

DePaul Center for Urban Education

New Year's Progress

A Workshop for First Class Teachers

December 13, 2006

Agenda

Keep it simple, Smarty.

1. *Progress Starts with You*
2. *Progress Builds*
3. *Vocabulary Matters*
4. *Assess to Increase Learning*
5. *Hope Expands*

These resources are made available through the Chicago Teacher Collaborative
sponsored by the US Department of Education
Office of Special Education Programs.

Progress...

Progreso...

“Where there is hope, there is life. Where there is life there is possibility, and where there is possibility, change can occur.” Jesse Jackson	Donde hay esperanza, hay vida. Donde hay vida hay posibilidad, y donde hay posibilidad, un cambio puede ocurrir. Jesse Jackson.
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
In youth we learn; with age we understand. (Mexico)	En la juventud aprendemos; con el tiempo comprendemos. (México)
“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
Every safe boundary was once an unknown frontier. (Portugal)	Toda frontera segura fue en algún momento una frontera desconocida. (Portugal)
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)
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)
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)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
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)
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)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
“Never be afraid to sit awhile and think.” Lorraine Hansberry	Nunca temas sentarte un largo rato y pensar. Lorraine Hansberry
Light your lamp first at home, then at the mosque. (Islamic)	Primero prende tu lámpara en casa, después en la mezquita. (Islámico)
Every future is not far away. (Arab)	Todo futuro no está demasiado lejos. (Árabe)

MY IDEA/MI IDEA

Show it: Create a symbol of your vision.
Demuéstralo: Crea un símbolo de tu visión.

First Semester Progress

What is one accomplishment you made that is specially important to you?

What did you learn about how students learn?

What did you learn about how you learn?

Second Semester Priorities

What will you do more?

What will you do less?

Think by the Week

Develop Each Topic Thoroughly

1. Focus on Monday
2. Develop on Tuesday
3. Expand on Wednesday
4. Assess on Thursday
5. Synthesize and Complete on Friday

Example of a Progressive Week: Progressive Poetry Lesson Planner

The following schedule is an example of a way to build any kind of writing into your classroom and is adaptable for all grades and subjects.

It is a developmental progression:

Day 1—what’s a poem?

Day 2—what do poems mean?

Days 3-4—I can write a poem.

Day 5—We are poets.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>T: Read poem aloud</p> <p>S: Note important words that give the poem meaning—these become your personal words of the week.</p>	<p>S: Read poem aloud</p> <p>Illustrate what the poem says to you.</p>	<p>S: Choose a topic for your own poem—it can be your poem on same topic as this week’s poem</p> <p>Plan what your poem will say.</p> <p>List words you will include in it.</p> <p>Draft it today.</p>	<p>Expand your poem.</p> <p>Illustrate your poem.</p>	<p>Poetry “slam” – read your poem aloud with great expression.</p>

One Week's Learning Journey

Topic or Skill: _____

What will they be able to explain or demonstrate at the end of this learning journey?

How will they know what the focus of the week is?

How will they get there?

- What will they see?

- What will they do?

- What will they hear and/or read?

- What will they draw?

- What will they write?

How will they know what they accomplished?

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 <i>Fix and Finish</i>
<i>Word Knowledge</i> This week's focus	Today's words Begin visual word chart.	Today's words Add to chart	Today's words Expand chart.	Today's words Write sentences.	This Week's Words—use them to make a collage or make up a song or...

<i>Math</i> 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 and example of a problem and solution.	Students solve problems individually, then check with partner.	Students write own math book page. Teacher coaches in "math clinic" for some.
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<i>Content</i> This week's Topic:	VOCABULARY T: Read aloud S: Draw what you hear Start this week's glossary. Add words each day.	COMPREHENSION Read and collect facts __ list facts __ picture facts _____	COMPREHENSION Use graphic organizer—make a _____ to show _____	WRITING Write about this week's topic: __ sentence __ poem __ paragraph	FLUENCY Complete your writing. Present to the class.
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P Q R **O** S T –Content Learning Journey

Effective content learning follows this pattern, which is adapted from guides to reading in the content areas and special education.

P Teacher Previews the learning

Q The Quest—it can be a big question or challenge.

R Read, Reason, Represent

O Organize using any of the graphic organizers—list, chart diagram, time-line, map, outline.

S Students Synthesize their learning

T Students Tell what they have learned.

PQRST: A SCIENCE WEEK

Topic: How animals adapt to an environment
 Standard: understand and explain animal adaptations. ILS 12B
 Vocabulary: adaptation, species, behavior, camouflage, protective coloration
 What students will read: text on animal adaptation

Monday Activities <i>Make It Clear.</i>	Tuesday Activities <i>Take It, Use It.</i>	Wednesday Activities <i>Work on It.</i>	Thursday Activities Assess/Clarify <i>Think It Through.</i>	Friday Activities <i>Fix and Finish</i>
<p>Focus __KWL __Teacher Models __Student Demonstrates _____</p> <p>Activities</p> <p>Skim textbook to find facts about animal adaptation.</p> <p>Draw picture or cartoon to show one fact. Share with another student.</p> <p>Report __kwL __Learning Log __Think, Pair, Share __Student demonstrates _____</p> <p>Homework Look for and list examples of animal adaptations in your neighborhood.</p>	<p>Focus __KWL __Teacher Models __Student Demonstrates _____</p> <p>Activities</p> <p>Make chart showing how animals adapt to an environment through behavior, coloration, shape, size.</p> <p>Report __kwL __Learning Log __Think, Pair, Share __Student demonstrates _____</p> <p>Homework Write a summary of what your chart shows.</p>	<p>Focus __KWL __Teacher Models __Student Demonstrates _____</p> <p>Activities</p> <p>Work with a partner. Make up and exchange questions about the chapter.</p> <p>Report __kwL __Learning Log __Think, Pair, Share __Student demonstrates _____</p> <p>Homework Make a list of your top ten animal adaptation facts you can use when we take the test on Thursday.</p>	<p>Focus __KWL __Teacher Models __Student Demonstrates _____</p> <p>Activities</p> <p>Take chapter quiz. Check your answers with partner. Locate answers for any items you miss in the text. Then correct the answer.</p> <p>Report __kwL __Learning Log __Think, Pair, Share __Student demonstrates _____</p> <p>Homework Write a note from an animal about how it has adapted to survive.</p>	<p>Focus __KWL __Teacher Models __Student Demonstrates _____</p> <p>Activities</p> <p>Add illustrations to the chapter. OR Write a summary of the chapter for students in a younger grade.</p> <p>Report __kwL __Learning Log __Think, Pair, Share __Student demonstrates _____</p> <p>Homework Look for examples of animal adaptation on nature shows on the tv.</p>

Learning More

Question

Collect information to answer it.

Homework:

Use your information to make a

___ picture

___ poem

___ quiz (you have to give answers as well as questions)

___ page in a textbook

___ (another format)

How do you organize a layered assessment?

First you choose a chunk—important content or skill.

Then you set up three levels for students to demonstrate that they learned your chunk.

Your levels can be progressive—students begin at the essential level and continue through the advanced level.

Your levels can be layers—all students reach the essential level, some meet the application level, others get to the advanced level.

The Chunk—what will you teach?

Assessment levels

Level A: _____
advanced

Your assessment should require that they demonstrate more than knowledge—they should synthesize, apply, construct with the knowledge.

Level B: _____
application

Your assessment should require that the students explain and apply what they have learned in other contexts.

Level C: _____
essential

Everyone should be at this level—they know the content or skill you have taught and can use it.

Your assessment should require the students to restate the content in their own way and to use a skill in the same kind of situation in which you taught it.

Example: Social Studies

The Chunk

How government works—branches and services.

Activities/Assessments

Level A

Make a brochure showing the parts of government. For each part, write a descriptive paragraph. Include information about the kinds of jobs done in that part and how people choose the leaders to do those jobs.

Level B

Make a chart showing the parts of the government. Use pictures, symbols, and words to show/name the jobs each part does.

Level C

Label the parts of government. (Can be based on pictures or symbols.)

Example: Language Arts/English

The Chunk

Elements of a story: plot, setting, character

Teacher presents the “chunk”, students then work on activities they choose or the teacher assigns. Teacher will guide students if it is an activity. Teacher will observe if it is an assessment.

Activities/Assessments

Level A: Use the elements of a story to make one up.

Level B: Read/listen to a new story. Complete this chart:

Setting	Characters	Plot/Events

Level C: Listen to story. Draw pictures that show: who was in the story; what they did; where it took place.

Teacher's Toolkit

<i>Teach Explicitly</i>	<i>Learn—or Assess Diversely</i> Assessment if done independently
<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"/> Act it out <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"/> Draw the problem <input type="checkbox"/> Act out the problem and solution <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 posters

Plan a Progressive Learning/Assessment Sequence

Chunk:

Level A:

Level B:

Level C:

DOLCH VOCABULARY ACTIVITIES I can classify and use new words. (1A)

These are the Dolch 220 words—the 220 most common words in English.

Sort these words into categories. Then use them to make up sentences.

Add more words you need for the sentences.

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	which
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	pull	this	yes
black	funny	let	put	those	you
blue		light		three	your
both	gave	like	ran	to	
bring	get	little	read	today	
brown	give	live	red	together	
but	go	long	ride	too	
buy	goes	look	right	try	
by	going		round	two	
	good	made	run		
call	get	many		under	
came	green	make	said	up	
can	grow	may	saw	upon	
carry		me	say	us	
clean	had	much	see	use	
cold	has	must	seven		
come	have	my	shall	very	
could	he	myself	she		
cut	help		show		

MATH CONTENT AND VOCABULARY

At each of these grade cycles, the following terms should be part of the students' working vocabularies. Source of the lists of words: ISBE. For more math resources from ISBE, go to ISBE.net.

By Third Grade

12 inches = 1 foot 12 months = 1 year 2-dimensional 3 feet = 1 yard 365 days = 1 year 366 days = 1 leap year 3-dimensional 52 weeks = 1 year 7 days = 1 week a.m. abbreviations for days and months about above addends addition (+) angle area average bar graph below between capacity cardinal numbers centimeter (cm) cents (50¢ or \$0.50) chance/chances change chart circle circle graph cone congruent coordinates corner cube cup	cylinder decimal diameter difference digit distance divisible division (\div , /, fraction bar) dollars (\$) dozen drawn to scale edge/edges equal equation estimate/ estimation even/even number face/faces factor farthest figure flips folded foot/feet (ft) fraction gallon gram (g) graph greater greatest grid group height hexagon histogram horizontal hour	hundred impossible inch (in.) is equal to (=) kilogram (kg) is greater than (>) is less than (<) is not equal to (\neq) kilometer (km) label least least likely length less than likely line line graph line of symmetry line segment long mass measure measurement meter (m) metric mile (mi) milligram (mg) milliliter (mL) millimeter (mm) minus month more than most most likely multiply/multiplication (X) nickel	non-standard unit number cube number line number pair number pattern number sentence octagon odd/odd number operation order ordered pair (x, y) ordinal numbers ounce (oz) p.m. pair parallel parallelogram pattern pentagon perimeter pictograph pie graph pint place value plane figure plus point polygon possible pound (lb and #) prediction prism probability probable probably problem solving	product pyramid quadrilateral quart quarter quotient radius/radii ray reasonable rectangle rectangular prism rectangular pyramid represents results rhombus right angle round down round up same scale scale of numbers second segment set shape side/sides similar single size solid figure solve spent sphere spinner square square centimeters square pyramid	standard unit steps subtraction (-) sum survey symbol symmetry/symmetrical table tally tally chart temperature thousand time ton total trapezoid triangle triangular prism triangular pyramid true turns twice unit unknown unlikely value variable set Venn diagram vertex/vertices vertical volume week (wk) weight wide width yard (yd)
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Prairie Farmer Diary

June 10th

Today, we put up a fence. It will keep our cows out of our cornfield. The cows and horses have lots of grass to eat in the prairie. It makes a great pasture. Father says it's a good place for them. We just have a small farm because it's hard to plow the ground. But at least we don't have to cut down trees.

July 4th

It's Independence Day. The corn is very high. The prairie grasses are even higher. I saw so many butterflies today. It was so hot that we went to the creek and sat with our feet in the water.

August 31st

It has not rained for three weeks. I got so tired carrying buckets of water to the squash plants. I wonder how the prairie plants stay green without the rain.

September 30th

The prairie is very dry. The grass is not green. It is brown. We cleared a path between the prairie and our garden. Mother says that the lightning will catch the dry grass on fire and we need to protect our home.

October 15th

Mother was right about the fire. The lightning came. The fire burned the whole prairie. All I can see there is burned land. Mr. Johnson says it will grow back.

December 20th

Our fire went out today. We had to go to the Johnsons to get a coal to restart the fire. I'll be more careful to watch the fire so it does not go out again.

January 20th

Another snowy day. We are almost out of fire wood. I went with Tom to look for wood. We looked near the creek. Last week we found some branches there. I guess they had floated downstream from some woods. We didn't find any. We saw some animal tracks on the snow. They were small feet, close together. We followed them for a while but did not find the animal.

February 28th

It rained today. Most of the snow has melted. We went to visit the Johnsons. It took two hours to get there because the trail was so muddy. We almost turned back. Mr. Johnson asked us if we had seen any onions along the way. He told us that Chicago is named after onions. He said that the Potawatomi called it Checagou, which means wild onions. He said that's because when winter ends the wild onions start to grow and you can eat them. He said it's a sign spring is here. We looked for wild onion plants along the way back, but we didn't see any.

March 15th

Mr. Johnson stopped to see us on his way from Chicago. He had a steel plow. He showed it to us. He told us he had gone all the way to Chicago to get it. He says it's going to make it easier to cut through the grass so he can plant. He said if we help him with his planting, he will let us use the plow on our farm.

April 20th

We've borrowed Mr. Johnson's plow. We have cleared the prairie plants from our land. Now we can grow corn on all this land. Father says we'll sell the corn and be able to buy more animals. This will be a busy summer.

Prairie Farmers

Picture It

Choose one of the diary entries.

Draw a picture that shows what the diary reports.

Give your picture to another student.

Ask that student to figure out which part of the diary your picture shows.

QUESTIONS

Read the questions. Re-read the text. Then think through the answers.

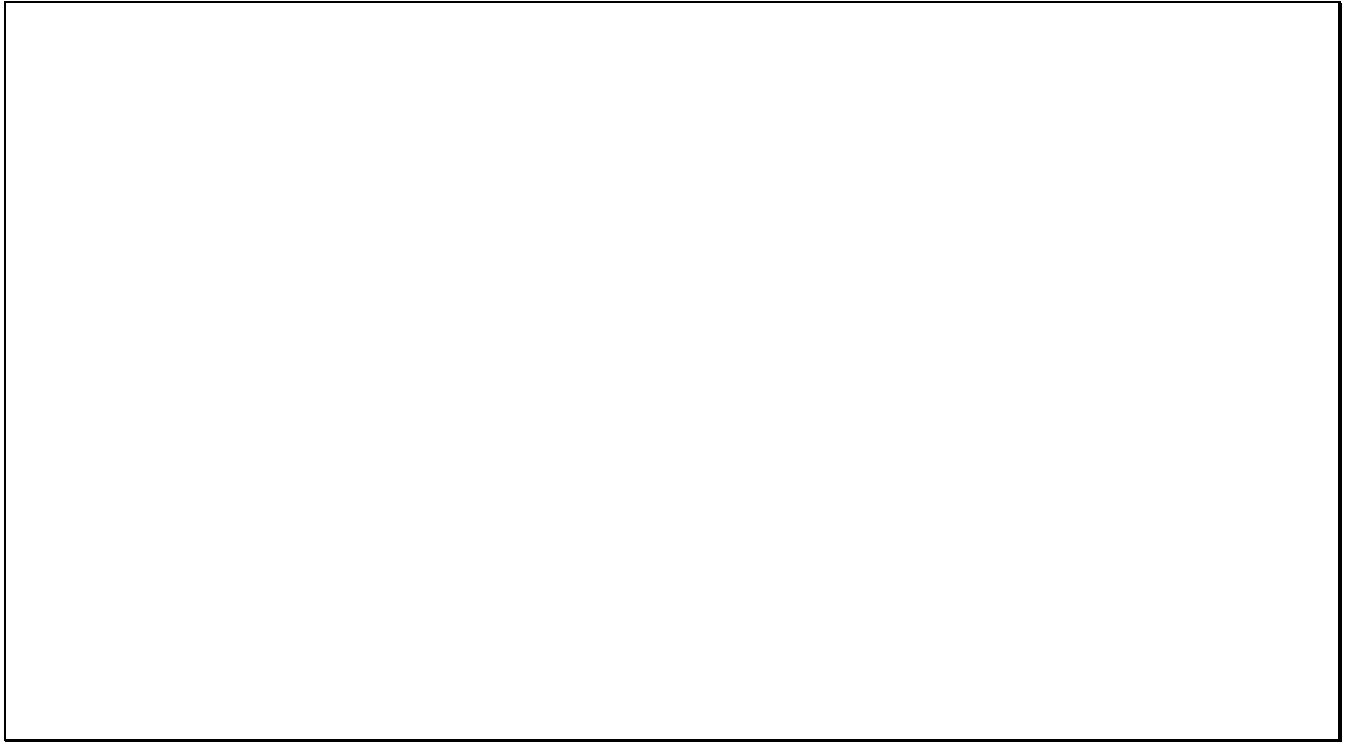
Choose the **best** answer for each item. After you answer the questions, check with another student to see why they chose their answers.

<p>1. Why did the family decide to farm in this place?</p> <p>a. There are many bison. b. There is grass for their cows. c. They don't have to cut down trees. d. There is lots of rain.</p>	<p>2. What did the mother predict would happen in autumn?</p> <p>a. lightning would burn the home b. there would be fires c. the harvest would be big d. they would move</p>
<p>3. Why might the Potawatomi called this area Checago?</p> <p>a. because they liked onions b. because it had a long winter c. because spring plants were welcome d. because it snowed a lot</p>	<p>4. Which of the following is the most important part of the story?</p> <p>a. they get coal from the neighbor b. the snow melts c. they build a fence d. they get a steel plow</p>
<p>5. Which of the following is most likely on the farm?</p> <p>a. the farm will get bigger b. there will be more and more fires c. there will be more bison d. there will be more snow</p>	<p>6. Why did the family look for onions?</p> <p>a. Mr. Johnson told them to b. they wanted to know it was spring c. the Potawatomi liked them d. they had planted them</p>
<p>7. What is the main idea of the diary?</p> <p>a. farming is important b. farming is fun c. farming is difficult d. farming is progress</p>	<p>8. What might Mr. Johnson have said about his neighbors?</p> <p>a. they learned a lot from me b. I learned a lot from them c. they have a lot of problems d. they will leave soon</p>

Picture a Text

ILS 1B I can picture meaning.

Draw a picture that shows what a story or poem means.



Then show your picture to another student.
Ask them to write what they see your picture says.

I see _____

I think _____

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.

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.

Chart to Classify

ILS 1B: I can classify information.

Title: _____

Explain what your chart shows.

Compare and Contrast History

ILS 5A: I can analyze, compare, and contrast information from a text

Time and Place in History: _____
Use words and/or drawings to show the past and present.

Then and There	Here and Now
How people traveled	How people travel
What work people did	What work people do
What was important to people	What is important to people

Extended response

Was that time and place more like or more different from today?

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.

Assess 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 ___ 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 ___

Math Path

Solve your problem on the left side of the arrow.

Then write an explanation of the steps on the right side.



What's important to know about solving this kind of problem?

Math Problem 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>	

Question-Makers Based on Learning First Assessment

1A Apply word analysis and vocabulary skills to comprehend selections.


1. Which word best describes _____?
2. Which word in paragraph __ helps the reader know what _____ means?
3. What phrase means the opposite of _____ as used in paragraph x?
4. What does the word _____ mean in this sentence?
5. What does the word _____ mean in paragraph x?
6. Which word begins with the same sound as _____?
7. What word has almost the same meaning as _____ as used in paragraph __?
8. The suffix _____ means _____. In paragraph ____, what does the word ____ mean?
9. What word from the story contains a root that means _____?

1B Apply reading strategies to improve understanding and fluency

1. What is paragraph X mainly about?
2. Which sentence from the selection best shows _____?
3. How can you best remember what this article is about?
4. How could a reader best determine _____?
5. According to the article and the map, in which place _____?
6. What is the most likely reason _____?
7. What happened because _____?
8. What happens before _____ happens?
9. How is the problem resolved?
10. According to the chart, which statement is true?
11. What is the best summary of the selection?
12. Which of these best describes the problem in the passage?
13. How do _____'s feelings change from the beginning to the end?
14. Which words best describe _____'s character?
15. Based on the events in the pages, which of these is most likely true?
16. Why is _____ the best title for this?
17. What does the diagram tell you?
18. What is the main problem in the story?
19. What is _____ likely to do if this kind of thing happens again?
20. What is the main idea of paragraph _____?
21. According to the _____ (chart, diagram, graph), what is _____?
22. What lesson can be learned from _____?
23. Where do the events in this selection mainly take place?
24. Which paragraph in the passage would probably have the heading _____?
25. Which detail shows that _____ is _____?
26. From the information, what can the reader conclude about _____?
27. How would the author probably describe _____?
28. How will _____ most likely respond to _____?
29. What would change the problem and resolution in this story?
30. Which of these is a theme of this story?
31. Which sentence should be included in a summary of the passage?

Make Your Own Multiple Choice Question

Question Maker: Write your question here.



Write the correct answer and three other possible answers here:

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

Question Taker:


Circle the best answer. Then, in the oval, explain why you chose that answer.

THINK IT THROUGH

Haz Tu Propia Pregunta de Opción Múltiple

Competence: 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.
- b.
- c.
- d.

Persona a la que se le Pregunta:

Circula la mejor respuesta. Después, en el óvalo, explica porque escogiste esa respuesta.

PIENSALO DETENIDAMENTE

Get It Together: WRITE

ILS3C: I can write to explain a topic to an audience.

Who is my reader?

What is the Main Point I will make?

Supporting information to include to make that point clear:

Get It Across: Organize Your Report

Number the information you will include.

Number it in the order you will include it in your report.

What's first, second, third...

My Formative Evaluation Plan

Learning Goal	Ways to Assess it	Ways to help students who need support.

Hope is the Thing With Feathers

Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words
And never stops - at all.

And sweetest--in the Gale--is heard,
And sore must be the storm,
That could abash the little Bird
That kept so many warm.

I've heard it in the chillest land,
And on the strangest Sea.
Yet, never, in Extremity
It asked a crumb--of me.

Esperanza es la Cosa Con Plumas

Translated by Arturo Romero Rendon

Esperanza es la cosa con plumas
Que se asienta en el alma,
Y canta la melodía sin palabras
Y nunca se detiene -- para nada.

Y lo dulce -- en el Ventarrón -- se escuchó,
Y abatida debe estar la tormenta,
Que pudiera desconcertar a la pequeña Ave
Que guardaba mucho calor.

Lo he escuchado en las tierras gélidas,
Y en los mares místicos.
Mas, nunca en Extremo
Pidió una migaja -- mía.

Poem Reader ?

Draw a picture that shows what this poem means to you.

