their own writer's guide.
Content This week's Topic	VOCABULARY T: Read aloud S: Draw what you hear Start this week's glossary.	COMPREHENSION Read and collect facts __ list facts __ picture facts __ _____	COMPREHENSION <i>Use graphic organizer—make a</i> <i>to show</i> Make up topic questions: <i>literal, analytic</i>	WRITING <i>Take quiz—use the Wednesday questions.</i> <i>Write about this week's topic:</i> __ sentence __ poem __ paragraph	FLUENCY Complete your writing. Present to the class or another class.

Example of a Dual Language Weekly Lesson Plan

Language Arts

Vocabulary: English/Spanish—introduced and used in both languages.

FOCUS	M	T	W	Th	F
Word Knowledge: _____					
Fluency: _____					
Reading Comprehension: _____					
Writing: _____					

Math Focus: _____

Vocabulary: English/Spanish—introduced and used in both languages.

M	T	W	Th	F

Applied Strategies of Special Education to Support Greater Learning
 ___written and oral directions ___graphic organizer ___peer coach ___model procedures
 ___step-by-step guide ___concrete examples ___visual aides _____

Ask and Answer Challenging Questions

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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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?

PIÉNHALO DETENIDAMENTE

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

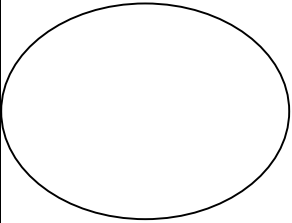
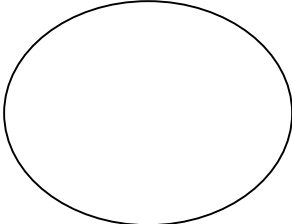


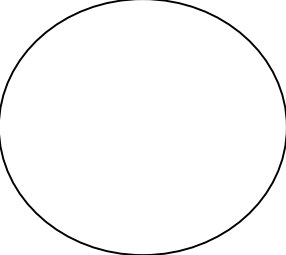
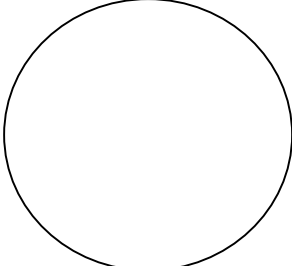
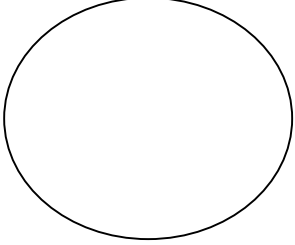
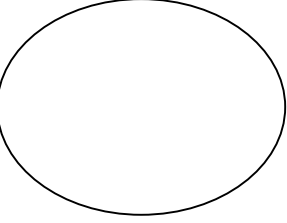
➤ ¿Cuál es el hecho mas importante?	➤ ¿Cuál es la mejor respuesta? Porque?
➤ ¿Qué hace de este un buen libro?	➤ Expresa y justifica tu opinión acerca de _____.
➤ ¿Es un hecho o solo una opinión?	➤ ¿Qué parte es la más importante?
➤ ¿Cuál es tu evidencia?	➤ ¿Cuál es la razón de tu opción?

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

Example of a Plan for a Children's Content Book

Topic: How animals survive

What's Important to Know about this Topic

<p>Animals move to get away from predators.</p> 	<p>Some animals use camouflage to hide from predators.</p> 	<p>Some eat animals. They are carnivores.</p> <p>That's me!</p> 	<p>Some eat plants. They are herbivores.</p> <p>That's me!</p> 
<p>Some eat meat and plants. They are omnivores.</p> 			

FOCUS WITH VOCABULARY

Phonics Picture Bank

1A. Can identify and give examples of phonics patterns.

Pattern: _____

WORD	Show what it means. Draw a picture.

Use your word bank to:

- > Write.
- > Make up word games.
- > Write more words.

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.

FOCUS WITH VOCABULARY

Word Bank

ILS 1A: Expand vocabulary in context.

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.

You can cut your words and pictures apart and then turn this into a “Smart Pack” —a set of words and pictures you use as a matching game or flash cards.

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

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

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.

FOCUS WITH VOCABULARY

Words Make Meaning

ILS 1B: I can identify important words and use them to infer the main idea.

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?

Read the words in your chart.

Then write the main idea.

Las Palabras Tiene Sentido

ILS 1B Competence: Can identify important words and use them to infer the main idea.

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.

FOCUS WITH VOCABULARY

Learning Log Vocabulary + Vocabulary = Ideas

Content Goal: I can identify important terms and ideas.

Each day, write important words.

<i>M</i>	
<i>T</i>	
<i>W</i>	
<i>T</i>	
<i>F</i>	

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

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?

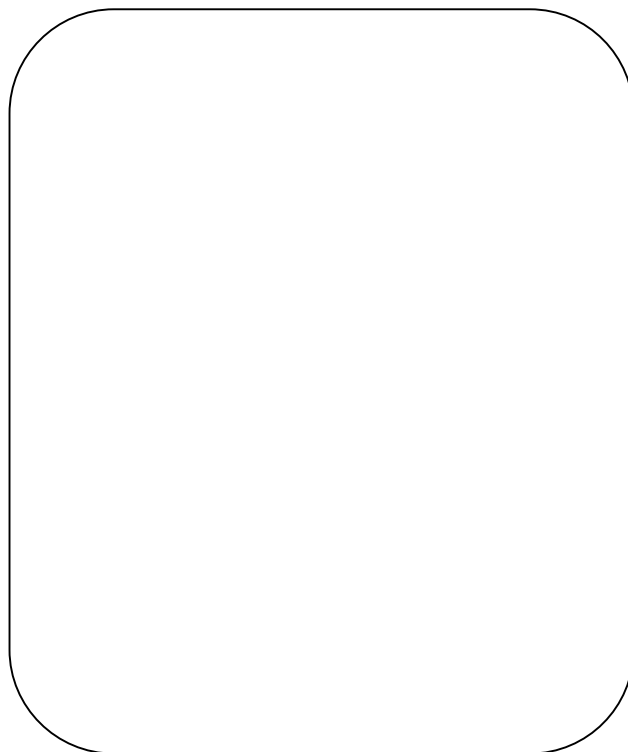
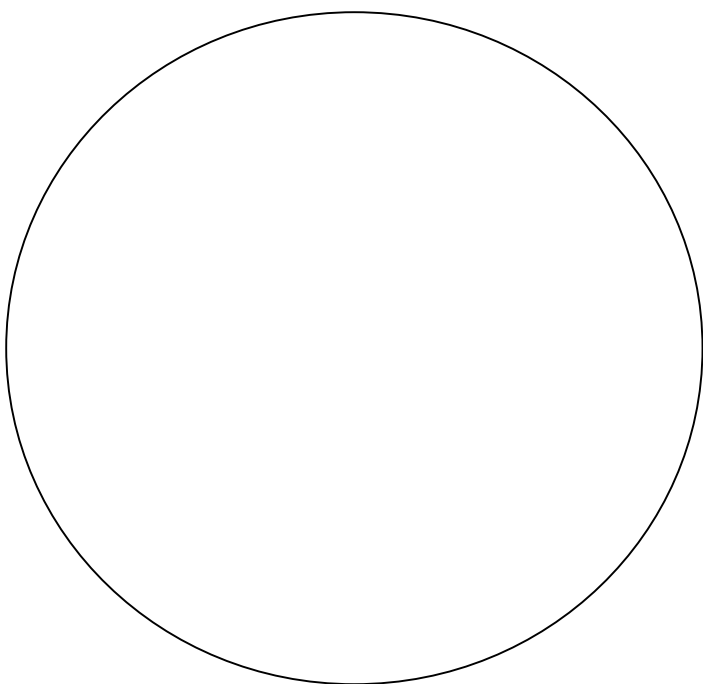
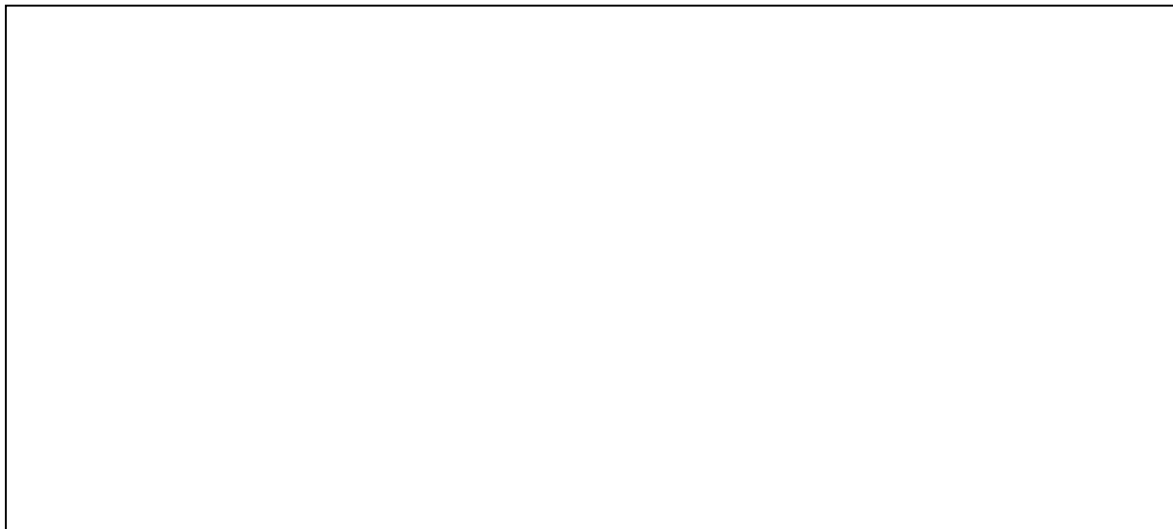
Exceed the Standard:
Write what you learned by
doing this project.

ILLUSTRATE TO EXPAND LEARNING

LISTEN TO LEARN: Draw what you hear!

ILS4A: I can identify important information presented orally.

As you listen, figure out important parts. Draw pictures that show each part.

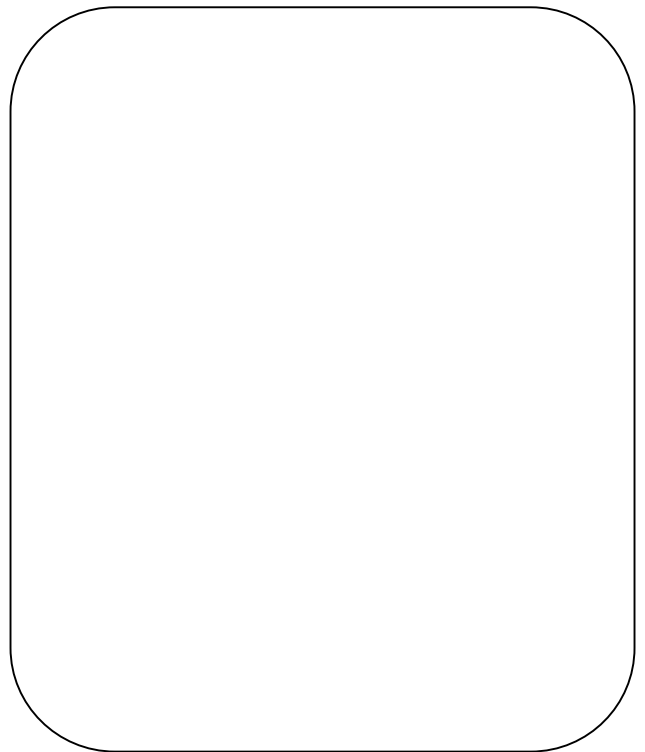
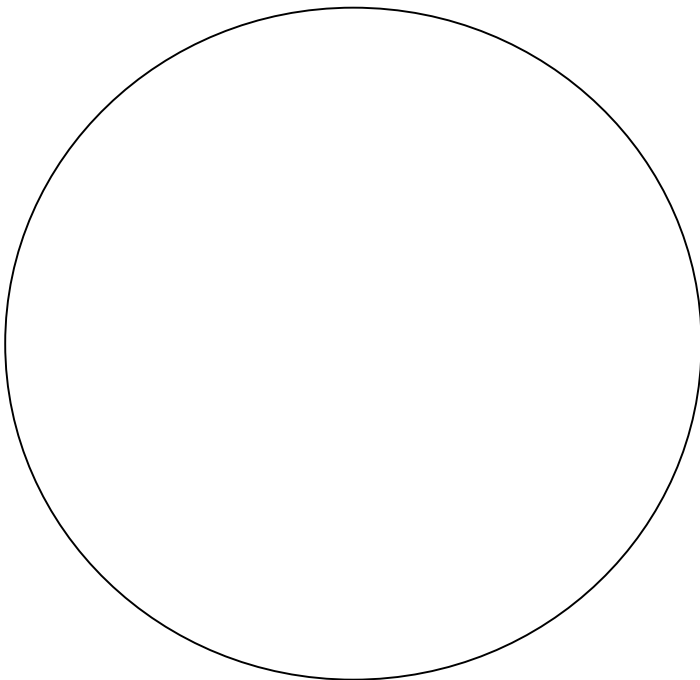
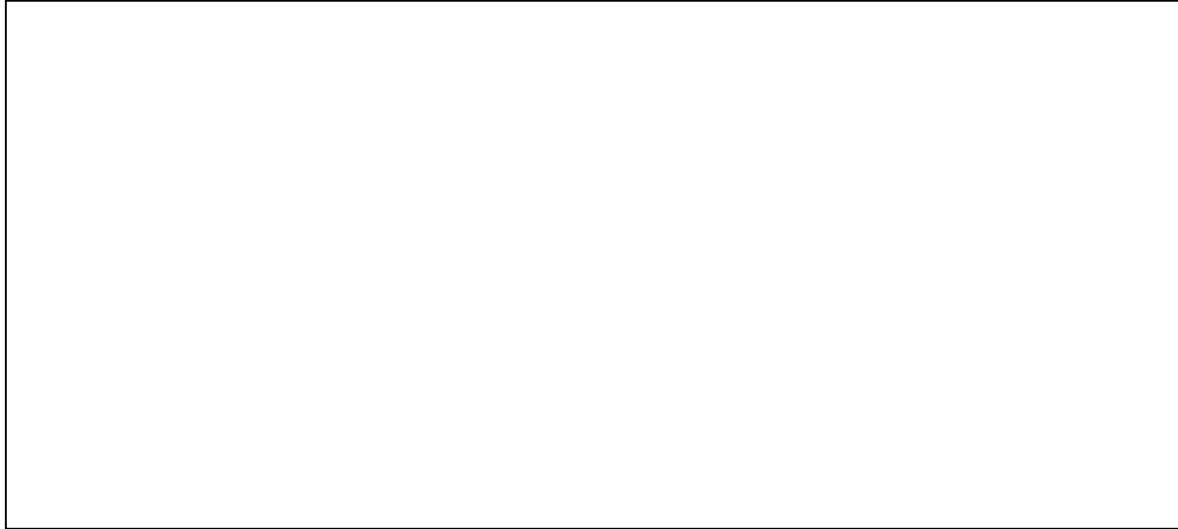


ILUSTRACION PARA EXPANDIR APRENDIZAJE

ESCUCHA PARA APRENDER: ¡Dibuja lo que escuchas!

ILS4A: I can identify important information presented orally.

Conforme escuches, resuelve importantes partes. Haz dibujos que enseñen cada parte.



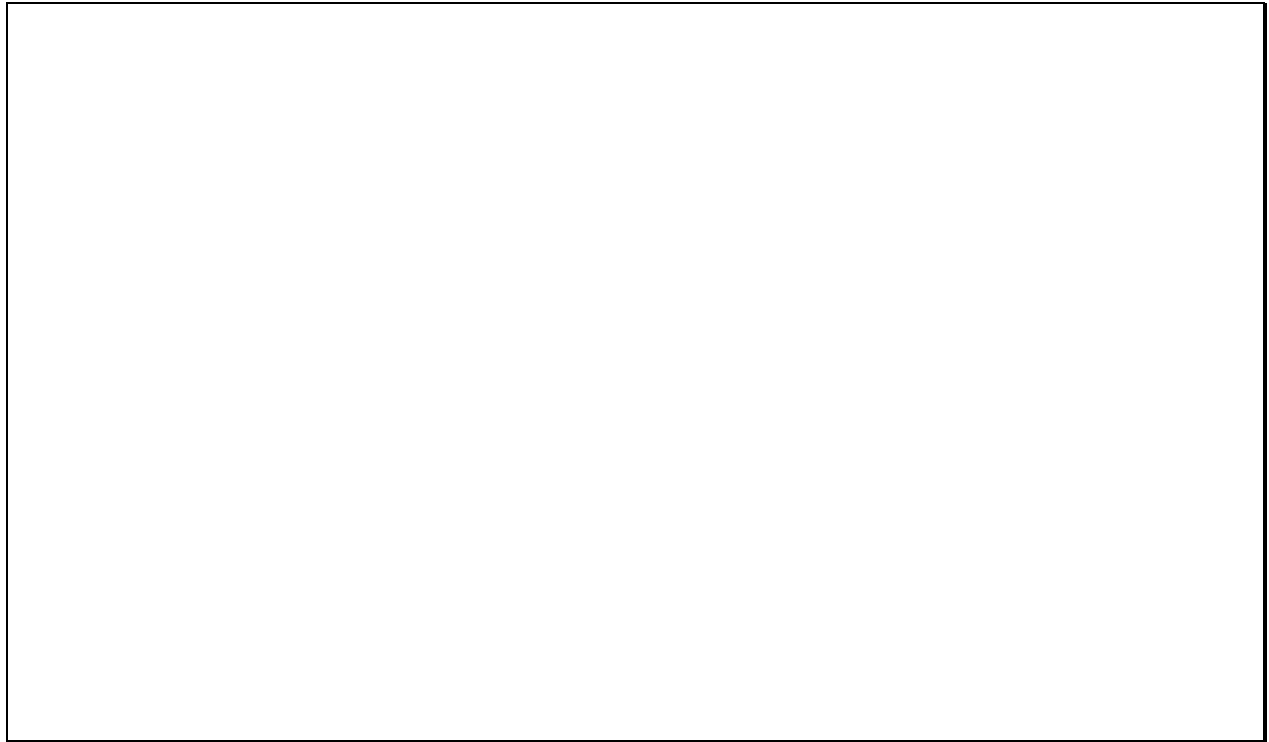
ILLUSTRATE TO EXPAND LEARNING

Picture Meaning

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.



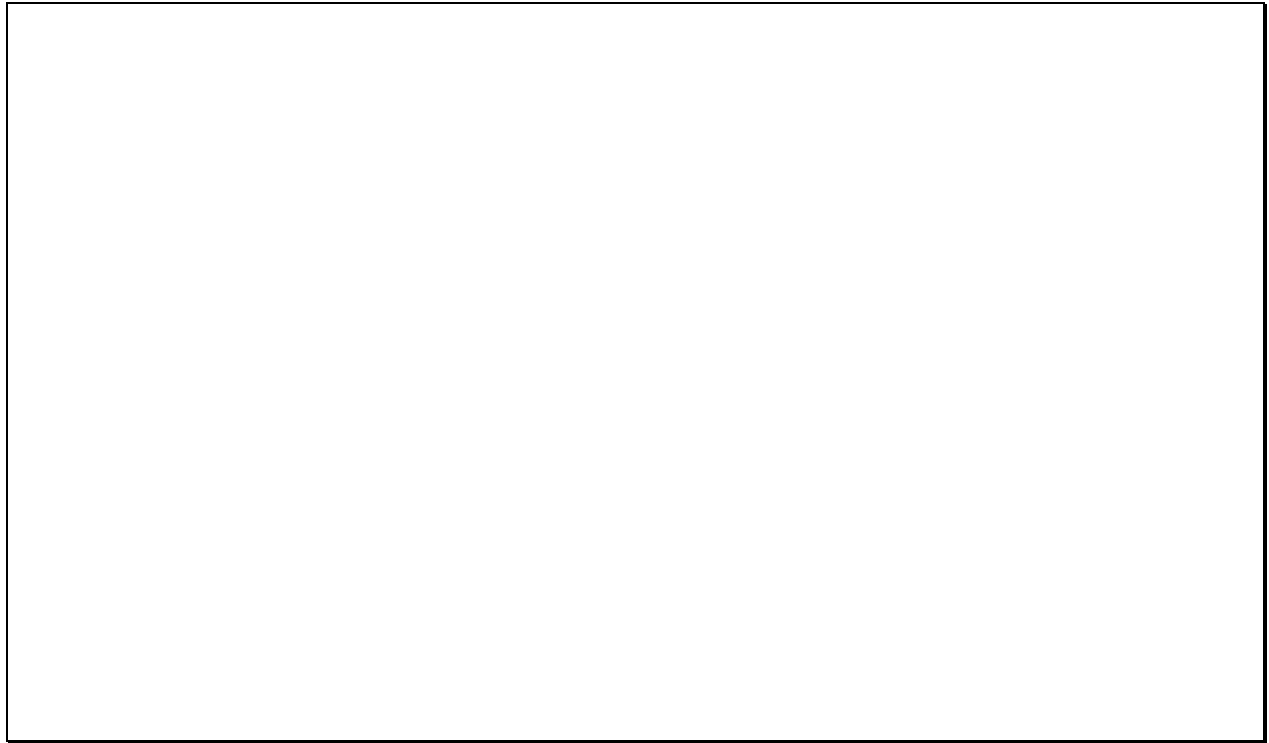
Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.

Dibuja el Significado

ILS 1B Competence: Can illustrate a text.

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



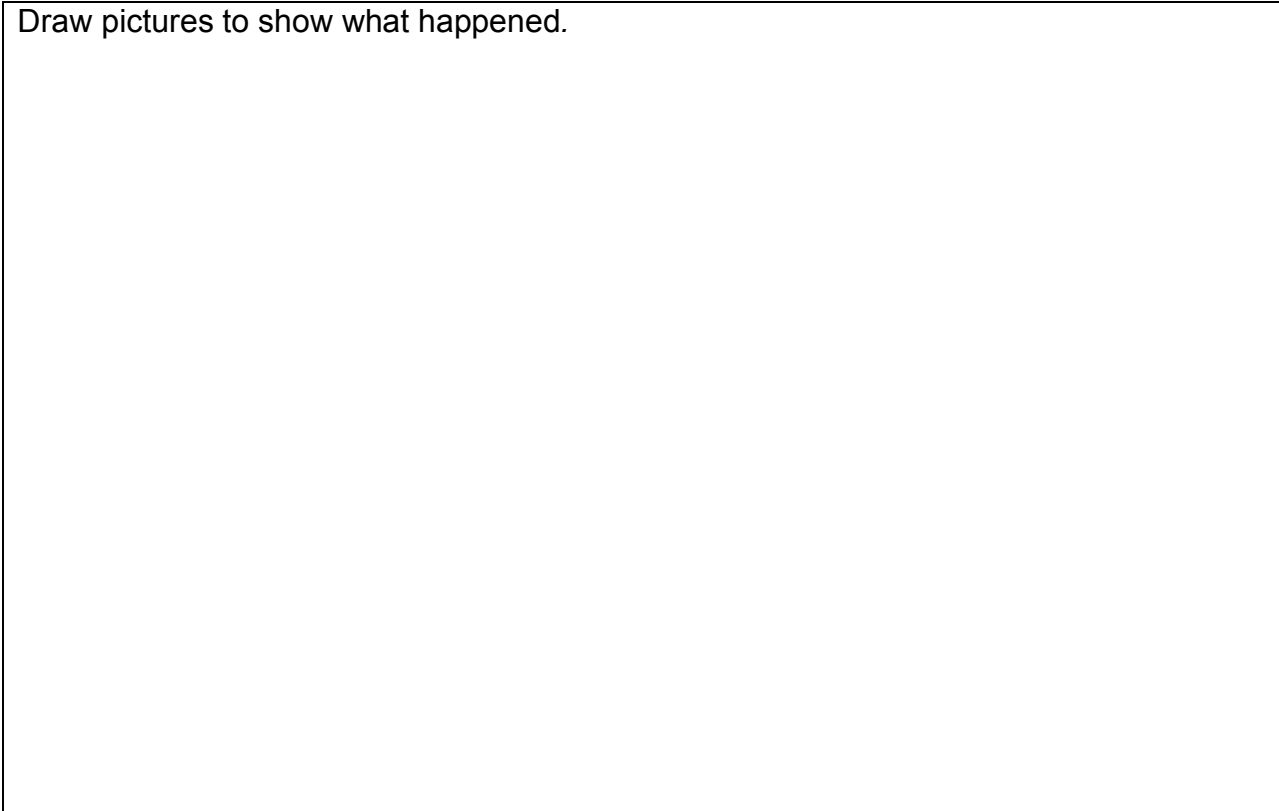
Después enséñale tu dibujo a otro estudiante.
Pídele al estudiante que encuentre parte de tu dibujo.
Pídele que escriba lo que piensa que tu dibujo explica.

ILLUSTRATE TO EXPAND LEARNING

Read or Listen To any Story or History or News Report

ILS1B: I can restate a situation presented verbally.

Draw pictures to show what happened.



Write about it. Tell what happened in your words.

Lee o Escucha Cualquier Historia, Cuento o Reportaje

ILS1B Competence: Can restate a situation presented verbally.

Haz un dibujo que demuestre lo que sucedió.

Escribe acerca de el. Describe lo que sucedió en tus propias palabras.

Principles in Practice

Assessing to Increase Student Learning

Example of a format to assess responsively

Formative Assessment Planner: Assessing to Increase Student Learning

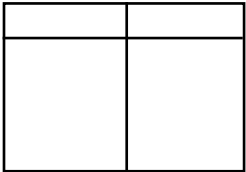

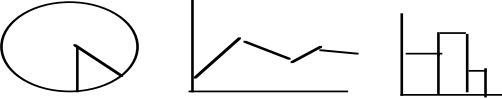
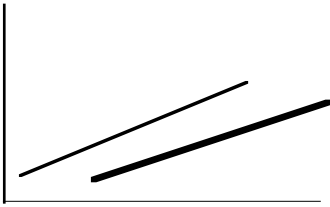
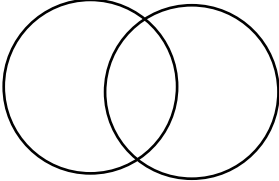
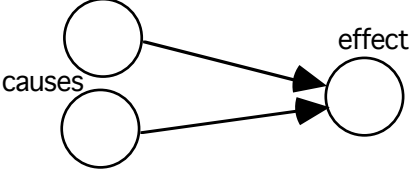
Learning Goal	Ways to Assess it	Ways to help students who need support.
How to read	___ multiple choice questions ___ short-answer constructed response ___ students read aloud with expression	___ students “peer coach” ___ student explains the reading in own words ___ student draws pictures to show the 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”
Content Area Concepts	___ students provide examples of ideas ___ students illustrate concept ___ students match concepts and information	___ students “peer coach” ___ students complete chart: idea and examples ___ students make collage to clarify an idea

Clarify and Assess with GRAPHIC ORGANIZERS.

MAKE IT CLEAR

Graphic Organizers 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

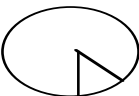
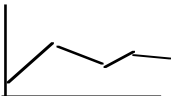

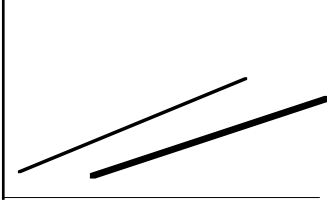
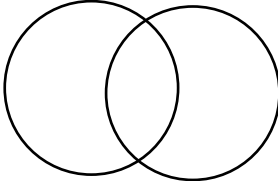
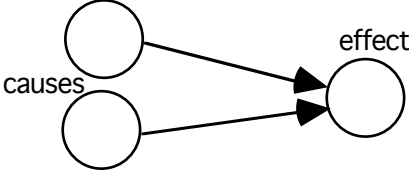
<p>LISTS</p> <ul style="list-style-type: none"> • • • • • 	<p>OUTLINES</p> <hr/> <ul style="list-style-type: none"> ❖ _____ ❖ _____ <hr/> <ul style="list-style-type: none"> ❖ _____ ❖ _____
<p>CHARTS</p> 	<p>TIME LINES</p> 
<p>GRAPHS</p>  	<p>DIAGRAMS</p> <p>Venn Diagram</p>  

Every time you use a graphic organizer, you are working on ILS5A: Locate, collect, organize, analyze, and communicate information in response to a topic, question, or issue.

HAZLO CLARO CON ORGANIZADORES GRÁFICOS

Organizadores Gráficos son herramientas para **localizar, organizar, interpretar, analizar y evaluar** información e ideas. *Los organizadores son de ayuda en cualquier tema.*

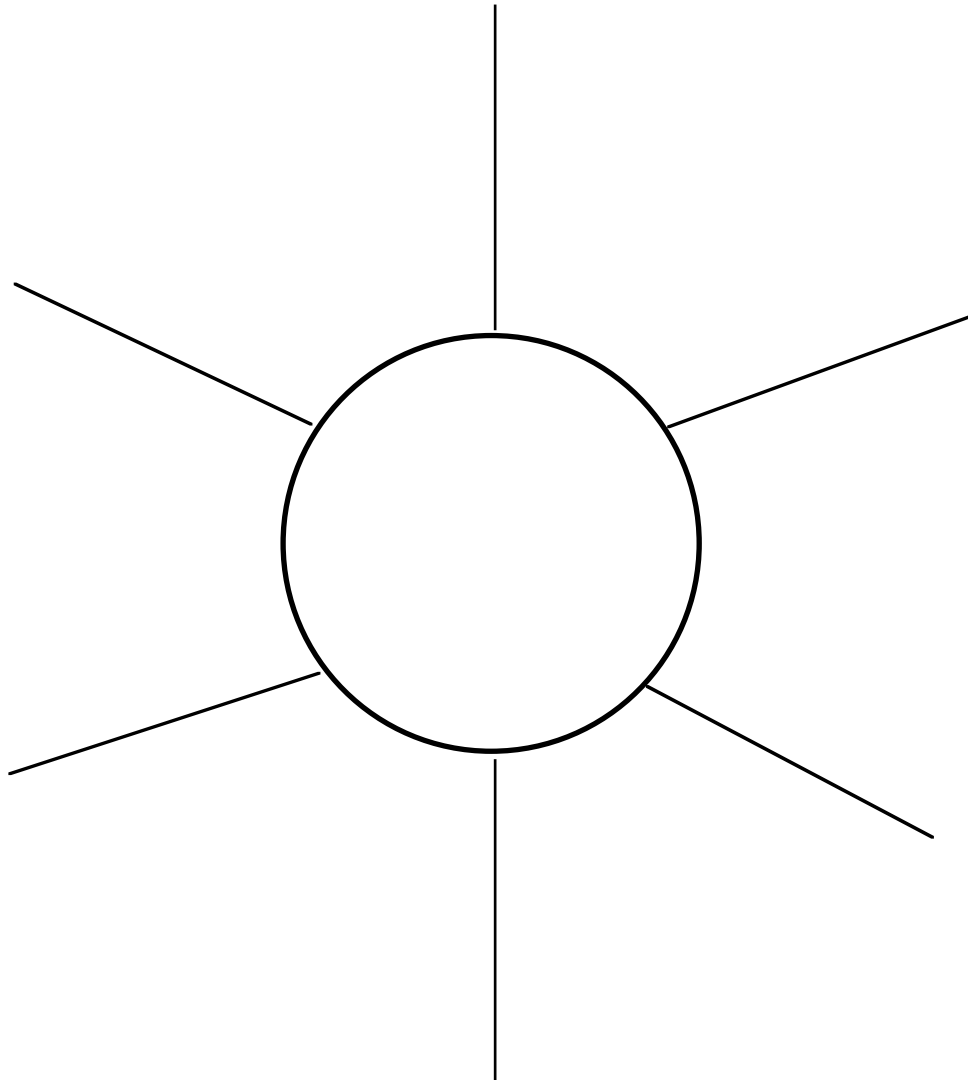
- para organizar el aprendizaje
- para clarificar el aprendizaje
- para evaluar el aprendizaje

<p>LISTAS</p> <ul style="list-style-type: none"> • • • • • 	<p>RESÚMENES</p> <p>_____</p> <p>❖ _____</p> <p>❖ _____</p> <p>_____</p> <p>❖ _____</p> <p>❖ _____</p>				
<p>TABLAS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> </table>					<p>LÍNEAS DE TIEMPO</p> <p>_____</p> <p style="text-align: center;"> </p>
<p>GRÁFICAS</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="margin-top: 20px;">  </div>	<p>DIAGRAMAS</p> <p style="text-align: center;">Venn Diagram</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="text-align: center;">  </div>				

Cada vez que utilizas un organizador gráfico, estás trabajando en ILS5A: Locate, collect, organize, analyze, and communicate information in response to a topic, question, or issue.

What's Important?

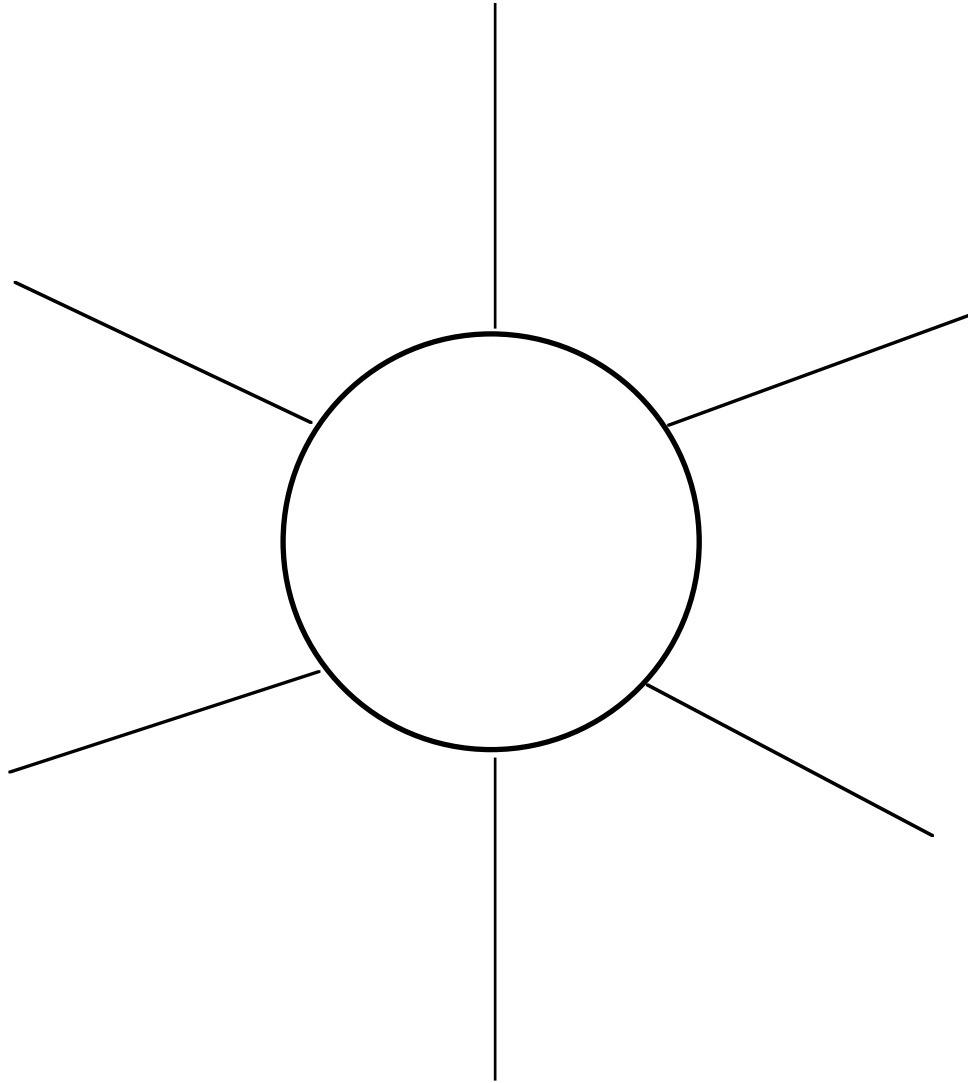
ILS 1B I can identify the main idea and supporting information.



Think It Through.

Entiéndelo en Conjunto: Demuestra lo que es Importante.

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



Piénsalo Detenidamente.

DEVELOP WITH GRAPHIC ORGANIZERS.

Knowledge Collector: List What's Important

ILS 5A: I can identify important information.

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.*

Haz una Lista de lo Importante

ILS 5A Competence: Can identify important information.

Tema: _____

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

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.

Clarify and Assess with GRAPHIC ORGANIZERS.

Chart to Classify

ILS 1B: I can classify information.

Title: _____

Explain what your chart shows.

Tabla para Clasificar

ILS 1B/5A Competence: Can classify information.

Título: _____

Explica lo que tu tabla demuestra.

Chunk and Scaffold Math

Explain and Assess Math with Graphic Organizers

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	

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

Math Reader

ILS1B: I can identify important information when I read.
Plus ILS 8A: 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>	

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>	

Clarify and Assess with GRAPHIC ORGANIZERS.

What Happened?

ILS 1B: I can organize information in sequence.

When

What Happened



Which event is most important?

Why?

¿Qué Sucedió?

ILS 1B/5A Competence: Can sequence and interpret events.

Cuando

Que Sucedió



Evalúa: ¿qué evento es el más importante?

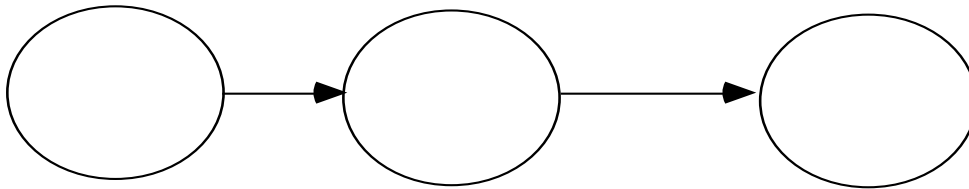
¿Porqué?

Clarify and Assess with GRAPHIC ORGANIZERS.

Diagram Maker

ILS 1B I can diagram relationships.

Title: _____

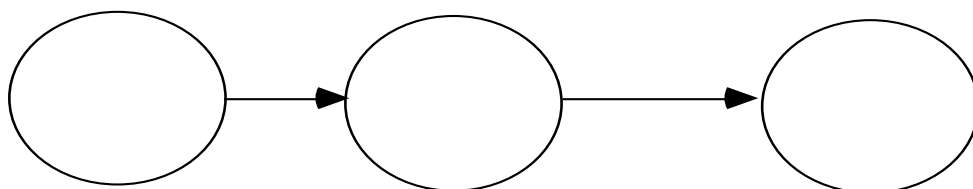


 Explain what your diagram shows.

Creador de Diagramas

ILS 1B/5A Competence: Can diagram relationships.

Título: _____



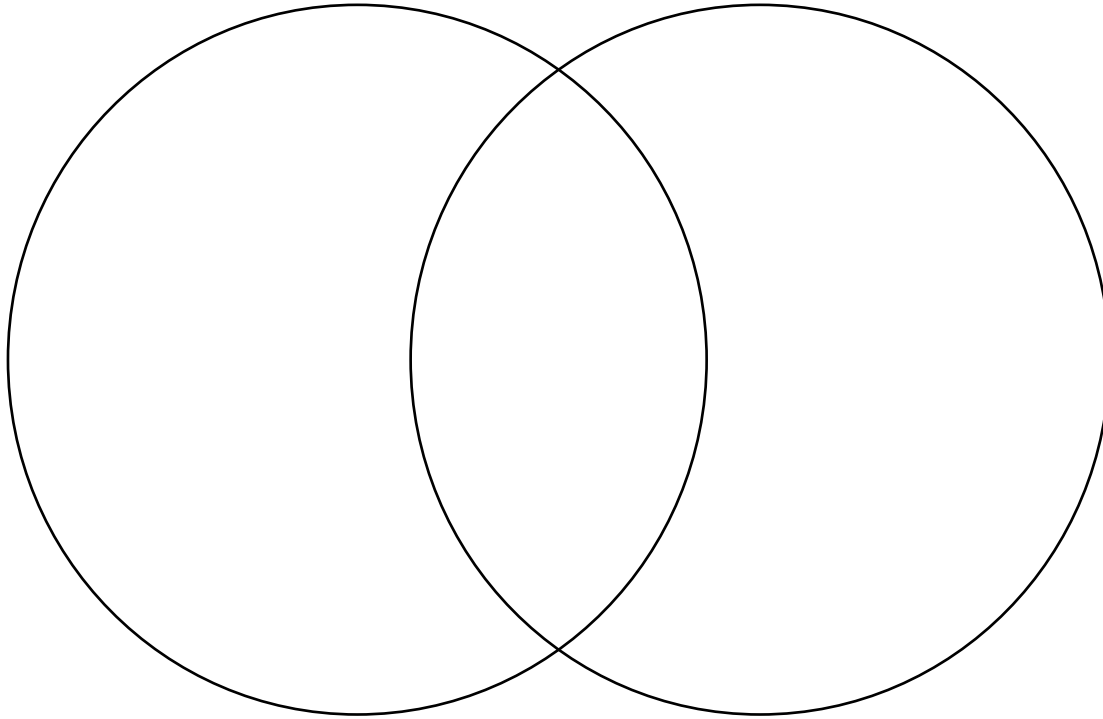
 *Explica lo que tus diagramas demuestran.*

Clarify and Assess with GRAPHIC ORGANIZERS.

Show Differences and Similarities.

ILS 1B: I can compare and contrast.

Title: _____



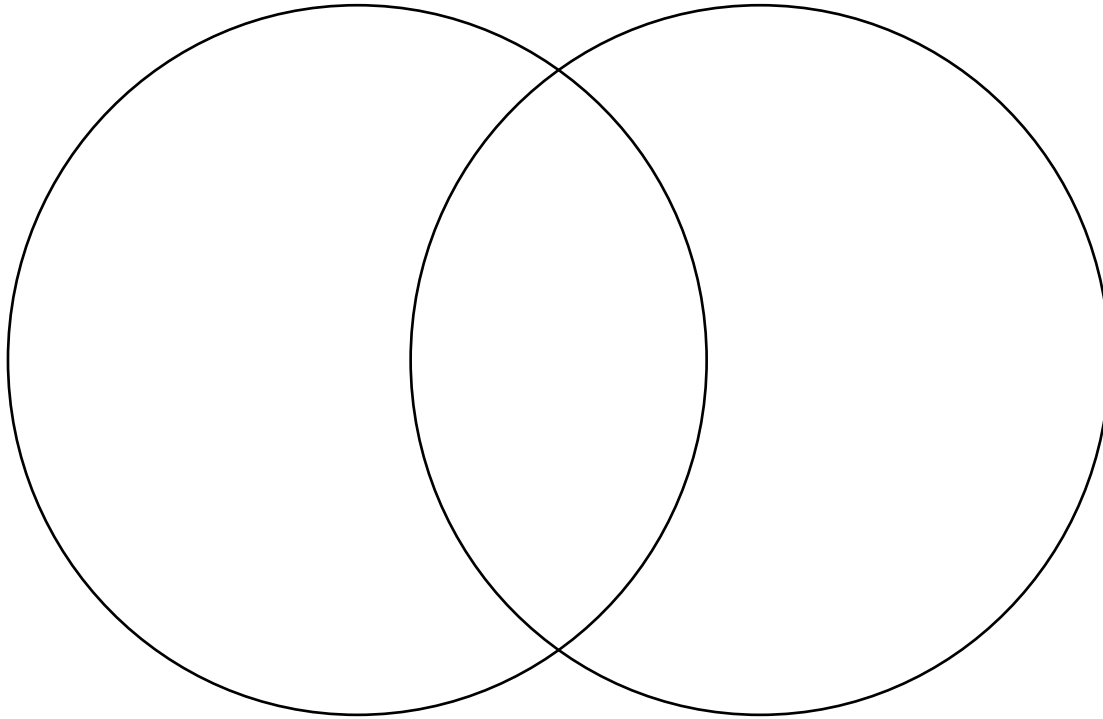
 ***Explain what your Venn diagram shows.***

Clarify and Assess with GRAPHIC ORGANIZERS.




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.

Clarify and Assess with GRAPHIC ORGANIZERS.

Chart Inferences

ILS 1B: I can make an inference.

Category	LITERAL Stated in text	INFERENTIAL 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.

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?*

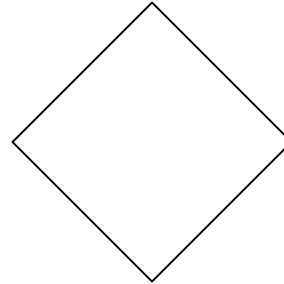
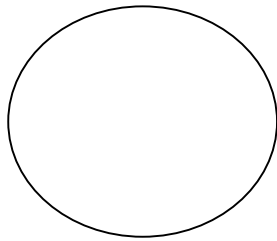
 *¿Porqué haces esa predicción?*

Clarify and Assess with GRAPHIC ORGANIZERS.

Story/History Reader

ILS 1B: I can analyze a story or history.

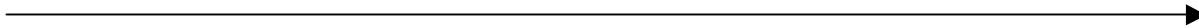
Draw three persons who are in it.



Show the place.



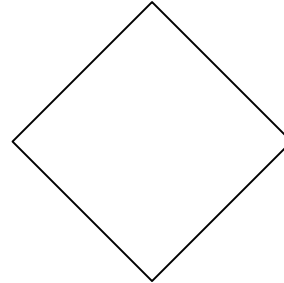
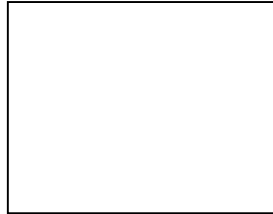
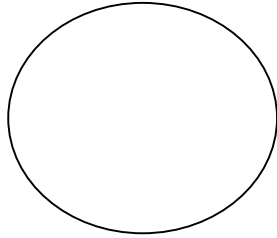
Sequence the Events.



Lector de Historia y Cuentos

ILS 1B competence: Can analyze a story or history.

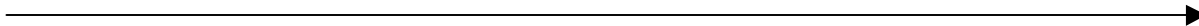
Dibuja a tres personas que tomen parte.



Haz un mapa del lugar.



Como se desarrollan los Eventos.



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.*

Use Graphic Organizers to Assess Comprehension

Here are some examples of ways to use graphic organizers to assess reading skills.

I CAN CLASSIFY AND INFER CHARACTERISTICS

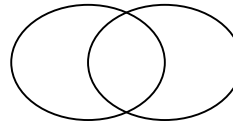
Complete this chart for a character in the story:

Literal	Inference

- ✓ *Include at least two inferences.*

I CAN COMPARE/CONTRAST PLACES

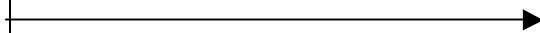
Use a Venn diagram to compare and contrast two places



- ✓ *Provide important information about each place .*

I CAN SEQUENCE EVENTS

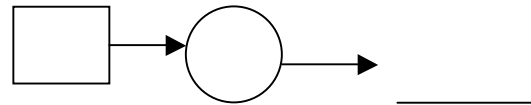
Complete this time-line for the history.



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

I CAN IDENTIFY CAUSE-EFFECT RELATIONS and PREDICT

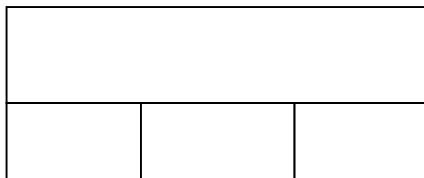
Complete this diagram to show cause-effect—and your prediction of what will happen



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

I CAN INFER THE MAIN IDEA

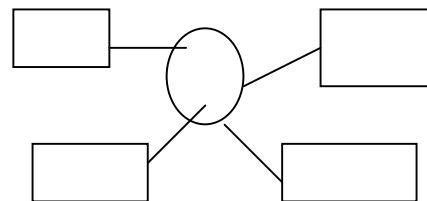
Identify the main idea and three supporting facts.



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

I CAN IDENTIFY RELATIONSHIPS

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



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

Utiliza Organizadores Gráficos para Evaluar la Comprensión

Here are some examples of ways to use graphic organizers to assess reading skills.

PUEDO CLASIFICAR E INFERIR CARACTERÍSTICAS

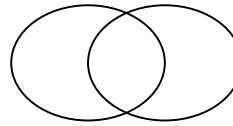
Completa esta tabla para un personaje en la historia.

Literal	Inferencia

- ✓ Incluye al menos dos inferencias.

PUEDO COMPARAR/CONTRASTAR LUGARES

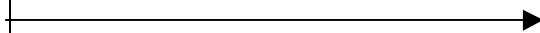
Utiliza un diagrama para comparar y contrastar dos lugares



- ✓ Proporciona información importante acerca de cada lugar.

PUEDO PONER EVENTOS EN SECUENCIA

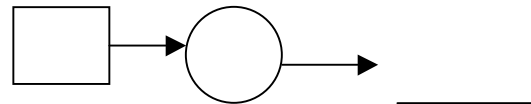
Completa esta línea de tiempo para la historia.



- ✓ Incluye eventos importantes.
- ✓ Ponlos en el orden correcto.

PUEDO IDENTIFICAR RELACIONES DE CAUSA-EFECTO y PREDECIR

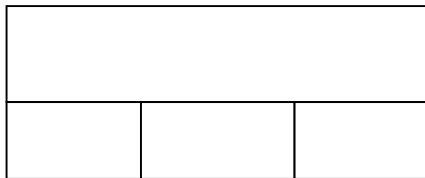
Completa este diagrama para mostrar causa-efecto—y tus predicciones de lo que sucederá



- ✓ Incluye suficiente información para que alguien más vea tus ideas con claridad

PUEDO INFERIR LA IDEA PRINCIPAL

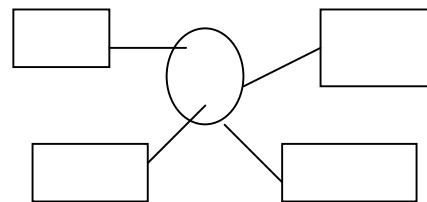
Identifica la idea principal y tres hechos que lo respalden.



- ✓ Indica tu idea claramente
- ✓ Respáldala con hechos importantes

PUEDO IDENTIFICAR REALACIONES

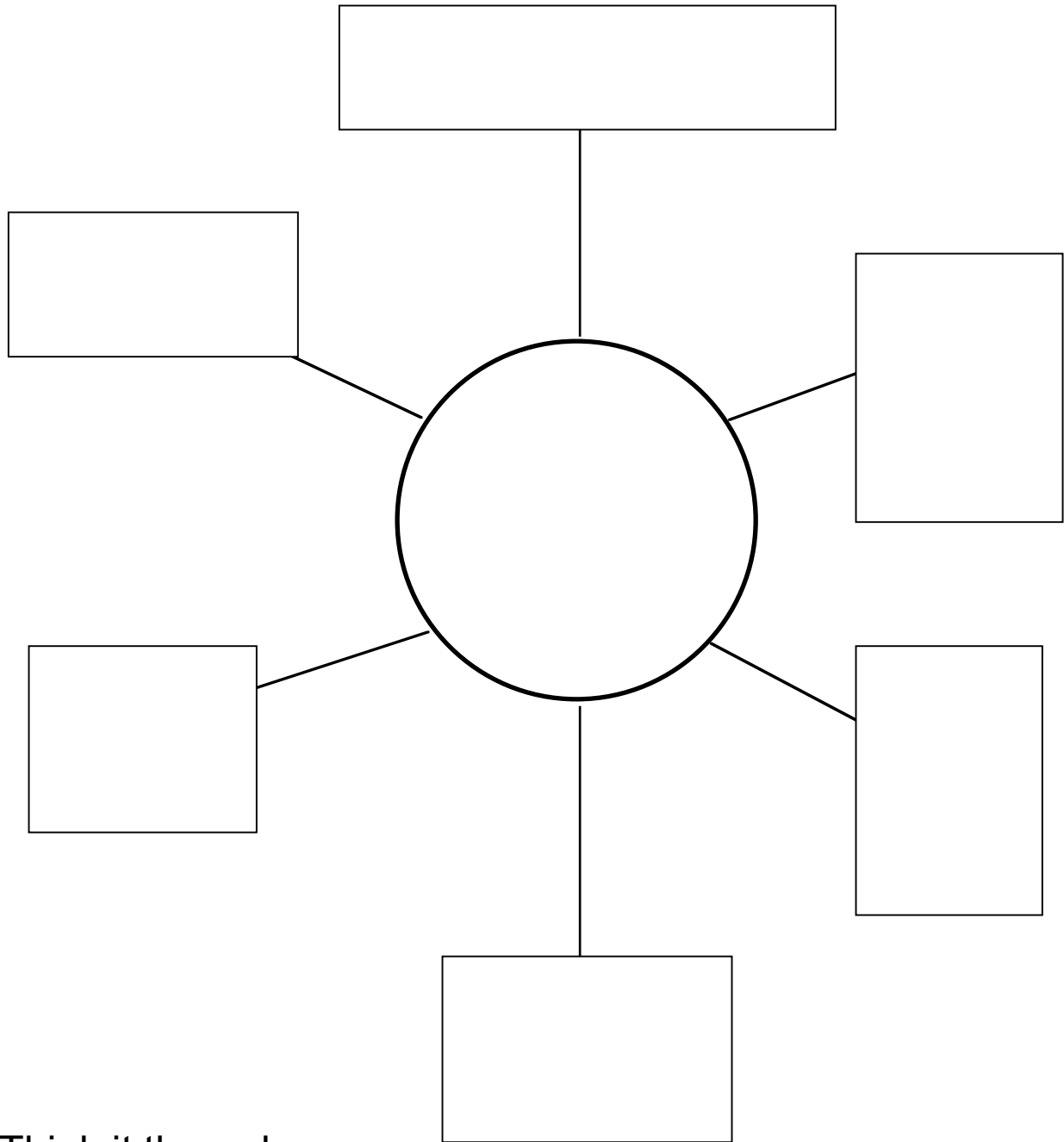
Completa este diagrama para demostrar como el personaje principal se relaciona con los otros.



- ✓ Incluye todos los personajes importantes.
- ✓ Explica como se relacionan.

Get It Together: Show What's Important

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



Think it through.

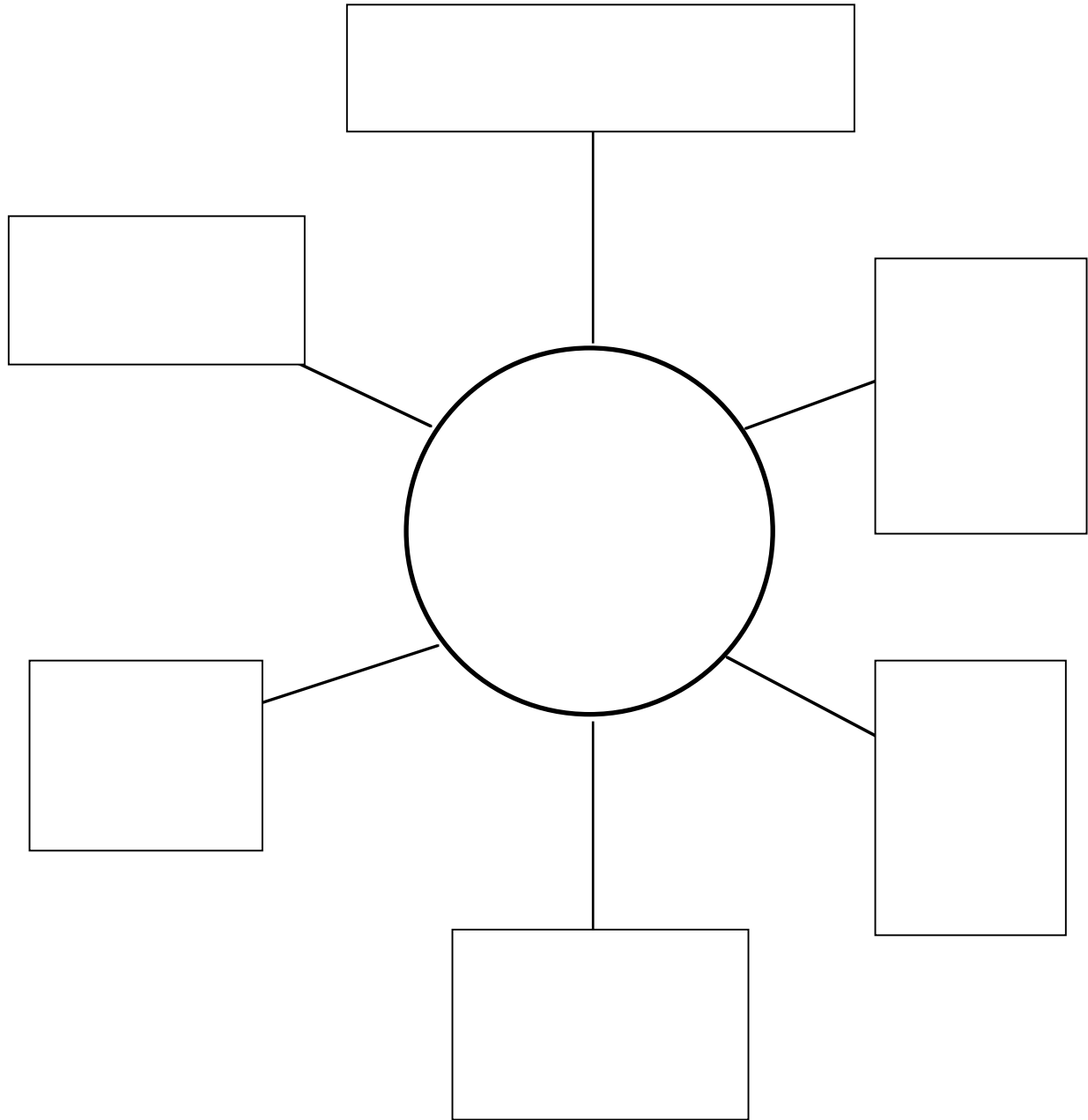
Write your idea in the circle.

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.