Primary Literacy Resources

Writing Connects!

• Guided Reading
• Robust Work Stations
• Academic Language
• Speaking and Listening
• Parent Involvement
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</table>
Writers think more!

They think about…

✓ What they know.
✓ What they want to share.
✓ How they will say it.
✓ What words they will use.
✓ How they will help people understand those words.
The Reading/Thinking\Writing Connection

Common Core Literacy Standards: A Concise Listing

Reading Standards

Ideas and Information
1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure
4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer’s purpose?

Integration of Ideas and Information
7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

Writing Standards

Text Types and Purposes:

Production and Distribution of Writing
4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

Research to Build and Present Knowledge
7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

For the complete standards, go to
English Language Arts Standards
Writing

Text Types and Purposes:

OPINION

First Grade: CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

EXPLANATORY/INFORMATIVE

First Grade: CCSS.ELA-Literacy.W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

NARRATIVE

First Grade: CCSS.ELA-Literacy.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade: CCSS.ELA-Literacy.W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing:

**IMPROVE**

First Grade: CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Second Grade: CCSS.ELA-Literacy.W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SHARE**

First Grade: CCSS.ELA-Literacy.W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Second Grade: CCSS.ELA-Literacy.W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

**SHARE RESEARCH AND WRITING**

First Grade: CCSS.ELA-Literacy.W.1.7
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Second Grade: CCSS.ELA-Literacy.W.2.7
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**RESEARCH TO RESPOND**

First Grade: CCSS.ELA-Literacy.W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Second Grade: CCSS.ELA-Literacy.W.2.8
Recall information from experiences or gather information from provided sources to answer a question.
Models

Use the Gradual Release of Responsibility to Guide Student Writing Development.

Gradual Release of Responsibility

with Structure for Integrated Collaborative Learning

What will I teach this week?
How will I help students learn more?

The Gradual Release of Responsibility!

✓ Show me!
✓ Help me!
✓ Watch me!
✓ Let me…!
**Explain Explicitly**

This is what it means to …

This is why I do this.

This is what I think about when I …

Here are the words you need to know to understand how to do this:
Demonstrate Sequentially

Step to step—

How do you…

First,

Then…

Then…

Then…

Then…
# Writing Lesson Plan taking Gradual Increase of Competence Across the Week

This Week’s Writing **Focus:** ____________________________

This Week’s writing **Format:** ____________________________

<table>
<thead>
<tr>
<th>Preview, Model, Interest</th>
<th>Model and Guide</th>
<th>Guide and Go Farther</th>
<th>Assess, Clarify, Advance</th>
<th>Fix, Expand, Finish Well</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
</tr>
<tr>
<td>I DO Model how to write well with this week’s skill/strategy and format</td>
<td>I DO “Write out loud”—model how to write well with this week’s skill/strategy</td>
<td>I DO Revisit the writing skill and format of the week with student-created example.</td>
<td>Students will… write with this week’s skill and format</td>
<td>I DO Guides students needing support—guided practice</td>
</tr>
<tr>
<td>We do: Identify examples in a reading.</td>
<td>We do: Complete examples.</td>
<td>We Do: Construct another model</td>
<td>I DO clarify based on how they respond to the assessment.</td>
<td><strong>ADVANCED</strong> Students who “meet” move to “exceed”—making more examples or improving their examples.</td>
</tr>
<tr>
<td><strong>YOU DO</strong> Start to use this week’s writing skill.</td>
<td><strong>YOU DO</strong> Make more examples.</td>
<td><strong>YOU DO</strong> List ways to improve writing based on this week’s model.</td>
<td><strong>ADVANCED:</strong> Write how to write—including example and steps you took to write well.</td>
<td><strong>Synthesis:</strong> Students make examples for class “writing exhibit”.</td>
</tr>
<tr>
<td>Independently: Tell what you learned.</td>
<td>Independently: Improve an example</td>
<td>Independently: Improve this week’s writing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CRITERIA FOR CLEAR COMMUNICATION
CCSSW4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<table>
<thead>
<tr>
<th>Element of Clear Communication</th>
<th>What it Means to a Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>⇒ Your writing is all about one idea.</td>
</tr>
<tr>
<td>Support</td>
<td>⇒ You include information that helps your reader understand your idea.</td>
</tr>
</tbody>
</table>
| Organization                  | ⇒ Make a plan before you write.  
                                 | ⇒ Check your plan after you write—make sure you followed it. |
| Integration                   | ⇒ You fit it all together so it tells your idea clearly. |
| Conventions                   | ⇒ You spell as well as you can. |
Words with words: Sentences!

Writing helps build vocabulary.

Writing starts with words

Words you learn:
  words you read
  words you hear

Words you use:
  words you say
  words you write
## Math Vocabulary  Second Grade

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>above – arriba</td>
<td>across – a través de</td>
</tr>
<tr>
<td>activities - actividades</td>
<td>add - sumar</td>
</tr>
<tr>
<td>addition sentence – oración de suma</td>
<td>alter – alterar o cambiar</td>
</tr>
<tr>
<td>agree - concordar</td>
<td>almost - casi</td>
</tr>
<tr>
<td>altogether – todo junto</td>
<td>always - siempre</td>
</tr>
<tr>
<td>another – otro u otra</td>
<td>answer - respuesta</td>
</tr>
<tr>
<td>arrange - arreglar</td>
<td>attributes - atributos</td>
</tr>
<tr>
<td>bar graph – gráfica de barras</td>
<td>because - porque</td>
</tr>
<tr>
<td>begin - empezar</td>
<td>behind - atrás</td>
</tr>
<tr>
<td>below – abajo (de)</td>
<td>beside – al lado de</td>
</tr>
<tr>
<td>between - entre</td>
<td>black - negro</td>
</tr>
<tr>
<td>blocks - bloques</td>
<td>blue - azul</td>
</tr>
<tr>
<td>both - ambos</td>
<td>bottom – el fondo o la parte de abajo</td>
</tr>
<tr>
<td>brown – marrón o de color café</td>
<td>build - construir</td>
</tr>
<tr>
<td>calendar - calendario</td>
<td>cent - centavo</td>
</tr>
<tr>
<td>centimeter (cm) - centímetro</td>
<td>certain - cierto</td>
</tr>
<tr>
<td>chart - diagrama</td>
<td>check - revisar</td>
</tr>
<tr>
<td>circle - círculo</td>
<td>clock - reloj</td>
</tr>
<tr>
<td>comes next – viene(n) después</td>
<td>compare - comparar</td>
</tr>
<tr>
<td>cone - cono</td>
<td>congruent - congruente</td>
</tr>
<tr>
<td>corner - esquina</td>
<td>correct - correcto</td>
</tr>
<tr>
<td>could – podría(n)</td>
<td>count - contar</td>
</tr>
<tr>
<td>cup (c) - taza</td>
<td>cylinder - cilindro</td>
</tr>
<tr>
<td>day - día</td>
<td>days of the week – días de la semana</td>
</tr>
<tr>
<td>decrease – disminuir</td>
<td>describe - describir</td>
</tr>
<tr>
<td>different - diferente</td>
<td>digit - digito</td>
</tr>
<tr>
<td>dime – moneda de diez centavos</td>
<td>directions - direcciones</td>
</tr>
<tr>
<td>divide - dividir</td>
<td>division sentence – oración de división</td>
</tr>
<tr>
<td>dollar sign – signo del dólar</td>
<td>doubles – dobles o duplicados</td>
</tr>
<tr>
<td>dozen - docena</td>
<td>each - cada</td>
</tr>
<tr>
<td>eight - ocho</td>
<td>eighteen - dieciocho</td>
</tr>
<tr>
<td>eleven - once</td>
<td>else - más</td>
</tr>
<tr>
<td>equal – equivalente o igual a algo</td>
<td>equal groups – conjuntos equivalentes</td>
</tr>
<tr>
<td>equals sign – signo igual</td>
<td>equation - ecuación</td>
</tr>
<tr>
<td>even – igual o pareja</td>
<td>evening – la noche</td>
</tr>
<tr>
<td>extra – extra (que sobra)</td>
<td>face - cara</td>
</tr>
<tr>
<td>Fahrenheit (0F) – grados Fahrenheit</td>
<td>false - falso</td>
</tr>
<tr>
<td>favorite - favorito</td>
<td>fewer than – menos de</td>
</tr>
<tr>
<td>fifth - quinto</td>
<td>find - encontrar</td>
</tr>
<tr>
<td>first - primero</td>
<td>five - cinco</td>
</tr>
<tr>
<td>four - cuatro</td>
<td>fourteen - catorce</td>
</tr>
<tr>
<td>fraction - fracción</td>
<td>Friday – viernes</td>
</tr>
<tr>
<td>front – frente</td>
<td>graph - gráfica</td>
</tr>
<tr>
<td>greatest – el más grande</td>
<td>green - verde</td>
</tr>
<tr>
<td>guess - adivinar</td>
<td>half – la mitad</td>
</tr>
</tbody>
</table>

Source: Modesto City Schools District;  
[http://www.monet.k12.ca.us/math/vocabulary.htm](http://www.monet.k12.ca.us/math/vocabulary.htm)  
For more math words in English/Spanish, go to that school district’s website.
WORD CHART

<table>
<thead>
<tr>
<th>word</th>
<th>picture</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Use your words to write sentences.
I know my numbers from ___ to ___.

CCSS Math Practice Standard 2. Reason abstractly and quantitatively. This Graphic Organizer can be used to assess if completed independently, or as a learning guide.

Directions: Teachers tell students which numbers to write on the chart. It can be individualized based on different levels of student knowledge of numbers. Then students write those numbers and their names and draw circles to show them. It can be used to check on knowledge of number patterns such as adding by 10s or even, odd. For larger numbers students use different symbols. For example, circle stands for 10s, line stands for 1s.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Draw symbols to show how many this number means.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Exceed: Write a sentence using one of these numbers.
You can write sentences with FRY SIGHT WORDS PLUS math words!

### First 100 Words to Know

<table>
<thead>
<tr>
<th>a</th>
<th>and</th>
<th>been</th>
<th>come</th>
<th>for</th>
<th>had</th>
<th>him</th>
<th>is</th>
<th>long</th>
<th>my</th>
<th>on</th>
<th>put</th>
<th>take</th>
<th>there</th>
<th>up</th>
<th>what</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>any</td>
<td>before</td>
<td>day</td>
<td>from</td>
<td>has</td>
<td>his</td>
<td>it</td>
<td>make</td>
<td>new</td>
<td>no</td>
<td>one</td>
<td>that</td>
<td>they</td>
<td>us</td>
<td>when</td>
<td>would</td>
</tr>
<tr>
<td>after</td>
<td>are</td>
<td>boy</td>
<td>did</td>
<td>get</td>
<td>have</td>
<td>how</td>
<td>just</td>
<td>man</td>
<td>no</td>
<td>not</td>
<td>or</td>
<td>the</td>
<td>this</td>
<td>very</td>
<td>which</td>
<td>you</td>
</tr>
<tr>
<td>again</td>
<td>as</td>
<td>but</td>
<td>do</td>
<td>give</td>
<td>he</td>
<td>I</td>
<td>know</td>
<td>many</td>
<td>of</td>
<td>not</td>
<td>other</td>
<td>their</td>
<td>three</td>
<td>was</td>
<td>who</td>
<td>your</td>
</tr>
<tr>
<td>all</td>
<td>at</td>
<td>by</td>
<td>down</td>
<td>go</td>
<td>her</td>
<td>if</td>
<td>know</td>
<td>me</td>
<td>of</td>
<td>on</td>
<td>our</td>
<td>them</td>
<td>to</td>
<td>we</td>
<td>will</td>
<td></td>
</tr>
<tr>
<td>an</td>
<td>be</td>
<td>can</td>
<td>eat</td>
<td>good</td>
<td>here</td>
<td>in</td>
<td>like</td>
<td>me</td>
<td>old</td>
<td>our</td>
<td>out</td>
<td>then</td>
<td>two</td>
<td>were</td>
<td>with</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>here</td>
<td></td>
<td></td>
<td>much</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Second 100 Words to Know

<table>
<thead>
<tr>
<th>also</th>
<th>because</th>
<th>both</th>
<th>could</th>
<th>find</th>
<th>girl</th>
<th>into</th>
<th>live</th>
<th>morning</th>
<th>never</th>
<th>own</th>
<th>ran</th>
<th>say</th>
<th>stand</th>
<th>thing</th>
<th>upon</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>best</td>
<td>box</td>
<td>dear</td>
<td>first</td>
<td>got</td>
<td>kind</td>
<td>look</td>
<td>made</td>
<td>most</td>
<td>next</td>
<td>read</td>
<td>school</td>
<td>such</td>
<td>think</td>
<td>people</td>
<td>wish</td>
</tr>
<tr>
<td>another</td>
<td>better</td>
<td>bring</td>
<td>each</td>
<td>five</td>
<td>hand</td>
<td>last</td>
<td>made</td>
<td>may</td>
<td>mother</td>
<td>night</td>
<td>red</td>
<td>seem</td>
<td>sure</td>
<td>too</td>
<td>use</td>
<td>why</td>
</tr>
<tr>
<td>away</td>
<td>big</td>
<td>call</td>
<td>ear</td>
<td>found</td>
<td>high</td>
<td>leave</td>
<td>men</td>
<td>may</td>
<td>must</td>
<td>only</td>
<td>right</td>
<td>shall</td>
<td>tell</td>
<td>tree</td>
<td>want</td>
<td></td>
</tr>
<tr>
<td>back</td>
<td>black</td>
<td>came</td>
<td>end</td>
<td>four</td>
<td>home</td>
<td>left</td>
<td>more</td>
<td>men</td>
<td>name</td>
<td>open</td>
<td>run</td>
<td>shall</td>
<td>than</td>
<td>under</td>
<td>way</td>
<td></td>
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<tr>
<td>ball</td>
<td>book</td>
<td>color</td>
<td>far</td>
<td>friend</td>
<td>house</td>
<td>let</td>
<td>more</td>
<td>name</td>
<td>near</td>
<td>over</td>
<td>saw</td>
<td>should</td>
<td>these</td>
<td>until</td>
<td>where</td>
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</tr>
</tbody>
</table>
I had ____________________________ red apples.

I am _____________________________ years old.

Everyone has _____________________ ears.
SIGHT WORDS

Source: Forsyth County Schools; [http://www.forsyth.k12.ga.us/forsyth/site/default.asp](http://www.forsyth.k12.ga.us/forsyth/site/default.asp)
Esta lista de palabras de vista debe ser memorizada por los niños. Las palabras están escritas en Ingles pero la (pronunciación esta entre comías en Español) para que los padres que no hablan Ingles las puedan pronunciar para los niños.

1-50

<table>
<thead>
<tr>
<th>go (gou)</th>
<th>help (jelp)</th>
<th>look (luc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>at (at)</td>
<td>en</td>
<td>run (ruan)</td>
</tr>
<tr>
<td>here (jur)</td>
<td>aquí</td>
<td>come (cam)</td>
</tr>
<tr>
<td>down (daun)</td>
<td>abajo</td>
<td>jump (jamp)</td>
</tr>
<tr>
<td>and (and)</td>
<td>y</td>
<td>I (hai)</td>
</tr>
<tr>
<td>you (iu)</td>
<td>tú</td>
<td>can (can)</td>
</tr>
<tr>
<td>not (nat)</td>
<td>no es</td>
<td>is (is)</td>
</tr>
<tr>
<td>with (uit)</td>
<td>con</td>
<td>play (plei)</td>
</tr>
<tr>
<td>find (faind)</td>
<td>encontrar</td>
<td>the (da)</td>
</tr>
<tr>
<td>we (ui)</td>
<td>nosotros</td>
<td>see (si)</td>
</tr>
<tr>
<td>this (dis)</td>
<td>esto(a)</td>
<td>ride (raid)</td>
</tr>
<tr>
<td>will (wil)</td>
<td>voluntad</td>
<td>for (for)</td>
</tr>
<tr>
<td>do (du)</td>
<td>hacer</td>
<td>who (ju)</td>
</tr>
<tr>
<td>like (laic)</td>
<td>gustar</td>
<td>what (uat)</td>
</tr>
<tr>
<td>it (it)</td>
<td>lo</td>
<td>has (jas)</td>
</tr>
<tr>
<td>work (uork)</td>
<td>trabajo</td>
<td>my (mai)</td>
</tr>
<tr>
<td>have (jav)</td>
<td>tener</td>
<td>two (tu)</td>
</tr>
</tbody>
</table>

51-100

| red (red) | three (tri) | big (big) |
| funny (fani) | chistoso | its (its) |
| from (fram) | departamento | first (furst) |
| as (as) | mientras / cuando | blue (bluu) |
| call (cal) | llamar | yellow (jelou) |
| yes (jes) | sí | thank (tanc) |
| eat (it) | comer | good (gud) |
| there (der) | aya / hay | too (tu) |
| on (an) | en / sobre | don’t (dont) |
| fast (fast) | rápido | take (teic) |
| know (nou) | saber | she (chi) |
| how (jou) | cómo | all (al) |
| he (ji) | el | they (dey) |
| went (uent) | ir | was (uas) |
| black (blac) | negro | pretty (prueti) |
| got (gal) | tener | her (jer) |
| came (queim) | venir | new (niu) |

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| many (meni) | muchos | sleep (slip) | long (lang) | largo |
| brown (braun) | café | four (for) | cuatro | cut (cat) | cortar |
| give (gib) | dar | may (mei) | poder | every (everi) | cada |
| hot (jat) | caliente | grow (grou) | crecer | done (dan) | hecho |
| again (agueen) | otra vez/de nuevo | fall (fal) | caer / otoño | going (go-in) | yendo |
| into (intu) | en | any (eni) | cualquiera | found (faund) | encontró |
| his (jis) | su / sus | just (jast) | acaba de | laugh (laf) | reir |
| could (cud) | poder / podría | five (faiv) | cinco | green (grin) | verde |
| an (an) | a | buy (bai) | comprar | some (sam) | algunos / unos |
| made (meid) | hacer / hecho | about (a-baut) | sobre / más o menos | of (ov) | de |
| wish (uich) | deseo | when (uen) | cuando | very (veri) | muy |
| round (raund) | redondo | under (ander) | debajo de | show (chou) | demostración |
| which (uich) | qué | tell (tel) | decir | off (af) | guitar / apagado |
| old (old) | viejo | pull (pull) | jalar | verbo | |
| once (uans) | una vez | over (over) | encima de / sobre de | sit (sit) | sentarse |
| think (thinc) | pensar | wash (uach) | lavado(a) | our (aur) | nuestro |
| cold (cold) | frio | does (das) | hace | why (uai) | por qué |
| goes (gos) | va | before (bifor) | antes | around (a-round) | alrededor |
| keep (kip) | mantener / quedarse | kind (caind) | bueno / tipo | live (liv) | vivir |
| always (al-uais) | siemres | both (both) | los/las dos | best (best) | el/la mejor |
| far (far) | lejos | if (if) | si | bring (bring) | traer |
| fly (flai) | volar | because (bicas) | porque | better (beter) | mejor |
| six (six) | seis | been (bin) | estar | clean (clín) | limpio(a) |
| ten (ten) | diez | start (start) | empezar | light (lait) | luz |
| or (or) | o | much (mach) | mucho | pick (pic) | escojer |
| would (ould) | ¿puede / podría? | only (only) | solamente | those (dos) | aquellos |
| today (tu-dai) | hoy / ahora | their (deir) | de ellos/ pertenecer a ellos | never (never) | nunca |
| full (ful) | lleno | use (ius) | usar | say (sei) | decir |
| draw (drau) | dibujar | carry (car) | cargar | small (small) | pequeño / chico |
| eight (eit) | ocho | drink (drinc) | tomar | ate (eit) | comí / comió |
| myself (mai-self) | yo mismo | own (oun) | propio / (poseer, tener) | ser dueño | hold (jold) | detener / parar |
| these (dis) | éstos | seven (seven) | siete | shall (shal) | are / tendré (verbo auxiliar) |
| open (open) | abierto | together (togeder) | juntos (as) | sing (sing) | cantar |
| then (den) | entonces | write (rait) | escribir | warm (uarm) | caluroso(sa), tibio(a) |
| well (uel) | bien | were (uer) | estar (verbo auxiliar) | upon (apan) | sobre (sobre algo) |
| transitivo pasado.) | stop (stap) | parar | ask (asc) | preguntar |
| us (as) | nosotros | hurt (jurt) | hacer dano / herir / doler | gave (geiv) | dar / dedicar (en |
Show What You Know: Animal Alphabet

For each alphabet letter, draw or name an animal that starts with that letter.

<table>
<thead>
<tr>
<th>Letter</th>
<th>animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

Then write a sentence that tells about your favorite animal.
Sentence Writers
*Make your own sentence frames.*

The _______________________ said ______________________________ .

The _____________________ is _________________________________.

_______________________ has a ____________________________ .

____________________________________________________________________

____________________________________________________________________

______________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Narrative Writers tell...

Sequence

Cause-effect

What happens next

A lesson or moral
Story Planner—Teacher Demonstration Guide

Show Me: Complete this guide based on a story your students read.
Help Me: Then with them plan a story.
Watch Me: Then give them a story planning guide (see the pages with the boxes) and let them plan their own stories.

CCSSW3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Write a story that teaches a lesson.
For example, the story “The Little Engine that Could” teaches that if you believe in yourself and try hard you can do great things.

Decide what lesson you want people to learn from your story.
Then plan it.

The Lesson My Story Will Teach: __________________________________________
_____________________________________________________________________

Who will be in your story?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What will happen?
First: _________________________________________________________________
Then: _________________________________________
Then: _________________________________________________________________
Then: _________________________________________________________________

How will your story end?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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What Happened, When?
CCSSR1—read carefully. CCSSR3—analyze events and causes and effects.

Put what happens in a story into these boxes. You can draw pictures or write.

First

Next

Last
What happened, why?

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; then analyze how the actions of one character show traits. (CCSSR3)

Draw pictures and use words to show what someone did in the story.

<table>
<thead>
<tr>
<th>Character</th>
<th>Action</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>did this</td>
<td>This is why.</td>
</tr>
<tr>
<td>_________</td>
<td>wanted</td>
<td>______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Action</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>did this</td>
<td>This is why.</td>
</tr>
<tr>
<td>_________</td>
<td>wanted</td>
<td>______________</td>
</tr>
</tbody>
</table>
My Story Plan
CCSSW3—narrative writers organize the sequence of events.

Where: The Place

Who: Characters
What Happens
CCSSW3—narrative writers organize the sequence of events.

1

2

3
Write what happens next.

CCSSR3. Trace the plot, then predict the next part of a story.
CCSSW3. Write the next part of a story.

Draw a picture that shows what happens at the end of a story.

What will happen next?

____________________________________________________
____________________________________________________
___________________________________
__________________________

____________________________________________________
____________________________________________________
___________________________________
__________________________
Nonfiction Writers Explain the World

The Language Experience Approach is a bridge between learning and writing.


“An important advantage to this approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. … Because students compose the account, comprehension is inherent to their interaction with the text, leading them to expect written language to make sense. As a result, they expect other-author texts to contain meaningful ideas and comprehensible language. Dictation also develops and strengthens students’ skill at composing their thoughts in writing.”

Step 1. Discuss an experience.

Step 2. Teacher guides students to construct a dictated report, which the teacher records, selecting and adjusting students’ statements. Teacher or students may add illustrations.

Step 3. Teacher reads the text, modeling fluent reading with expression.

Step 4. Students read the text themselves so they can read it fluently.

Students may expand on the report as they think about it, guided by the teacher.

The skills students learn are transferrable to:
- Reading “other-author” texts.
- Expanding vocabulary to describe a situation or express a feeling.
- Writing.
Teacher Presentation Guide

CCSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

What’s the topic? _________________________________________________

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

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

How will I start?

How will I conclude?
Describe a Person
CCSSW2—expository writing with details

Who is the person? 

Draw the person here.

Tell about the person.
Knowledge Connector

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

This can be a pre-writer as well as a learning note-taker.

Topic: _____________________________________________________________

What I Knew

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What I Learned

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
# PARAGRAPH WRITER

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Main Idea I will explain?

<p>| | | | |</p>
<table>
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</tbody>
</table>

What information can I use to support it? Write it on these rows. Or use small pieces of paper and write one fact on each piece.

Number the facts in the order you will put them in your paragraph.
Science Writer

Topic: ____________________________________________________

What are some important words to know to understand this topic?

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What’s important to know about this science topic?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Explanatory Writer

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What will you explain?

How will you start?

List or draw what you will tell.

How will you end?
BOOK PLANNER
Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What is the Topic?

<table>
<thead>
<tr>
<th>What will I explain on each page?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
My Opinion is …!

Teacher Guide Graphic

Topic: ________________________________

How I feel about this.

______________________________________________________________________

Why I feel that way.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
My Opinion!

I like ________________________________.

This is why I like it.

_________________________________
_________________________________
_________________________________
_________________________________
This is better than that!

Here are two ______________________s.

________________  and _________________

I think _______________________ is better.

Here are two reasons.

_______________________________________

_______________________________________
My Book Review

I am writing to tell you about a book I like. I like this book so much I want to read it again.

These are things I like about the book.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

I hope you will read this book. I know you will like it, too.
Chicago Poem
CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

What do I like about Chicago?

Chicago needs a poem.
It should tell about the city.

To write the poem, list what you like about your community and the city.
Then write the poem.

<table>
<thead>
<tr>
<th>What I Like about My Community</th>
<th>What I Like about Chicago</th>
</tr>
</thead>
<tbody>
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</table>

My Poem

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________
Poesía de Chicago

CCSSW2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

¿Qué es lo que me gusta de Chicago?

Chicago necesita una poesía.
Debe decir sobre la ciudad.

Para escribir la poesía, haz una lista de lo que te gusta sobre tu comunidad y la ciudad. Después escribe la poesía.

<table>
<thead>
<tr>
<th>Lo Que Me Gusta de Mi Comunidad</th>
<th>Lo Que Me Gusta de Chicago</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Mi Poesía

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Opinion Frame
Poem Writing Guides

Haiku Writer
Common Core Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:
Read their poems.
Then write your own haiku poem.
Write about the Chicago environment or another environment.

<table>
<thead>
<tr>
<th>Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere.</th>
<th>Butterflies are flying Their orange wings touch the sun They perch on fresh leaves!</th>
<th>Baseball is starting Spring is finally here yes! The bees are buzzing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Andrea</td>
<td>By Jaya</td>
<td>By: Kaydee</td>
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</table>

My haiku will be about __________________________________________________________.

Here is my haiku.
The first line has five syllables.
The second line has seven syllables.
The third line has five syllables.

_______________________________________
_______________________________________
_______________________________________
Topical Song Writer

Choose a topic. ____________________________________________

*List words that are important to understanding the topic.*

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</table>

*What is the idea or theme of your song?*

*How do you want your listener to feel about this topic?*

*Describe your song—what should it sound like?*

*Write the song.*
Escritor de Canciones de Actualidad

Escoge un tema _____________________________________________

Haz una lista de palabras que te ayuden a comprender el tema.

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</table>

¿Qué es la idea o el tema de tu canción?

¿Cómo quieres que el lector se sienta con respecto a este tema?

Describe tu canción—¿cómo debe sonar?

Escribe la canción.
Most of these activities combine reading and writing. They all will produce written materials for other students to read.

A Chicago Glossary

• Make a list of words that people need to know to travel in the city. These include: street, car, taxi, boat [for traveling on the river], downtown, neighborhood.

• Have children find pictures in the newspaper and/or draw pictures that illustrate these words with Chicago scenes.

• Make a list of words that people need to know to get a job in the city. Include names of jobs and places people work. Then help children make a job chain--put words on pieces of paper they arrange to tell the story of getting something made, like a cake.

Chicago People

• Have students use pictures and words to tell about a day in the life of a Chicago person. First, they should interview that person. Then they should put the events of a day into a story. They can add clock faces or time notes to show the progress through the day.

  [You could ask a school worker or a parent to help with this project.]

Chicago Places

• Every time your child goes to a new place, like a museum, have them write about it. Then put those stories into a book.

A Chicago Alphabet

• Make a Chicago alphabet book. For every letter, have your child draw for use a newspaper photo) a Chicago person or place that starts with that letter, from Addison Street (where the Cubs play) to the Zoo.
Word Builder: Neighbors
CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means.
2. Then write a sentence or draw pictures for each word.

WORD: neighbor

___________________________________________________________________

WORD: family

___________________________________________________________________

WORD: parents

___________________________________________________________________

WORD: grandparents

___________________________________________________________________

WORD: friend

___________________________________________________________________

On the back of this page, write words or draw pictures that tell about one person in your neighborhood. Use words that tell what you like about that person. Write the words as "clues" so people can guess your person.
Constructor de Palabras: Vecinos
CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras.
2. Ahora escribe palabras o haz dibujos de cada palabra.

PALABRA: vecino

___________________________________________________________________

PALABRA: familia

___________________________________________________________________

PALABRA: hijos

___________________________________________________________________

PALABRA: padres

___________________________________________________________________

PALABRA: abuelos

___________________________________________________________________

PALABRA: amigo

En el reverso de esta página, escribe palabras que describan a alguien en tu vecindad. Usa palabras que expresen lo que mas te gusta de esta persona. Escribe las palabras como pistas para que la gente pueda adivinar de quien estas hablando.
Word Builder: My Street

CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means. Talk about why each of these things is a part of your street.
2. Then write a sentence or draw pictures for each thing. Write why each of these things is on your street.

home

________________________________________

automobile

________________________________________

sidewalk

________________________________________

traffic

________________________________________

street sign

________________________________________

What other things do you see on your street? Make a list of ten other things.

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

On the back of this page, write about a day on your street. Use some of the words from your list.
Constructor de Palabras: Mi Calle

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras. Habla del porque cada una de estas cosas se encuentra en tu calle.
2. Ahora escribe palabras o haz dibujos de cada cosa. Di porque cada una de estas cosas se encuentra en tu calle.

| casa               | __________________________________________ |
| automóvil         | __________________________________________ |
| banqueta          | __________________________________________ |
| tráfico           | __________________________________________ |
| señal de carretera| __________________________________________ |

¿Qué otras cosas ves tú en tu calle? Haz una lista de diez otras cosas.

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

En el reverso de esta página describe un día ordinario en tu calle. Utiliza algunas de las palabras de tu lista.
Word Builder: School Places
CCSSR4—expand academic vocabulary.

1. Each of these words is a place in a school. Talk about these words one at a time. Talk about what people do in each place.
2. Then write a sentence or draw pictures to tell what this means.

**classroom**
Sentence/Pictures:

**office**
Sentence/Pictures:

**kindergarten room**
Sentence/Pictures:

**gym**
Sentence/Pictures:

**library**
Sentence/Pictures:

**lunchroom**
Sentence/Pictures:

On the back of this page, write a story about a day at your school. Use as many of the words on your list and on this list as you can.
Constructor de Palabras: Lugares en la Escuela
CCSSR4—expand academic vocabulary.

1. Cada una de estas palabras trata de un lugar en la escuela. Habla acerca de lo que significa cada palabra. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que la gente hace en cada uno de estos lugares.
2. Ahora escribe una oración o haz dibujos para diga que lo significa cada palabra.

salón de clase
Oración/Dibujos:

________________________________________

oficina
Oración/Dibujos:

________________________________________

salón de kinder
Oración/Dibujos:

________________________________________

gimnasio
Oración/Dibujos:

________________________________________

biblioteca
Oración/Dibujos:

________________________________________

sitio del almuerzo
Oración/Dibujos:

________________________________________

En el reverso de esta pagina escribe la historia de un día en la escuela. Utiliza tanto de las palabras de tu lista como puedas.
Word Builder: Learning
CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Talk about what each one means.
2. Then write or draw about each word. Tell how you learn.

**school**
What kinds of things I learn at school:

**book**
What kinds of things I learn from books:

**museum**
museums in Chicago:

What kinds of things I learn at museums:

**zoo**
What kinds of things I learn at the zoo:

**library**
What kinds of things I learn at the library:

On the back of this page, write a story about learning. Tell how and where you learned something this week.
Constructor de Palabras: el aprender
CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Habla acerca de lo que significa cada una de estas palabras.
2. Ahora escribe palabras o haz dibujos de cada palabra. Dí cómo tú aprendes.

escuela
Cosas que aprendo en la escuela:

libro
Cosas que aprendo en libros:

museo
museos que hay en Chicago:

Cosas que aprendo en museos:

parque zoológico
Cosas que aprendo en el parque zoológico:

biblioteca
Cosas que aprendo en la biblioteca:

En el reverso de esta página escribe una historia que se trate del aprender. Dí cómo y dónde lo aprendiste algo esta semana.
Word Builder: Choices
CCSSR4—expand academic vocabulary.

Each of the people on this page make choices every day.

1. Talk about each person. Talk about the choices that person makes.
2. Then write a sentence or draw pictures telling one choice.

**teacher**

**principal**

**parent**

**grocery store owner**

**school crossing guard**

**librarian**

**baker**

On the back of this page, add five more words that tell **people who make choices.** Talk about each one. Then write a sentence or draw pictures that tells about the choices that person makes.
Constructor de Palabras: Opciones
CCSSR4—expand academic vocabulary.

Cada una de las personas en esta página escoge, de entre muchas opciones, lo que más le conviene.

1. Habla acerca de las opciones que tiene cada una de estas personas.
2. Ahora escribe una oración que trate de una de sus opciones.

maestro

______________________________

director

______________________________

padre de familia

______________________________

dueño de una tienda de comestibles

______________________________

guardia de cruce de calle escolar

______________________________

bibliotecario

______________________________

panadero

En el reverso de esta página escribe cinco palabras que describan personas que tienen opciones. Habla acerca de estas personas. Ahora escribe una oración o haz un dibujo que indique que opciones tiene esta persona.
Word Builder: Jobs
CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Each one is a kind of job. Talk about what kind of work each worker does.
2. Then write words or draw pictures that tell the work that person does.

**teacher**
Tell the work a teacher does

__________________________

**doctor**
Tell the work a doctor does

__________________________

**cook**
Tell the work a cook does

__________________________

**day care worker**
Tell the work a day care worker does

__________________________

**home repair worker**
Tell the work a home repair worker does

__________________________

**parent**
Tell the work a parent does

Think of another worker. Then write words that tell about this worker’s job. Use the back of this page for those words. Do not write the name of the job. Ask other people to guess who this worker is.
Constructor de Palabras: Trabajos

CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Cada una de estas palabras trata de un tipo de trabajo. Habla acerca de lo que la gente hace en cada uno de estos trabajos.

2. Ahora escribe palabras o haz dibujos que describan el trabajo de cada persona.

maestro

di lo que hace un maestro

________________________

doctor

di lo que hace un doctor

________________________

cocinero

di lo que hace un cocinero

________________________

trabajador de guardería infantil


di lo que hace un trabajador de guardería infantil

________________________

mecánico del hogar

di lo que hace un mecánico del hogar

________________________

padre de familia

di lo que hace un padre de familia

Piensa en otro trabajador. Ahora escribe palabras que describan el trabajo que él hace. Utiliza el reverso de esta página para escribir las palabras. No escribas el nombre del trabajo. Preguntales a tus amigos que adivinen tu trabajador.
Word Builder: Stores
CCSSR4—expand academic vocabulary.

1. Talk about these words one at a time. Each one is the name of a kind of store. Talk about what people buy in each place. Talk about the jobs people do in each place, too.
2. Then make two lists for each kind of store. One list is of things people buy at the store. The other list is of jobs people do there.

<table>
<thead>
<tr>
<th>WHAT PEOPLE BUY HERE</th>
<th>JOBS PEOPLE DO HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bakery</td>
<td></td>
</tr>
<tr>
<td>grocery store</td>
<td></td>
</tr>
<tr>
<td>hardware store</td>
<td></td>
</tr>
<tr>
<td>toy store</td>
<td></td>
</tr>
</tbody>
</table>

On the back of this page, write about a store in your neighborhood. Tell the kinds of things on sale there and the jobs people do there.
Constructor de Palabras: Tiendas
CCSSR4—expand academic vocabulary.

1. Habla acerca de estas palabras uno a la vez. Cada una de estas palabras es el nombre de una tienda. Habla acerca de lo que se vende en cada lugar. Habla acerca de los tipos de trabajo que la gente hace en cada una de estas tiendas.
2. Ahora haz dos listas para cada tipo de tienda. Una lista es lo que se vende en la tienda. La otra es una lista de los trabajos que la gente hace ahí.

<table>
<thead>
<tr>
<th>COSAS QUE SE VENDEN AHÍ</th>
<th>TRABAJOS QUE LA GENTE HACE AHÍ</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________</td>
<td>____________________________</td>
</tr>
<tr>
<td>panadería</td>
<td>____________________________</td>
</tr>
<tr>
<td>tienda de comestibles</td>
<td>____________________________</td>
</tr>
<tr>
<td>ferretería</td>
<td>____________________________</td>
</tr>
<tr>
<td>juguetería</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

En el reverso de esta página escribe acerca de una tienda en tu vecino. Di las cosas que se venden y los trabajos que la gente hace allí.
Word Builder: Place Words
CCSSR4—expand academic vocabulary.

Each of these words tells a place in Chicago.
Make a word or picture list that tells about each place.
Those words are adjectives. They are words that tell about what something looks like, feels like, sounds like.

**neighborhood**

adjectives:_____________________________________________________________

**river**

adjectives:_____________________________________________________________

**lake**

adjectives:_____________________________________________________________

**downtown**

adjectives:_____________________________________________________________

**park**

adjectives:_____________________________________________________________

**aquarium**

adjectives:_____________________________________________________________

On the back of this page, write a paragraph about Chicago. Use words from your own word lists in it.
Constructor de Palabras: Palabras de Lugares
CCSSR4—expand academic vocabulary.

Cada una de estas palabras trata de un lugar en Chicago. 
Haz una lista de palabras o dibujos que describan cada lugar. 
Estas palabras son adjetivos, es decir, son palabras que describen la apariencia, la textura, el olor o el sabor de algo.

vecindad

adjetivos:_____________________________________________________________

rio

adjetivos:_____________________________________________________________

lago

adjetivos:_____________________________________________________________

el centro de la ciudad

adjetivos:_____________________________________________________________

parque

adjetivos:_____________________________________________________________

acuario

adjetivos:_____________________________________________________________

En el reverso de esta página escribe un párrafo que describa Chicago. Utiliza las palabras que tienes en tu lista.
Word Builder: My City
CCSSR4—expand academic vocabulary.

Now it is your turn. Choose words that you think are important about your neighborhood and city. Write them on the top lines. Then write or draw what those words mean. Make up your own word builder kit.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Constructor de Palabras: Mi Ciudad
CCSSR4—expand academic vocabulary.

Ahora te toca a ti.
Escoge palabras que tú crees son importantes al describir tu vecindad y tu ciudad.
Escribe estas palabras en los renglones cortos.
Ahora escribe o haz dibjuos de lo que significan estas palabras.
Haz tu propio constructor de palabras.

___________________________________________________________________
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