Competency Tools

What's Important?

Think it through.

Expand Vocabulary
Listen and Read to Learn
Organize to Understand
Ask and Answer Challenging Questions
Write Effectively
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# WORD BANK

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

**TOPIC:** ______________________________________________

<table>
<thead>
<tr>
<th>WORD</th>
<th>Show what it means. Draw a picture.</th>
<th>Write another word that restates or translates this word.</th>
</tr>
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Use these words to write about this topic.
## Important Words Learning Log

**Vocabulary + Vocabulary = Ideas**  
*ILS Content Competence: Can identify important terms and ideas.*

**Each day, write important words from your class.**

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<td>W</td>
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<td>T</td>
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<tr>
<td>F</td>
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</tbody>
</table>

*At the end of the week, use words from your log to write about this week’s topic.*

---

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

**Exceed the Standard:**  
Write about the topic with these words.
Words Make Meaning

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

Place this page next to a book. After you read each paragraph, note words that are most important in that paragraph.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Paragraph 2</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Paragraph 3</th>
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</table>

What's the main idea of this page?

Read the words in your chart. Then write the main idea.
You're the ___________________.
ILS1A Competence: Can classify and use vocabulary to explain a topic.

List words that you would need to know to have a job you would like for your career. Then use your words to write about a day in your life when you have that job.

<table>
<thead>
<tr>
<th>nouns</th>
<th>verbs</th>
<th>adjectives</th>
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<tbody>
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</table>
How to Read to Learn

Begin with Focus ➤
- Establish a purpose for reading
- Skim a text to identify patterns and kinds of content
- Focus on the reading

Get It Clear ➤
- Check understanding
- Look for important ideas—use structure of the text to help find them
- Ask yourself questions as you read
- Paraphrase
- Make mental pictures as you read
- Adjust reading rate to level of text difficulty
- Re-read to find information, check meaning
- Scan a text to locate information
- Read ahead for clarification

Think It Through ➤
- Summarize a section of a text
- Evaluate information and ideas

Get It Together ❖
- Synthesize information
- Connect ideas and information from different sources.

Get It Across ➔
- Share what you learn from your reading
- Keep it—write what’s important to you in your own words.
Get It Clear
ILS 5A Competence: Can locate and collect information to respond to a question

Question of the Day

Collect information to answer it.

Assignment
Write about today’s topic.
You can write:
___ a letter
___ a poem
___ a quiz (you have to give answers as well as questions)
___ a page in a textbook
___ directions
___ a news feature

___ __________________________________________ (another format)

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

Exceed the Standard:
Illustrate what you write.
Read Skillfully
ILS1B: Competence: Can read analytically and inferentially.

Use these skills to get more when you read.

1. Infer the meaning of a word from context—Find a word you don’t know. Guess what it means. Then ask: would that make sense in this sentence?

2. Identify facts about a situation—Collect and classify facts about an event.

3. Identify the traits of a character or person—List traits for each character or person. Then draw pictures showing those traits.

4. Infer the traits of a character or person—infer a trait, give two reasons for your inference.

5. Identify the motive of a character or person—List reasons from text for an action.

6. Infer the motive of a character or person—Infer why someone made a decision; give two reasons for your inference.

7. Infer prediction—Make a prediction, give three reasons for your prediction.

8. Infer prior actions—Guess what happened before. Give two reasons for your guess.

9. Summarize information—List important information; then restate what’s important.

10. Identify the main idea—Explain what is the idea the writer wants you to get?

11. Evaluate information to support or reject an idea—“rank” answers to a multiple choice question.

12. Infer the writer’s point of view—How does the writer feel about this topic? Why do you think so?

Evaluate when you read.
Which of these skills do you think is most important? Why?
Picture Meaning
ILS 1B Competence: Can illustrate a text.

Choose one paragraph or page.

Draw a picture that shows what it says.

Then show your picture to another student.
Ask that student to find the part you pictured.
Ask them to write what they see your picture says.
Read or Listen To any Story or History or News Report

ILS1B Competence: Can restate a situation presented verbally.

Draw pictures to show what happened.

Write about it. Tell what happened in your words.
Chart Inferences
ILS 1B competence: Can make an inference.

<table>
<thead>
<tr>
<th>Category</th>
<th>LITERAL</th>
<th>INFERENTIAL</th>
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<tr>
<td>Where:</td>
<td>Information stated in text.</td>
<td>Based on that information</td>
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<td>characteristics of the place</td>
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<tr>
<td>What:</td>
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<tr>
<td>action</td>
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<tr>
<td>Who</td>
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<tr>
<td>takes that action</td>
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<tr>
<td>Characteristics of a person</td>
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</tbody>
</table>

What’s next?

Support your prediction. Give two reasons for your inference.
Story/History Reader

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

Draw three persons who are in it.

Map the place.

Sequence the Events.
How to Summarize
ILS1B Competence: Can summarize information.

Topic: ____________________________________________________

List the “top ten” words that are part of what you read about it.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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What are the two or three most important points you find in your reading?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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

Exceed the Standard:
Write what you learned by doing this project.
STRATEGIES THAT BUILD INDEPENDENT READING COMPETENCE

ILS1B: Read with understanding.

Choose one strategy to work on each week.

<table>
<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Establish a purpose for reading—ask a big question, start with a reason to read.</td>
</tr>
<tr>
<td>Skim a text to detect major visual patterns—see how the pages are organized.</td>
</tr>
<tr>
<td>Use structure of text to locate information—use paragraphs, headings to help see what’s important.</td>
</tr>
<tr>
<td>Look for important ideas—stop after you read a section and figure out what’s important.</td>
</tr>
<tr>
<td>List information related to a topic or question—make notes as you read.</td>
</tr>
<tr>
<td>Make a time-line/sequence events—add more as you read.</td>
</tr>
<tr>
<td>Scan a text to locate information quickly—look back for a fact, re-scan to find something you have a question about.</td>
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<tr>
<td>Outline in a variety of ways—make a list of the topics, then make a “web” with your topics.</td>
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<tr>
<td>Re-read to clarify—figure out what you need to know, then re-read to get that information.</td>
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<tr>
<td>Summarize—list what’s important, then write it in your own words.</td>
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<tr>
<td>Chart information—list important information about different topics.</td>
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<tr>
<td>Make a Venn diagram to compare/contrast—and write an explanation of your diagram.</td>
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<tr>
<td>Use cause-effect diagram to identify relations—show the relationships you read, also show relationships you infer.</td>
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<tr>
<td>Develop a mental image of the meaning—illustrate what you read.</td>
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<tr>
<td>Identify Level/kind of question—before you answer a question, answer this question: what kind of skill does it ask me to apply?</td>
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<tr>
<td>Ask yourself questions as you read—note them and then after you read, see how much you learned.</td>
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<tr>
<td>Take notes—list important information and key words as you read.</td>
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<tr>
<td>Adjust reading rate to level of text difficulty—if the text has a lot of information in it, take time to be sure you understand that information and how it relates to the topic.</td>
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<tr>
<td>Synthesize what you read with what you knew.</td>
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</table>
MAKE IT CLEAR WITH GRAPHIC ORGANIZERS

Graphic Organizers are tools to **locate, organize, interpret, analyze** and **evaluate** information and ideas. *The organizers are useful in every subject*

- to organize learning
- to clarify learning
- to assess learning

<table>
<thead>
<tr>
<th>LISTS</th>
<th>OUTLINES</th>
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<td>✔️</td>
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<td>✔️</td>
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<td>✔️</td>
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<tr>
<td></td>
<td>✔️</td>
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</table>

<table>
<thead>
<tr>
<th>CHARTS</th>
<th>TIME LINES</th>
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<tbody>
<tr>
<td><img src="chart.png" alt="Chart" /></td>
<td><img src="timeline.png" alt="Timeline" /></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>GRAPHS</th>
<th>DIAGRAMS</th>
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<tbody>
<tr>
<td><img src="graph.png" alt="Graph" /></td>
<td><img src="diagram.png" alt="Diagram" /></td>
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</table>

*Every time you use a graphic organizer, you are working on ILS5A: Locate, collect, organize, analyze, and communicate information in response to a topic, question, or issue.*
Math Path

ILS Math Competence: can solve and explain solutions to problems.

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?
Graph Maker
ILS Math Competence: can construct, and explain patterns with graphs.

Title: ____________________________________________________________

Explain what the graph shows.
What’s Important?
ILS 1B Competence: Can identify the main idea and supporting information.

Find facts that explain a topic or main idea on the page.
List What’s Important
ILS 5A Competence: Can identify important information.

Topic: __________________________________________

List your Top Ten facts.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Which is the most important fact? Circle that number.
Then explain why it is most important.
Chart to Classify

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

Title: ________________________________

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</table>

Explain what your chart shows.
**What Happened?**

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

<table>
<thead>
<tr>
<th>When</th>
<th>What Happened</th>
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</thead>
</table>

Evaluate: *which event is most important?*

Why?
Diagram Maker
ILS 1B/5A Competence: Can diagram relationships.

Title: _______________________________________________________________________

Explain what your diagram shows.

©2004 More Resources: http://teacher.depaul.edu
Show Differences and Similarities
ILS 1B/5A Competence: Can compare and contrast.

Title: ____________________________________________

Explain what your Venn diagram shows.
Do It Yourself Q and A
Competence: Ask and answer questions about a topic.

**Question Maker:** Write your question here.

You can make it multiple choice. To do that put the correct answer and three other possible answers here.

---

**Question Taker:**
What's your answer?

*Explain how you decided on that answer.*
Ask and Answer Challenging Questions

GET IT
Literal questions ask you to find or remember an answer in the information provided.

➡️ When?
➡️ Where?
➡️ Who?
➡️ What?
➡️ Define ____________________.
➡️ List the ____________________.

GET IT CLEAR
Analytic questions ask you to look closely and think thoroughly—to organize the information so you see patterns and can explain the situation.

➡️ Classify ________.
➡️ Compare and contrast ____. 
➡️ Give an example of ____.
➡️ Give the opposite of ____.
➡️ Draw a picture to illustrate this page.
➡️ In what sequence did _____ happen?
➡️ Explain how ______ works.
➡️ Use a time-line, chart, diagram, graph, or map to explain ______.
➡️ How do the parts relate to each other?

THINK MORE
Inferential questions ask you to make an educated guess—to think about and beyond the information given.

➡️ Predict what will happen when _____.
➡️ What is the main idea of ________.
➡️ Figure out the meaning of this word from context.
➡️ What might have caused this change?
➡️ What is the best title for this ______.
➡️ What is the missing part?
➡️ What was the author's point of view?
➡️ If ____ changed, what would happen?
➡️ Which person might have said this?

THINK IT THROUGH
Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

➡️ What is the most important fact? Why?
➡️ What makes this a good book?
➡️ Is this fact or opinion?
➡️ What is your evidence?
➡️ Which is the best answer? Why?
➡️ Give and justify your opinion on ____.
➡️ Which part is most important?
➡️ Why do you make this choice?

Questions from the Chicago Public School guide to test preparation.
Additional questions and structure provided by the DePaul Center for Urban Education.
Entiéndelo
Las preguntas literales te piden que lo Entiendase-que halles o recuerdes información y la presentes en diferentes palabras.

| → ¿Cuándo?               | → ¿Qué?                  |
| → ¿Dónde?               | → ¿Cómo?(Como se menciona en el texto) |
| → ¿Quién?               | → Define _____________________ |
| → ¿Porqué?(Como se menciona en el texto) | → Enumera los/as___________________ |

Entiéndelo Claramente
Las preguntas analíticas te piden que Entiendase Claramente-que observes y pienses detenidamente- para organizar la información y puedas explicar la situación cuando encuentres patrones o similitudes.

| ⇒ ¿Cuál es un tipo de _______? | ⇒ ¿En qué secuencia sucedió _______? |
| ⇒ ¿Cómo_____ parecido a_____? | ⇒ ¿Cómo es _____ diferente de _____? |
| ⇒ ¿Cuál es un ejemplo de_______? | ⇒ ¿Cuál explica lo _____ sucedido? |
| ⇒ ¿Cuál es lo opuesto de_______? | ⇒ ¿Cuál de estos es parecido? |
| ⇒ ¿De acuerdo con el texto, cuál de estos eventos causa_____ esto suceda? | ⇒ ¿Cuál es la última cosa que sucede? |
| ⇒ ¿Cómo inició _____? | ⇒ ¿En qué _____ relación a_______? |

Piensa Más
Las preguntas de deducción te piden que Pienses Más- para hacer una suposición inteligente- para pensar acerca de y más allá de la información recibida.

| ➡ Predice lo que sucedera cuando______. | ➡ ¿Cuál es el título más adecuado para esto_____? |
| ➡ ¿Cuál es la idea principal de______? | ➡ ¿Cuál es la sección faltante? |
| ➡ ¿Cuál es el significado de esta palabra en el contexto en el que se encuentra? | ➡ ¿Cuál era el punto de vista del autor? |
| ➡ ¿Qué significa tiene_____? | ➡ Si _____ cambiara, qué sucedería? |
| ➡ ¿Por qué podría haber causado este cambio? | ➡ ¿Qué persona pudo haber dicho esto? |
| ➡ ¿Porqué escribió esto el autor? | ➡ ¿Qué piensas que sucedió antes de que esta historia iniciara? |
| ➡ ¿Cómo pudo haber cambiado la historia si ______? | ➡ ¿Qué piensas que sucederá después? |

Piénsalo Detenidamente
Las preguntas evaluativas te piden que Pienses Detenidamente-para aclarar tu posición y tomar una decisión acertada.

| ➢ ¿Cuál es el hecho mas importante? | ➢ ¿Cuál es la mejor respuesta? Porqué? |
| ➢ ¿Qué hace de este un buen libro? | ➢ Expresa y justifica tu opinión acerca de_____. |
| ➢ ¿Es un hecho o solo una opinión? | ➢ ¿Qué parte es la más importante? |
| ➢ ¿Cuál es el evento más importante? | ➢ ¿Cuál es la mejor razón para _____? |
| ➢ ¿Qué personaje hace el mayor bien? | ➢ ¿Cuál es el mejor final para la historia? |
| ➢ ¿Cuál es la descripción más acertada del héroe? | ➢ ¿Cuál es la mejor manera de escribir claramente? |
| ➢ ¿Cuál es el mayor_____? | ➢ ¿Cuál es el/la mejor_____? |
## Write Clearly

**ILS3ABC Competence:** Write effectively.

<table>
<thead>
<tr>
<th>Element of Clear Communication</th>
<th>What it Means to a Writer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Your writing is all about one idea.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>You include information that helps your reader understand your idea.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Make an outline before you write. Each paragraph follows a structure that keeps the idea clear. Check your outline against your writing after you finish to make sure you kept the structure clear.</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>It all fits together to communicate your idea.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Use correct grammar, punctuation, and spelling to make the meaning clear.</td>
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</tbody>
</table>
Write What’s Important

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

IILS5A competence: can locate, collect, and communicate information.

What’s my topic? ____________________________________________________________

What’s my 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 write this information.
Write What’s Important
ILS 5B Competence: Can connect information and explain what I learned.

Topic: ____________________________________________________________

What I Knew
• __________________________________________________________________
• __________________________________________________________________
• __________________________________________________________________

What I Learned
• __________________________________________________________________
• __________________________________________________________________
• __________________________________________________________________
• __________________________________________________________________
• __________________________________________________________________

What I Think
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Focus, Support, **Organize** Writing

**ILS3A Competence:** Can write with clarity.

Who is my reader? _________________________________

What is the focus—what is the Main Idea I will communicate?

Information to include to make that idea clear to this reader:

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

___  ___________________________________________________

Get It Across: **Organize Your Writing**

Number it in the order you will include it.

**Then write. Be sure to keep the focus clear.**
Polk Poem Builder
Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation
ILS3B Competence: Can write about a topic in a variety of formats.

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

Words

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Picture/Diagram

POEM

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Poets think more!