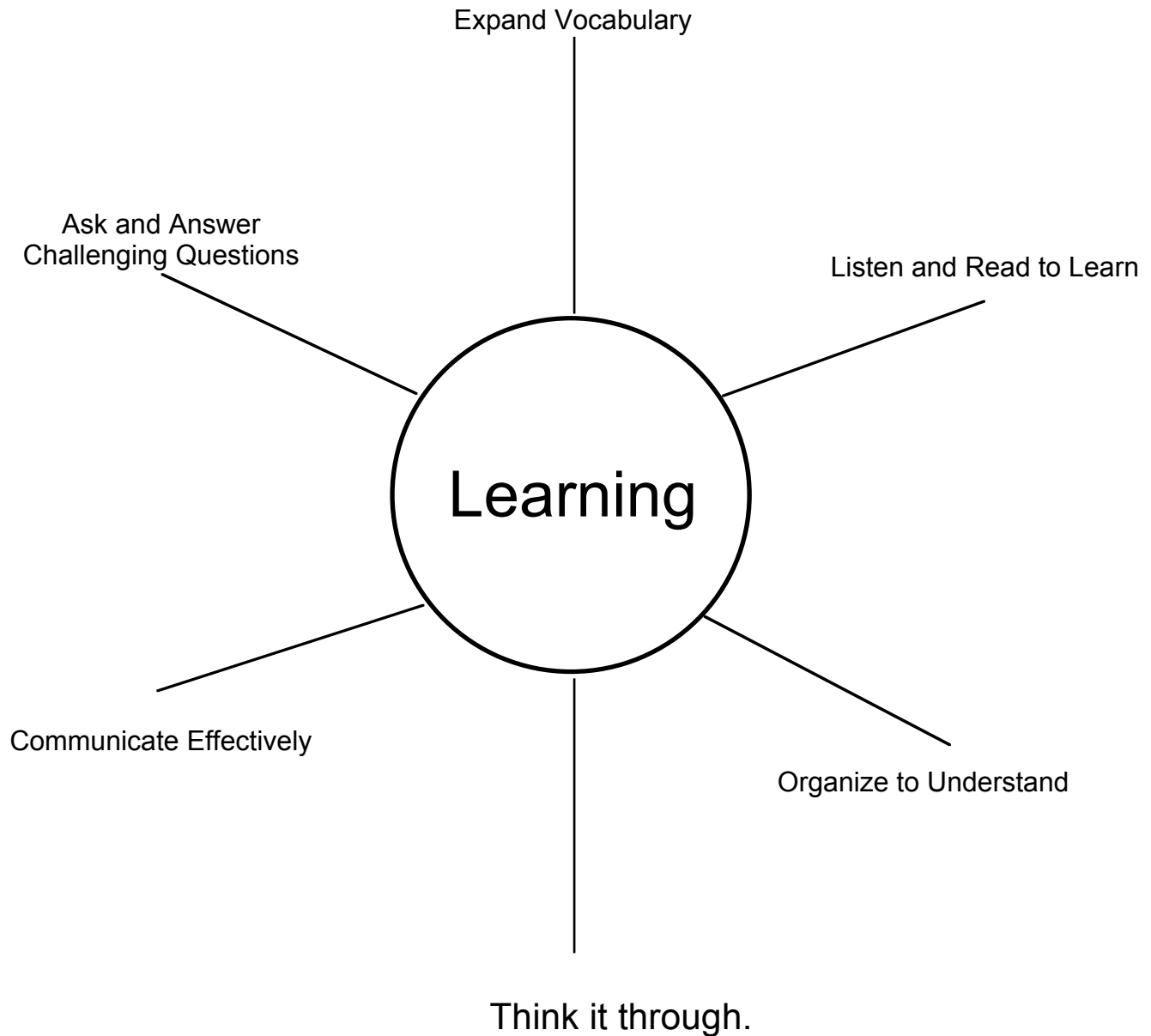


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# Competency Tools

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*What's Essential for School, Work, and Community Progress?*



# Herramientas de Habilidades

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¿Qué es Importante?



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Polk Bros. Foundation Community Schools Leadership Network  
Center for Urban Education at DePaul University

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# WORD BANK

*ILS 1A Competence: explain and use vocabulary about a topic.*

**TOPIC:** \_\_\_\_\_

WORD	Show what it means. Draw a picture.	Write another word that restates or translates this word.

Use these words 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 o traduzca esta palabra

Utiliza estas palabras para escribir acerca de este tema.

## Important Words Learning Log

### Vocabulary + Vocabulary = Ideas

*ILS 1A Vocabulary Competence: 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, write with your words.  
Write a letter, a poem, a paragraph, a diary, anything you like.

## Notas de Palabras Importantes

### Vocabulario + Vocabulario = Ideas

ILS1 A Vocabulary Competence: Can identify important terms and ideas.

***Cada día, escribe palabras importantes.***

L	
M	
M	
J	
V	

Al final de la semana, escribe con tus palabras.

Escribe una carta, un poema, un párrafo, un diario, cualquier cosa que quieras.

## Words Make Meaning

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

Place this page next to a book. After you read each paragraph, note 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.

Paragraph 1
Paragraph 2
Paragraph 3

**¿Cuál es la idea principal de esta página?**

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



## Meaningful Words

*ILS 1A Competence: Can identify words important to a topic and use them to write about it.*

*List the “top ten” words that are part of this week’s topic.*


*Compare your word list with another student’s list. See how many are different. Write a paragraph with that student. Try to include all of your words.*

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*Write a title for your paragraph:*

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*Illustrate your paragraph. Find or draw pictures that show what it means.*

## Palabras con Significado

*ILS 1A Competence: Can identify words important to a topic and use them to write about it.*

*Haz una lista de las diez principales palabras que forman parte del tema de la semana.*


*Compara tu lista de palabras con la de otro estudiante. Observa cuantas son diferentes. Escribe un párrafo con ese estudiante. Trata de incluir todas tus palabras.*

[illegible]

*Escribe un título para tu párrafo:*

\_\_\_\_\_

*Dibuja tu párrafo. Encuentra o haz dibujos que demuestren lo que significa.*

## Words at Work: You're the \_\_\_\_\_.

*ILS1A Competence: Can classify and use vocabulary to explain a topic.*

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 el/la \_\_\_\_\_.

*ILS1A Competence: Can classify and use vocabulary to explain a topic.*

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

## Get It Clear

*ILS 5A Competence: Can locate and collect information to respond to a question.*

**Question**

*Collect information to answer it.*

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Write about the topic.

You can write:

\_\_\_ a letter

\_\_\_ a poem

\_\_\_ a quiz (you have to give answers as well as questions)

\_\_\_ a page in a textbook

\_\_\_ directions

\_\_\_ a news feature

\_\_\_ (another format)

## Entiéndelo Claramente

*ILS 5A Competence: Can locate and collect information to respond to a question.*

**Pregunta**

*Junta información para contestarla.*

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Escribe acerca del tema.

Puedes escribir:

\_\_\_ una carta

\_\_\_ un poema

\_\_\_ un cuestionario (tienes que proporcionar las respuestas al igual que las preguntas)

\_\_\_ una página en un cuaderno de texto

\_\_\_ direcciones

\_\_\_ un artículo de periódico

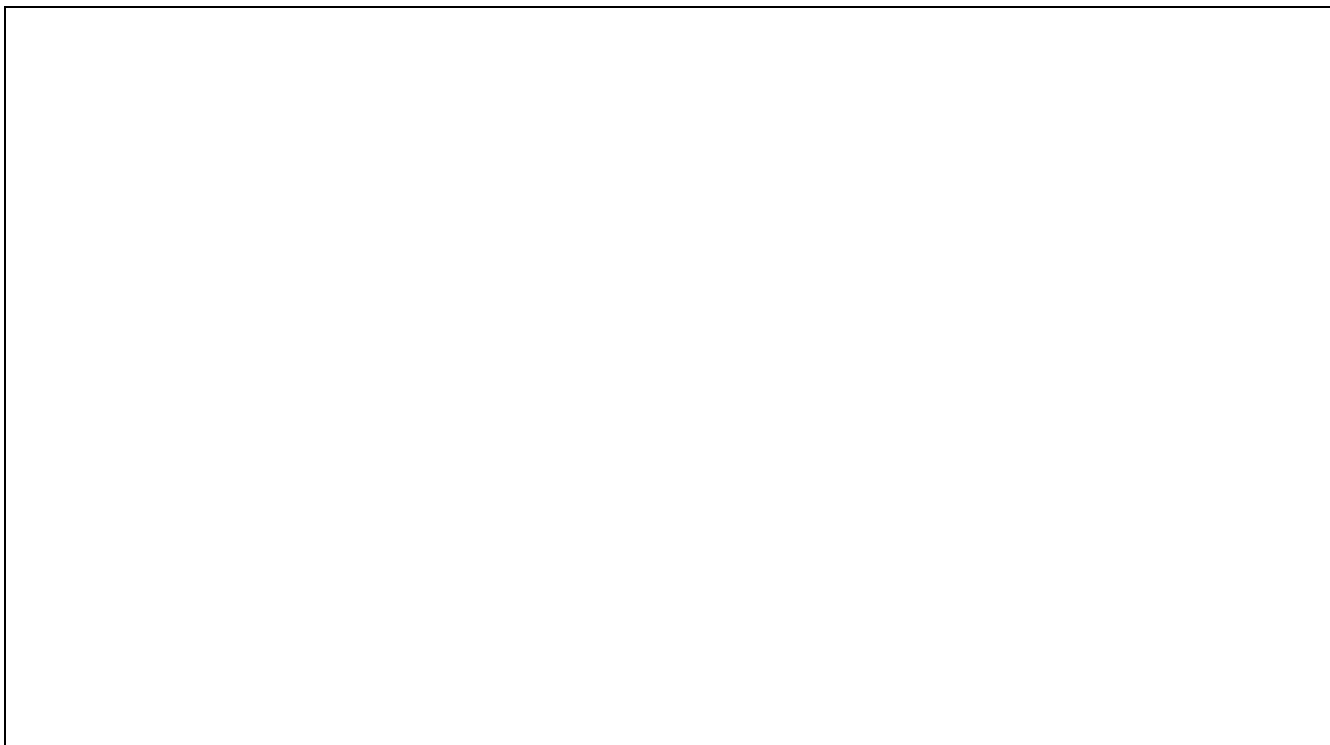
\_\_\_ \_\_\_\_\_ (otro formato)

## 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 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 piensa que tu dibujo explica.



## **Read or Listen To any Story, History or News Report**

*ILS1B Competence: 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.***

## Chart Inferences

ILS 1B competence: Can make an inference.

Category	<b>LITERAL</b> Information stated in text.	<b>INFERENTIAL</b> Based on that information
Where: <i>characteristics of the place</i>		
What: <i>action</i>		
<b>Who</b> takes that action  Characteristics of a person		

## Haz una Tabla con Inferencias

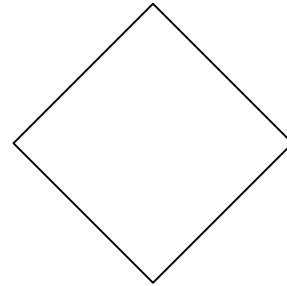
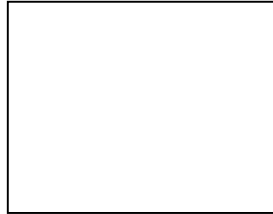
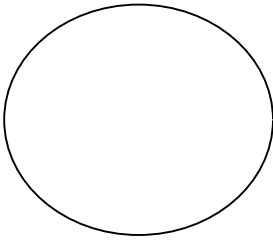
ILS 1B competence: Can make an inference.

Categoría	<b>LITERAL</b> Información hallada en el texto	<b>INFERENCIA</b> Basado en esa información
Donde: <i>características del lugar:</i>		
Que: <i>acción</i>		
<b>Quien</b> toma esa acción  Características de una persona		

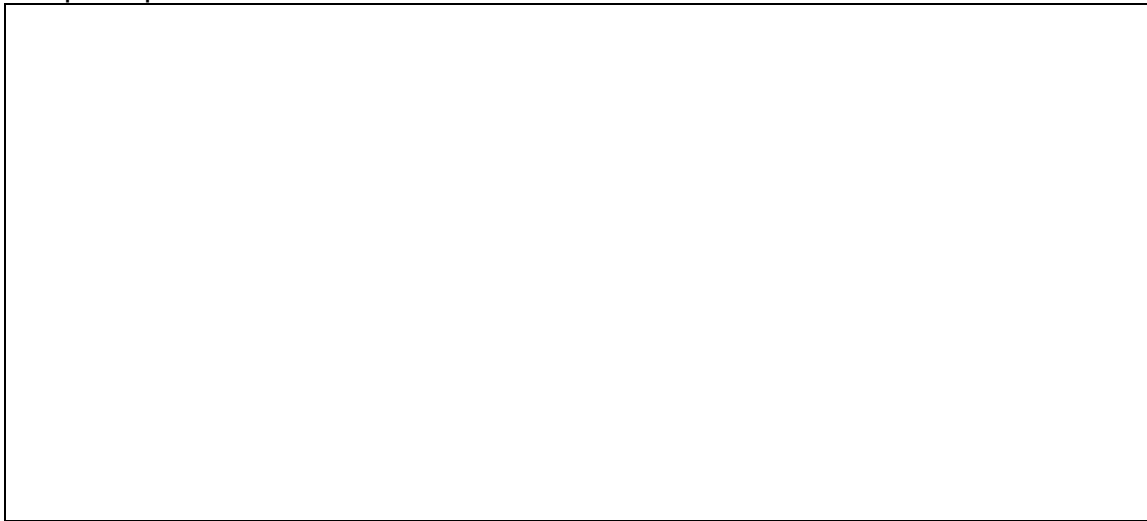
## Story/History Reader

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

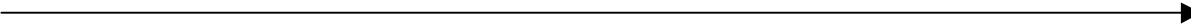
Draw three persons who are in it.



Map the place.



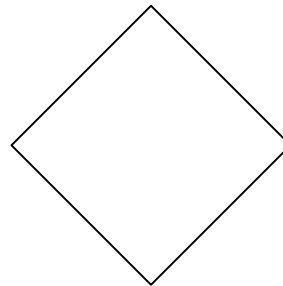
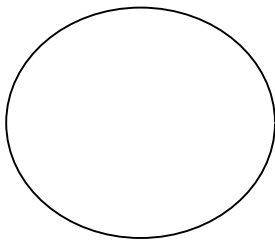
Sequence the Events.



## Lector de Historia y Cuentos

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

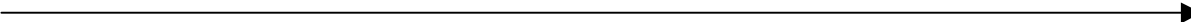
Dibuja a tres personas que tomen parte.



Haz un mapa del lugar.



Como se desarrollan los Eventos.



## How to Summarize

*ILS1B Competence: 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?*

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

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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 forman parte de lo que leíste.*


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

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

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

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



## My Important Learning

*ILS5B Ccmpetence: Can identify important content.*

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

Important Words

Important Information

Important Idea

### ***Entiéndelo en Conjunto y Entiéndelo Completamente***

*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

*ILS5B Ccmpetence: 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***

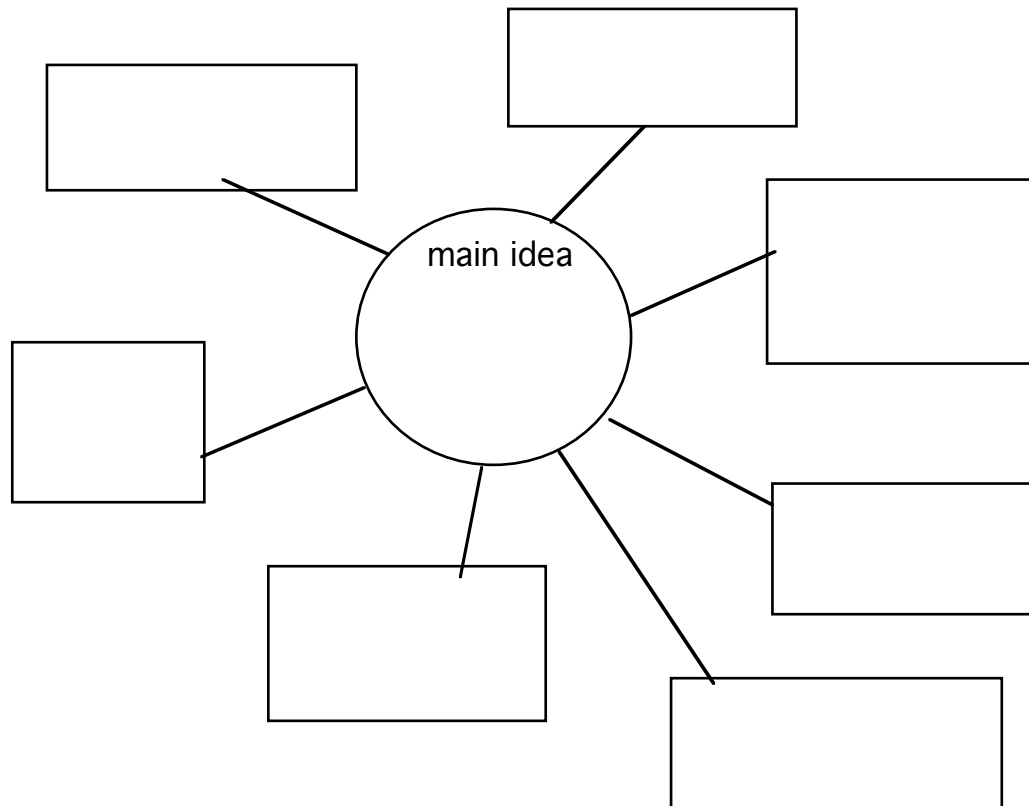
*Utiliza tus propias palabras para explicar lo que piensas acerca de esta información.*

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

# What's Important?

*ILS 1B Competence: Can identify the main idea and supporting information.*

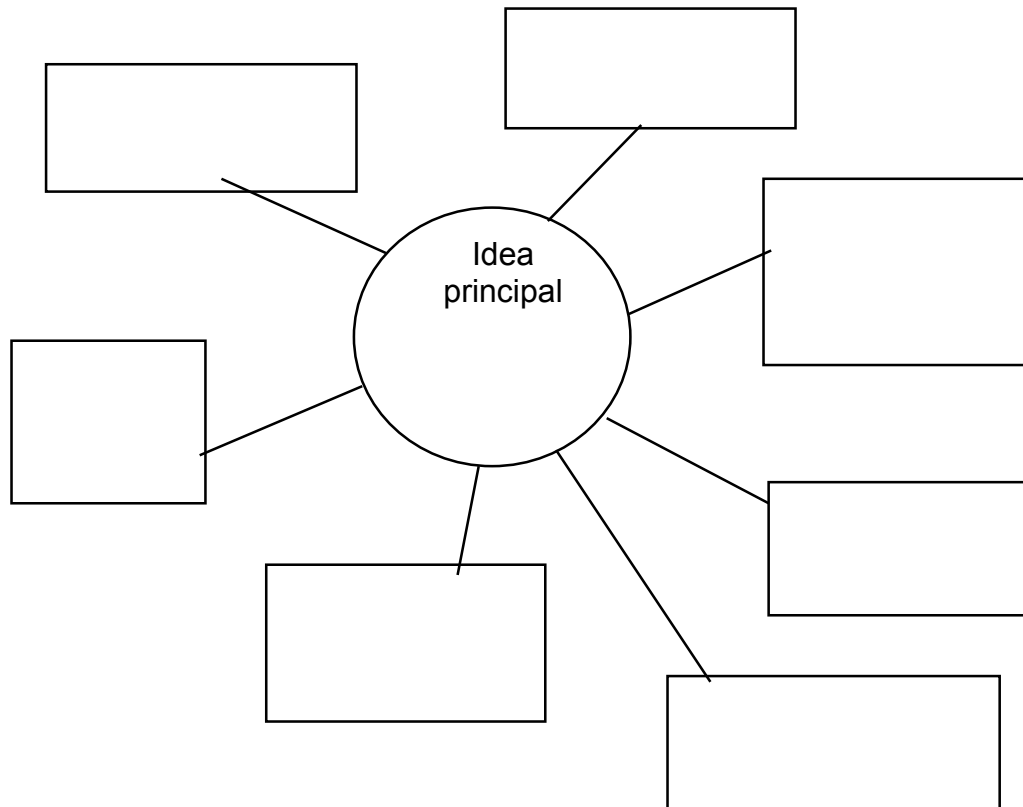
Find facts that explain a topic or main idea on the page.



# ¿Qué es Importante?

*ILS 1B Competence: Can identify the main idea and supporting information.*

Encuentra hechos que expliquen un tema o idea principal en la página.



## List What's Important

*ILS 5A Competence: 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 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/5A Competence: Can classify information.*

Title: \_\_\_\_\_


*Explain what your chart shows.*

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# Tabla para Clasificar

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

Título: \_\_\_\_\_


*Explica lo que tu tabla demuestra.*

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## ***What Happened?***

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

When

What Happened



*Evaluate: which event is most important?*

*Why?*

## ¿Qué Sucedió?

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

Cuando

Que Sucedió



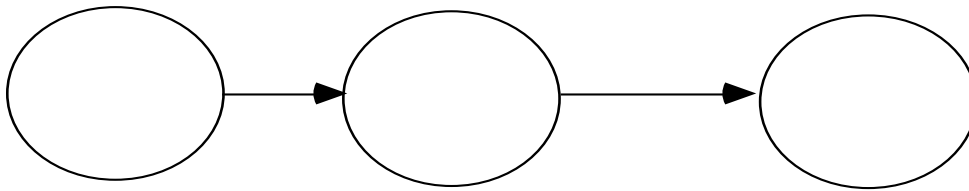
*Evalúa: ¿qué evento es el más importante?*

*¿Porqué?*

# Diagram Maker

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

Title: \_\_\_\_\_



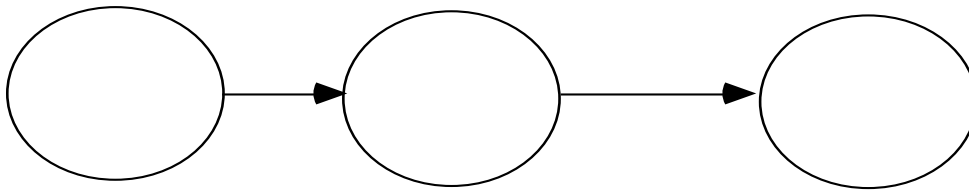
*Explain what your diagram shows.*

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# ***Creador de Diagramas***

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

**Título:** \_\_\_\_\_



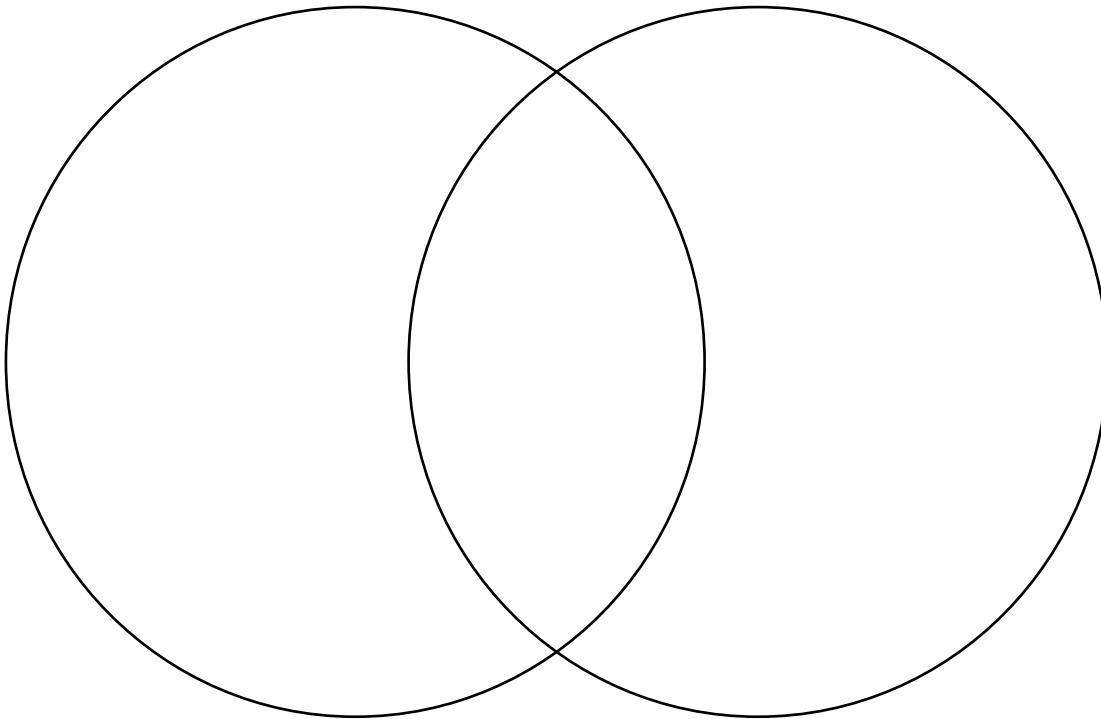
 ***Explica lo que tus diagramas demuestran.***

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## Show Differences and Similarities

*ILS 1B/5A Competence: Can compare and contrast.*

Title: \_\_\_\_\_



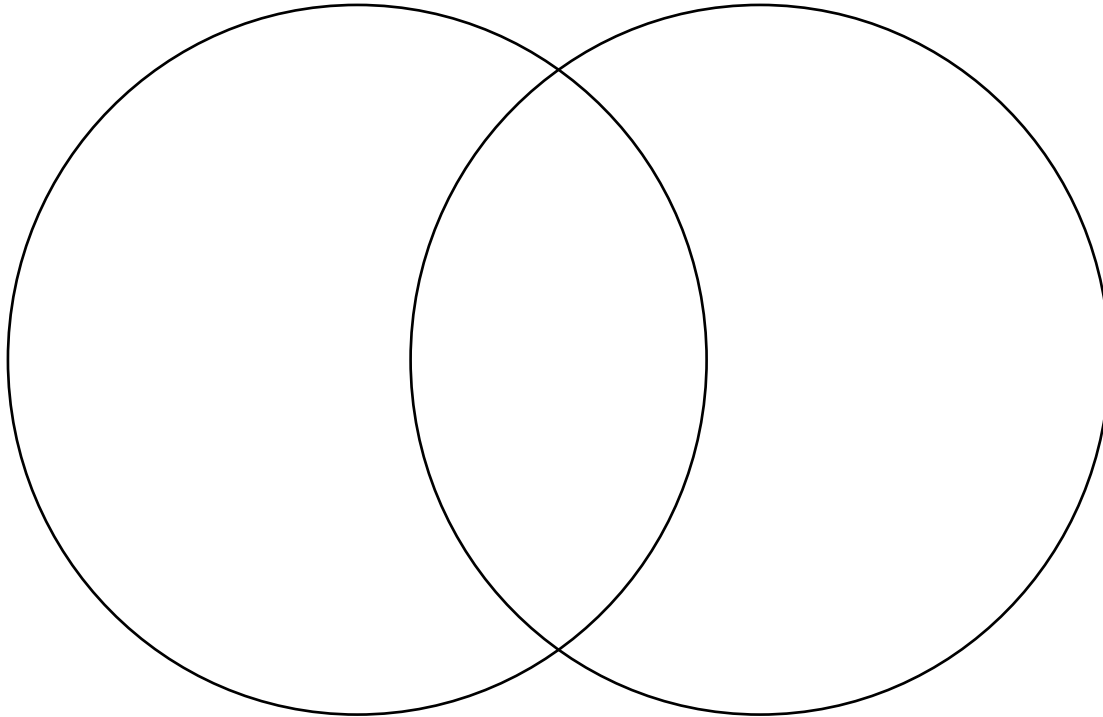
 Explain what your Venn diagram shows.

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## Compara y Contrasta

ILS 1B/5A Competence: Can compare and contrast.

Título: \_\_\_\_\_



 *Explica lo que tu diagrama demuestra.*

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## ***TIME LINE MAKER***

*ILS 5A Competence: Can sequence and evaluate events.*

Title: \_\_\_\_\_



Which event is most important?

---

Why?

## **CREADOR DE LINEA CRONOLÓGICA**

*ILS 5A Competence: Can sequence and evaluate events.*

Título: \_\_\_\_\_



💡 *¿Qué evento es el más importante?*

---

*¿Porqué?*



## Do It Yourself Q and A

*ILS 5A Competence: Can ask and answer questions about a topic.*

**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.

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

---

## Question Taker:

What's your answer? \_\_\_\_\_

*Explain how you decided on that answer.*

## Haz Tu Propia Pregunta de Opción Múltiple

*ILS 5A Competence: Can 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. | c. |
| b. | d. |

---

**Persona a la Que se le Pregunta:**

¿Cuál es tu respuesta? \_\_\_\_\_

*Explica como te decidiste por esa respuesta.*

## Write What's Important

*ILS 5B Competence: Can connect information and explain what I learned.*

**Topic:** \_\_\_\_\_

### What I Knew

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### What I Learned

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### What I Think

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## Escribe Lo Importante

*ILS 5B Competence: Can connect information and explain what I learned.*

Tema: \_\_\_\_\_

### ***Lo Que Sabía***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### ***Lo Que Aprendí***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Lo Que Pienso**

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# Polk Poem Builder

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation

*ILS3C Competence: Can write about a topic in a variety of formats.*

Topic \_\_\_\_\_

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

## Words


## Picture/Diagram

## POEM

**Poets think more!**

# Creador de Poemas de Polk

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation

*ILS3C Competence: Can write about a topic in a variety of formats.*

## 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. Después escribe tu poema.

## Palabra


## Dibujo/Diagrama

## POEMA

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**¡Los poetas piensan más!**

## Proverbs Inspire Progress

*ILS Competence 2B: Can interpret ideas of a culture.*

Look for themes that different cultures share. Then choose one theme that is important to you. Write about it. Make up or add your own favorite proverb.

Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
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)
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)
Education is the key to unlock the golden door of freedom. George Washington Carver	La educación es la llave para abrir la puerta dorada de la libertad. George Washington Carver