

# Curriculum Connections

**LITERAL INFERENTIAL ANALYTIC**

**THINKING THINKING THINKING THINKING**

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**Reading with Vision**

**Making Meaning  
Seeing Meaning  
Showing Meaning**

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Make Words Meaningful

Part 1: Showing Meaning

Part 2: The Responsible Reader  
Student-Shared Reading

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## Showing Meaning: Words

<p>Write two important terms in this week's topic.</p> <p><b>Word</b></p>	<p><b>Meaning</b></p> <p>Give your words to another student. Ask that student to draw pictures to show the meanings.</p>

Draw a picture here of another important term. Don't write it. Just picture it.

*Ask another student to "read" your picture and label it with the word.*

## Showing Meaning: Paragraph

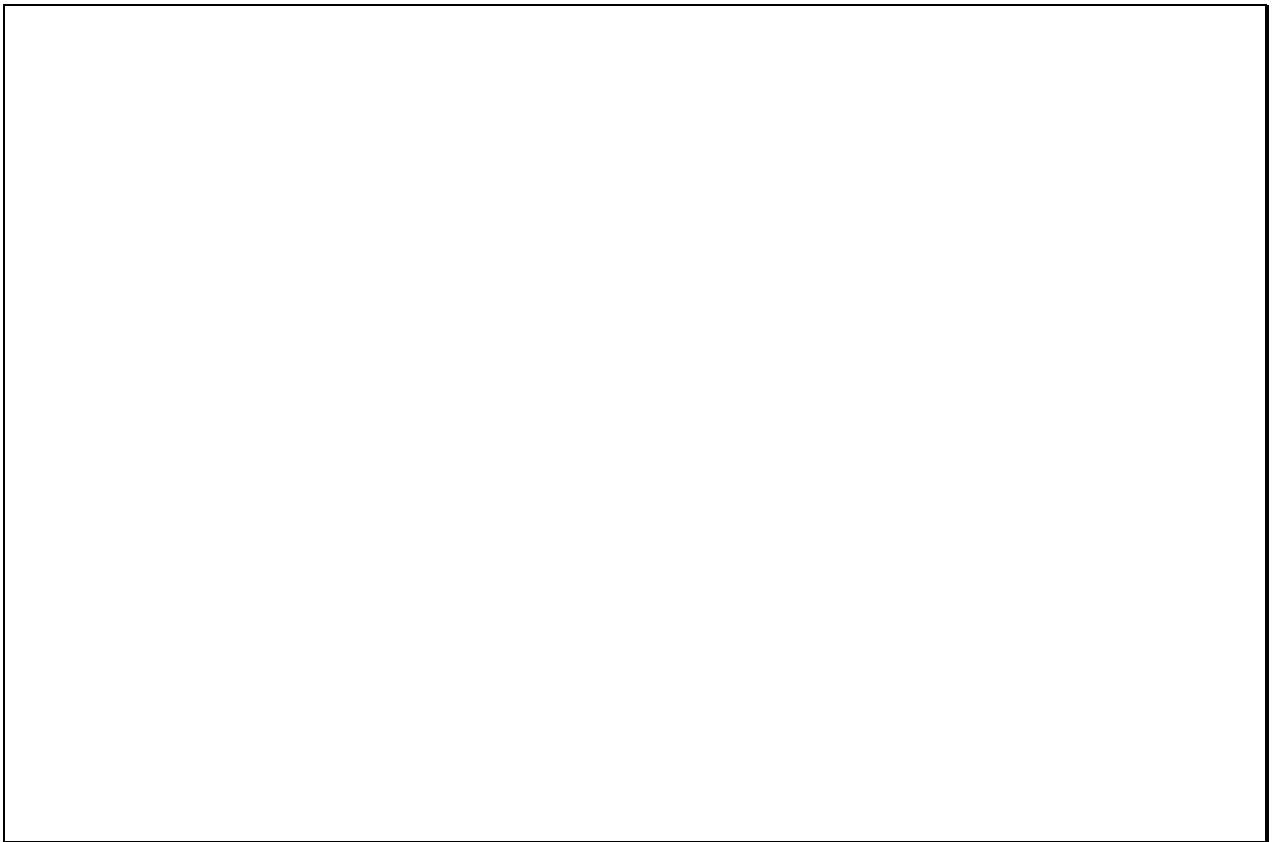
You can draw the meaning of a paragraph.

And if you show it with pictures, you see what you are learning as you read.

Try out this method.

Choose one paragraph on the following page.

Draw a picture that shows what the main idea of that paragraph is.



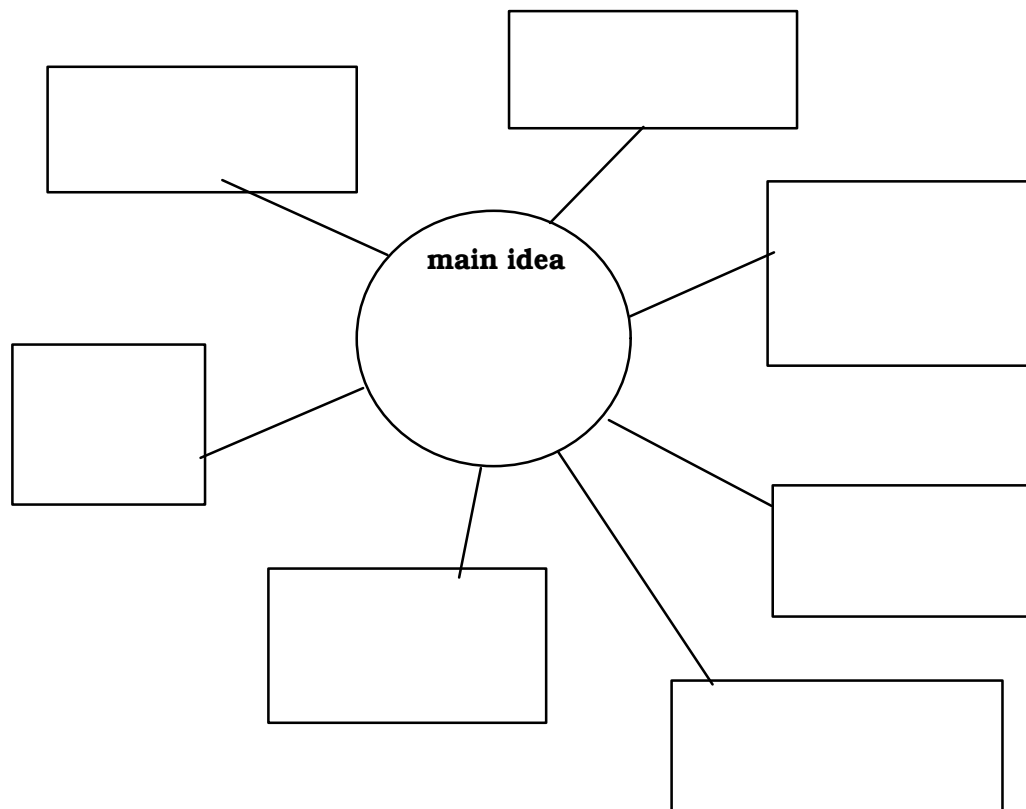
## Showing Meaning: Idea and Information

Textbooks are full of facts.

You can use those facts to make ideas clear.

Use a diagram to show how facts make one idea clear.

Here's an example you can try out with any page from a textbook. Find facts that explain a topic or main idea on the page.



## Showing Meaning Connections

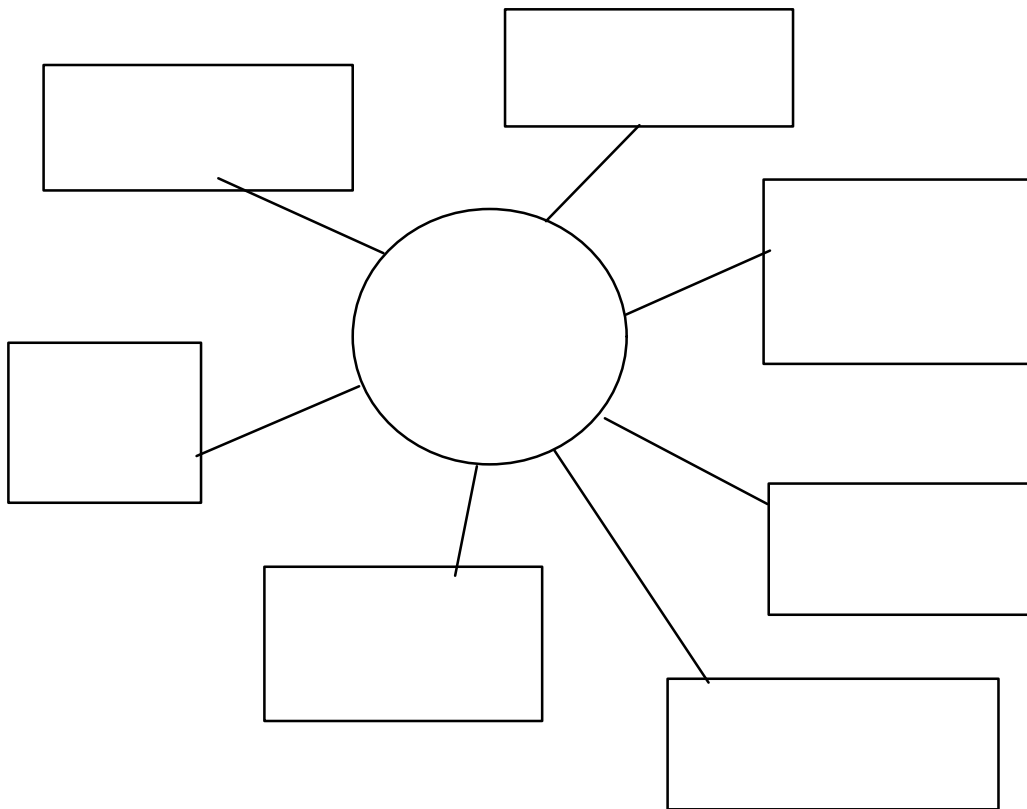
Here's that diagram again, used another way.

Choose one **root** word from your subject. Put it in the center of this diagram.

Then put other words in the circles.

You can draw pictures if you like.

But the diagram is a very powerful picture by itself.



## Assessment with Questions Students Write

**Use this outline to make up a multiple choice test item.**

**Follow these steps to make your part of the test.**

Skill: Evaluating information.

Step 1: Choose a page in the textbook.

Step 2: What is an important topic on this page?

Step 3: Find important information about this topic.

Step 4: Write a question that asks another student to identify that information. Write your question clearly and carefully.

Step 5: Write four different answers to the question. Three of the answers are incorrect. One is correct. *The three that are incorrect are called "distractors" because they seem like correct answers.*

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

# Assessment with Graphic Organizers

## 1. List

- Students list characteristics of a person/historical figure.
- Students list characteristics of a species or biome.
- Students list ...

## 2. Chart

- Students classify characteristics of a person/historical figure.
- Students classify characteristics of a species or biome.
- Students classify...

## 3. Diagram

- Students use Venn Diagram to compare/contrast characteristics of persons/historical figures.
- Students use Venn Diagram to compare/contrast species or biomes.
- Students use Venn Diagram to ...
- Students use cause-effect diagram to identify/analyze causes and effects
- Students make diagram to show ....

## 4. Time-Line

- Students complete time-line of order of operations.
- Students make time-line to show ....