

*Learning Goal 1: Read with understanding and fluency*

*Learning Goal 2: Interpret literature representing individuals, eras, societies*

*Learning Goal 3: Write to communicate clearly*

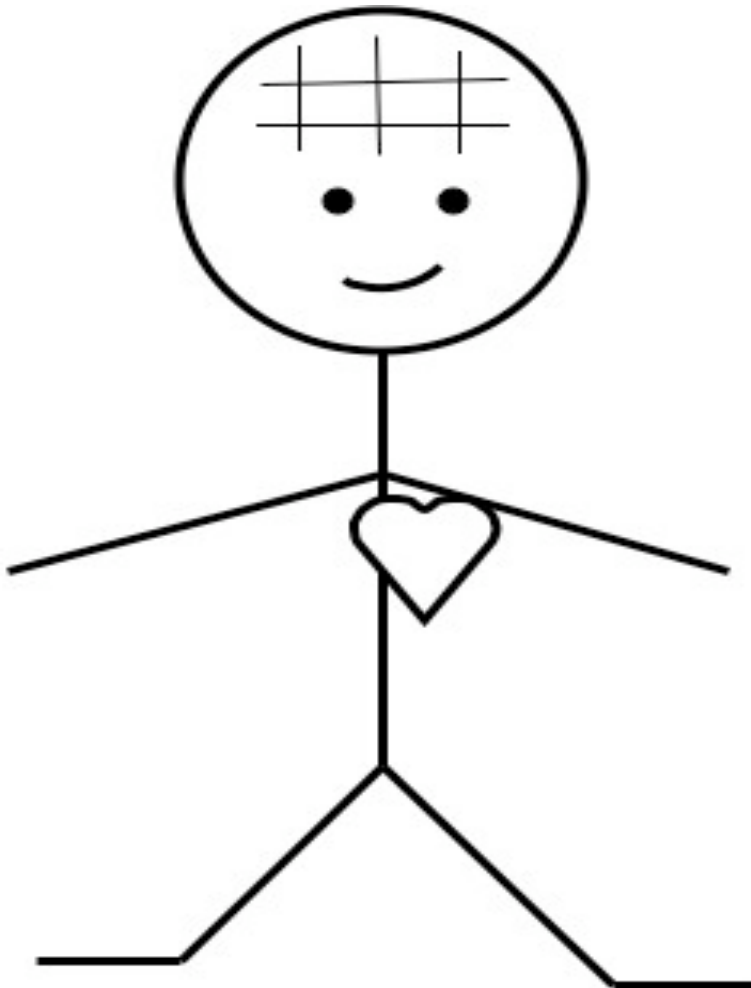
*Learning Goal 4: Listen and speak effectively*

*Learning Goal 5: Read to learn*

## ***OUTCOMES***

***Know What***

***Know How***



Add Value.

# GROW Plan Plus

<b>Goal</b>	Learn more about: _____
<b>Read</b> 1A, B, C	Read/Listen _____ SEE/Interpret: _____
<b>Organize</b> 1B, 5A	Show what you learn.  Make a  ___ picture    ___ list    ___ chart    ___ timeline    ___ diagram
<b>Write/</b> <b>ILLUSTRATE</b> 3B	Explain  Write ___ sentences ___ paragraph ___ letter ___ poem ___ _____  and  Draw _____

## Standards for Effective Learning

Can **locate, collect, organize,** and **use**  
information from various sources  
to *answer questions*  
*solve problems,*  
*communicate ideas.*

Illinois Learning Standard 5A.

Here are the competencies you apply when you do that.

<i>can comprehend a broad range of reading materials.</i> <i>(ILS1C)</i>	<i>can apply reading strategies to improve understanding and fluency. (ILS1B)</i>	<i>can communicate ideas in writing to accomplish a variety of purposes. (ILS3C)</i>
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Here's one way to reach standard 5A:

P

Q

R

O

S

T

## P Q R O S T

Can **locate, collect, organize, and use**  
information from various sources  
to *answer questions*  
*solve problems,*  
*communicate ideas.*

Illinois Learning Standard 5A.

### **P:** Preview

How will you introduce the topic/theme?

### **Q:** Question

What's the big question?

### **R:** Read

How will students read thoughtfully?

### **O:** Organize

How will students organize what they read?

### **S:** Summarize

How will students summarize/synthesize what they learn?

### **T:** Tell

How will students present what they learned?

## Social Studies LITERACY DEVELOPMENT

Question: What made \_\_\_\_\_ a special time?

Words of the Week:

P

Q

R

O

S

T

Preview/question

read

organize

synthesize

tell

Monday GET IT	Tuesday GET IT CLEAR	Wednesday WORK WITH IT	Thursday THINK IT THROUGH	Friday FINISH FLUENTLY
<p>Look at a painting. List what you see. Tell what you like about it.</p> <p><b>Fluency</b> Listen to teacher read with expression.</p> <p><b>Word Knowledge</b> ✓ List important words. ✓ Start this week's glossary (use words and/or pictures)</p>	<p><b>Comprehension</b> 1. Read/listen and collect information about the time period</p> <p>2. Classify information: events, places, people</p> <p>3. Revisit the painting; list what the artist tells about the time period.</p> <p><b>Word Knowledge:</b> ✓ Expand glossary</p>	<p><b>Comprehension</b> Use Graphic Organizers to show meaning—make a web diagram showing what the theme of the painting is and how it relates to its time period. Use information from your books to support your theme.</p> <p><b>Word Knowledge</b> Use your new word knowledge to label your graphics.</p>	<p><b>Writing</b> Write about this week's topic:  Make it interesting. Write a... __poem __story __paragraph __diary __news report __fable __history __guide __letter __alphabet book __ _____</p>	<p><b>Fluency</b> Polish it: Revise and illustrate your writing.</p> <p>Present it: to a Learning Partner or the Class—or another class.</p> <p><i>Read your writing with expression!</i></p>

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

1. How is this selection best described?
2. What is the most likely reason the author wrote this selection?
3. What is the tone of paragraph x?
4. Why is paragraph \_\_\_\_ important in this selection?
5. Which sentence best describes the author's opinion of \_\_\_\_\_?
6. In paragraphs xx to xx, what is the author's tone?
7. Which sentence is most likely meant to persuade readers?
8. Which sentence does the author use to \_\_\_\_\_?
9. Which of these is an opinion expressed by the author?
10. Who tells this story?
11. What does the last paragraph help the reader understand?
12. Why is setting important in this poem?
13. What are the phrases \_\_\_\_, \_\_\_\_, and \_\_\_\_ meant to do?
14. What kind of mood is created by the words \_\_\_\_\_?
15. In lines \_\_\_\_, what does the simile compare?
16. What is the mood in the third stanza?
17. Which of these is discussed in greatest detail?
18. What does the author most likely think?
19. Which idea does the author support with the quotation?
20. Why did the author write this selection?
21. What is the mood in most of the story?

*How could you use paintings, and photographs to help students understand what these questions ask?*

*How could you help students learn literary techniques by having them draw a picture?*

## Analyze an Artist's Technique

*ILS 2B: Interpret artist's use of technique; ILS 1B: Infer; ILS2A: Interpret use of technique*

Directions:

Look at a painting. Figure out what how the artist communicates.  
Then complete this chart.

Painting: \_\_\_\_\_ Artist: \_\_\_\_\_

	What You Notice	Why do you think the artist did this?
colors		
shapes		
lines		



## ***Interpret a Painting in Words***

ILS1A I can identify and explain words that are important to interpreting a painting.

**Painting:** \_\_\_\_\_

*Choose six words that are important to understand this painting. List them in column 1.*

WORD	How does the artist show this? Draw or describe how the artist does that.	Why is it important?



Use your words to tell about the painting.

## *Interpret a Painting*

ILS1A I can identify and explain words that are important to interpreting a painting.

ILS iB I can analyze a painting (transferable to text)

**Painting** \_\_\_\_\_

What I Think	How does the artist help you think that? Draw or describe how the artist does that.
<i>What the painting is about—time, place, situation</i>	
<i>What the main idea is.</i>	
<i>What the mood is.</i>	
<i>How the artist feels about this topic.</i>	

*What you think the artist wants people to feel when they see this painting.*