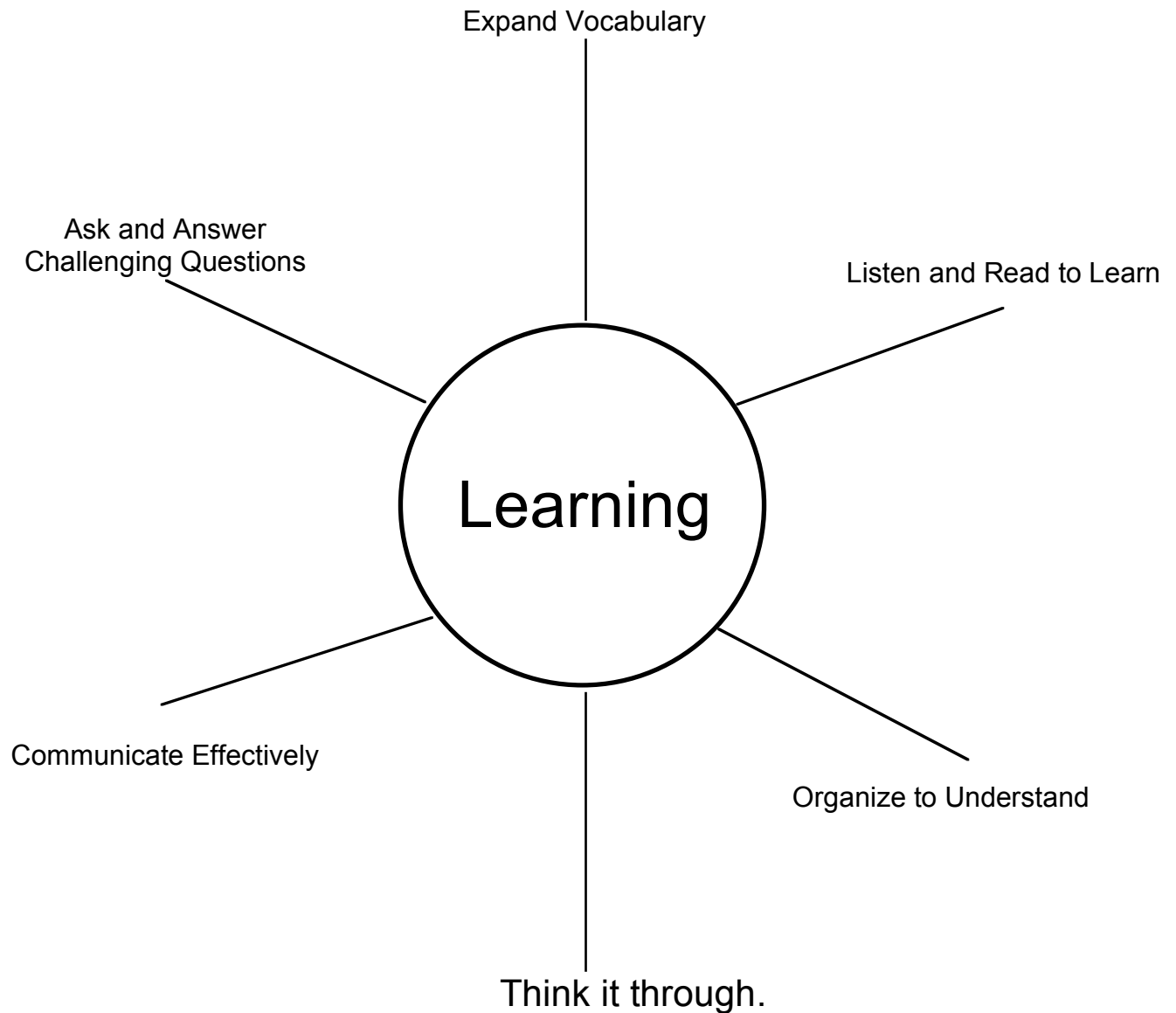
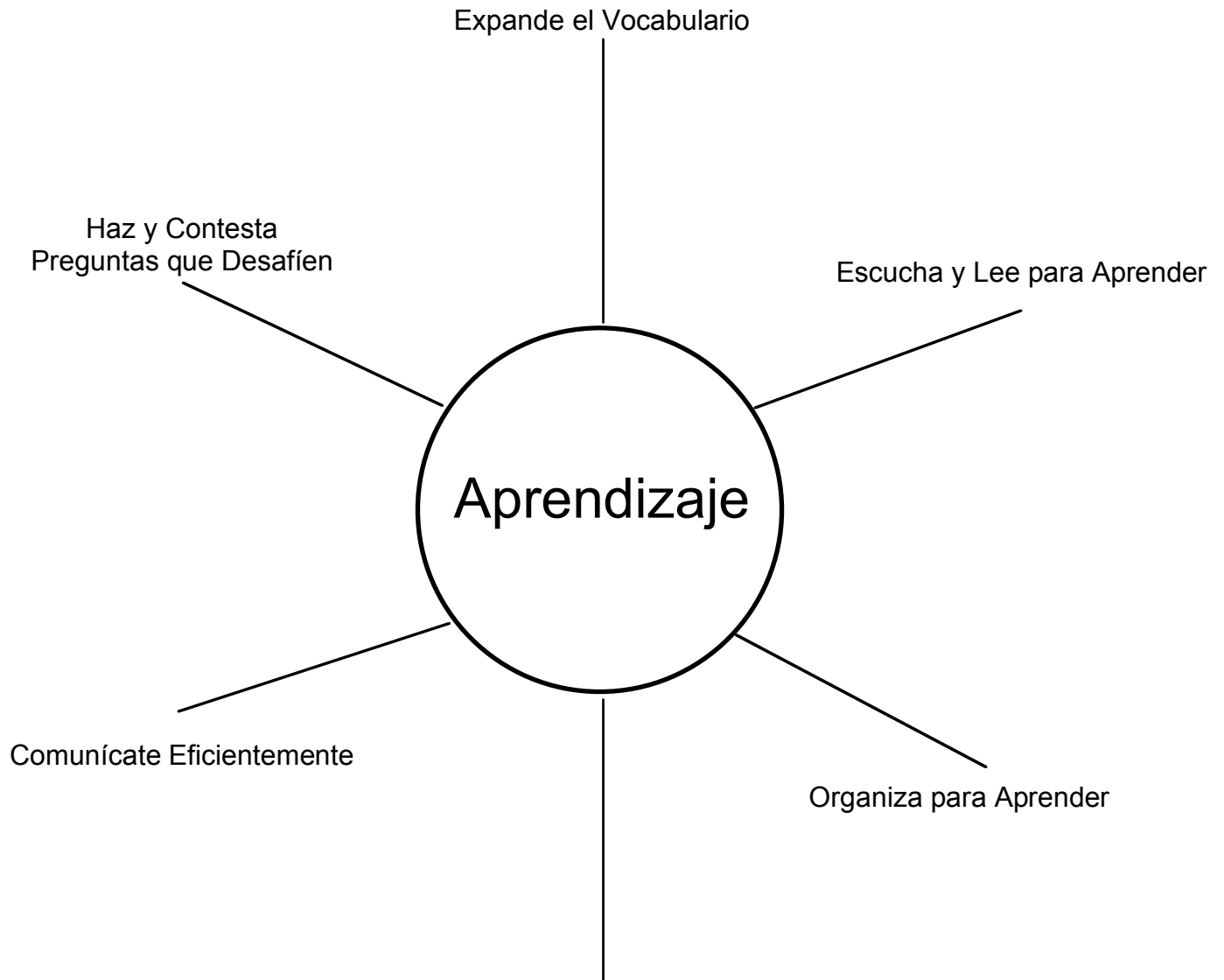

Chicago Connections: Literacy Competency Tools



Developed by DePaul University Center for Urban Education
for the Polk Bros. Foundation Chicago Connections program.

Herramientas de Habilidades

¿Qué es Importante?



Piénsalo Detenidamente.



Developed by DePaul University Center for Urban Education for the Polk Bros. Foundation Chicago Connections program.

Contents

| | |
|-----------------------------------|-------|
| NCLB and Literacy Standards | p. 4 |
| Vocabulary Development Activities | p. 11 |
| Progress Planner | p. 42 |
| Book-Maker | p. 44 |
| Content-Area Vocabulary | p. 50 |
| On-Line Literacy Resources | p. 58 |

NCLB Requires Literacy Progress

| | |
|---|---|
| <p><u>Literacy Goals and Standards</u> If a student can read and write independently, there is no limit on what that student can learn. The Illinois State Board of Education has established five major goals for literacy.</p> <p><u>Get It</u> Learning Goal 1: Read with understanding and fluency.</p> <p><u>Connect it</u> Learning Goal 2: Read and understand literature representative of various societies, eras and ideas.</p> <p><u>Communicate It</u> Learning Goal 3: Write to communicate for a variety of purposes.</p> <p><u>Listen and Speak Clearly</u> Learning Goal 4: Listen and speak effectively in a variety of situations.</p> <p><u>Read to Learn</u> Learning Goal 5: Use the language arts to acquire, assess and communicate information.</p> | <p><u>Metas y Estándares de la Capacidad de Lectura y Escritura</u> Si un estudiante puede leer y escribir independientemente, no hay límite en lo que puede aprender. El Illinois State Board of Education ha establecido cinco metas de capacidad de lectura y escritura.</p> <p><u>Entiéndelo</u> Meta de Aprendizaje 1: Lee con comprensión y fluidez.</p> <p><u>Conéctalo</u> Meta de Aprendizaje 2: Lee y comprende literatura representativa de varias sociedades, eras e ideas.</p> <p><u>Comunicálo</u> Meta de Aprendizaje 3: Escribe para comunicar para una variedad de propósitos.</p> <p><u>Escucha y Habla Claramente</u> Meta de Aprendizaje 4: Escucha y habla efectivamente en una variedad de situaciones.</p> <p><u>Lee y Aprende</u> Meta de Aprendizaje 5: Utiliza el arte del lenguaje para adquirir, evaluar y comunicar información.</p> |
|---|---|

For which of these goals do children need to learn more vocabulary?

- Get It
- Connect It
- Communicate It
- Listen and Speak Clearly
- Read to Learn

Progress Takes Knowledge, Know-How, and Inspiration

| | |
|---|---|
| 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) |
| 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) |
| Give me leverage, and I will move the Earth. (Greece) | Dame ventaja, y moveré la Tierra. (Griego) |
| By learning you will teach, by teaching you will learn. (Latino) | Al aprender enseñas, al enseñar aprendes. (Latino) |
| If you cannot serve, you cannot lead. (Bulgaria) | Si no puedes servir, no puedes guiar. (Bulgaria) |
| A gentle hand may lead even an elephant by a single hair. (Iran) | Una mano gentil puede guiar aun a un elefante por un pelo. (Irán) |
| The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen) | El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen) |
| She that would lead must be a bridge. (Wales) | Aquella que guía debe ser un puente. (Wales) |
| An enemy will agree, but a friend will argue. (Russia) | Un enemigo estaría de acuerdo, pero un amigo discutirá. (Rusia) |
| Do good, and don't worry to whom. (Mexico) | Haz el bien, y no te preocupes a quien. (México) |
| If there's no enemy within, no enemy outside can do you harm. (Nigeria) | Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria) |
| Lower your voice and strengthen your argument. (Lebanon) | Baja la voz y fortalece tu argumento. (Líbano) |
| Even the hardest of winters fears the spring. (Lithuania) | Aún el invierno más fuerte le teme a la primavera. (Lituania) |
| 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) |
| Clouds that thunder do not always rain. (Armenia) | Las nubes que truenan no siempre llueven. (Armenia) |
| Everyone is the age of her heart. (Guatemala) | Todos son la edad de su corazón. (Guatemala) |
| 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) |

Progress Leads to Progress

| How to Make Vocabulary and Writing Progress | What We Will Do |
|--|-----------------|
| <p><i>Examples of Ways to Learn More Words</i></p> <ol style="list-style-type: none"> 1. List new words you find in the newspaper 2. List words you hear on tv 3. List words about a topic 4. Make crossword puzzles 5. Play word games like Boggle or scrabble 6. Make my own pictionary 7. Make word "flash cards" 8. Make your own word-picture or word-word matching game | |
| <p><i>Examples of Ways to Write with the Vocabulary</i></p> <ol style="list-style-type: none"> 1. Write sentences with new words 2. Write stories with new words 3. Add adjectives to sentences. 4. Write poems. 5. Write dialogue for a play. 6. For math words, write your own word problems 7. For science words, make your own science book. 8. For social studies words, make your own social studies book. | |

Progreso Lleva a Progresar

| Como Hacer Progreso en el Vocabulario y Escritura | Que es lo Que Haremos |
|---|-----------------------|
| <p><i>Ejemplos de Maneras de Aprender Más Palabras</i></p> <ol style="list-style-type: none"> 1. Enlista nuevas palabras que encuentres en el periódico 2. Enlista palabras que escucharías en la televisión 3. Enlista palabras sobre un tema 4. Haz crucigramas de palabras 5. Lleva a cabo juegos de palabras como Boggle o Scrabble 6. Haz tu propio diccionario de dibujos 7. Haz tarjetas de palabras para memorizar 8. Haz tu propio juego de emparejamiento de palabra-dibujo o palabra-palabra | |
| <p><i>Ejemplos de Maneras para Escribir con el Vocabulario</i></p> <ol style="list-style-type: none"> 1. Escribe oraciones con nuevas palabras 2. Escribe historias con nuevas palabras 3. Agrega adjetivos a las oraciones 4. Escribe poemas 5. Escribe diálogo para una obra 6. Para palabras matemáticas, escribe tus propios problemas de palabras 7. Para palabras de ciencia, haz tu propio cuaderno de ciencias 8. Para palabras de ciencias sociales, haz tu propio cuaderno de ciencias sociales | |

Progress Planner

This form can be used to keep track of progress.

You can note your own progress in involving more parents in your school's activities.

Parents also can use it to help keep track of their children's progress.

For example, they can note the homework completed each week.

| GOAL | Week of | Week of | Week of | Week of | Week of | Total Progress |
|---|-------------|-------------|-------------|-------------|-------------|----------------|
| | Progress | Progress | Progress | Progress | Progress | |
| Vocabulary— how many words will we learn? | Goal | Goal | Goal | Goal | Goal | |
| | Achievement | Achievement | Achievement | Achievement | Achievement | |
| Books— How many books will we read? | Goal | Goal | Goal | Goal | Goal | |
| | Achievement | Achievement | Achievement | Achievement | Achievement | |
| Writing—how many times each week will we write? | Goal | Goal | Goal | Goal | Goal | |
| | Achievement | Achievement | Achievement | Achievement | Achievement | |
| Topics— what will we learn about each week? | TOPIC | TOPIC | TOPIC | TOPIC | TOPIC | |

Planificador del Progreso

Este formato puede ser utilizado para llevar analizar el desarrollo del progreso. Puedes anotar tu propio progreso en involucrar a más padres en las actividades de tu escuela. Los padres de familia también lo pueden utilizar para analizar el progreso de sus hijos.

Por ejemplo, pueden anotar la tarea que completaron cada semana.

| META | Semana de | Semana de | Semana de | Semana de | Semana de | Progreso Total |
|--|-----------|-----------|-----------|-----------|-----------|----------------|
| | Progreso | Progreso | Progreso | Progreso | Progreso | |
| Vocabulario— ¿Cuántas palabras aprenderemos? | Meta | Meta | Meta | Meta | Meta | |
| | Logro | Logro | Logro | Logro | Logro | |
| Libros— ¿Cuántos libros leeremos? | Meta | Meta | Meta | Meta | Meta | |
| | Logro | Logro | Logro | Logro | Logro | |
| Escritura— ¿Cuántas veces a la semana escribiremos? | Meta | Meta | Meta | Meta | Meta | |
| | Logro | Logro | Logro | Logro | Logro | |
| Temas—¿Qué aprenderemos de cada semana? | TEMA | TEMA | TEMA | TEMA | TEMA | |

Your Plans: What will you do to help your child learn more?
Tus Planes: ¿Qué harás para ayudar a tu hijo a aprender más?

| Category / Categoría | What I will do / Que es lo que haré |
|--|--|
| 1. <i>Parenting /</i> Padres | <i>How will I positively reinforce my child's progress?</i> ¿Cómo reforzaré de manera positiva el progreso de mi hijo? |
| 2. <i>Communicating /</i> Comunicación | <i>How will I find out what my child needs to learn?</i> ¿Cómo averiguaré lo que mi hijo necesita aprender? |
| 3. <i>Volunteering /</i> Voluntarios | <i>How will I help other children—in my neighborhood or by volunteering at school?</i> ¿Cómo ayudaré a otros niños—en mi escuela o de voluntario en la escuela? |
| 4. <i>Learning at Home /</i> Aprendiendo en Casa | <i>What will my family do to help my child learn more?</i> ¿Qué hará mi familia para ayudar a mi hijo a aprender más? |
| 5. <i>Decision-Making /</i> Tomar Decisiones | <i>What will I decide to do about getting more resource for my child?</i> ¿Qué decidiré hacer acerca de obtener más recursos para mi hijo? |
| 6. <i>Collaborating with Community /</i> Colaborando con la Comunidad | <i>How will I work with others to help our community?</i> ¿Cómo trabajaré con otros para ayudar en la comunidad? |

Their Words

The Reading-Writing-Vocabulary Connection

ILS 1B: I can infer.

Choose a story or history.

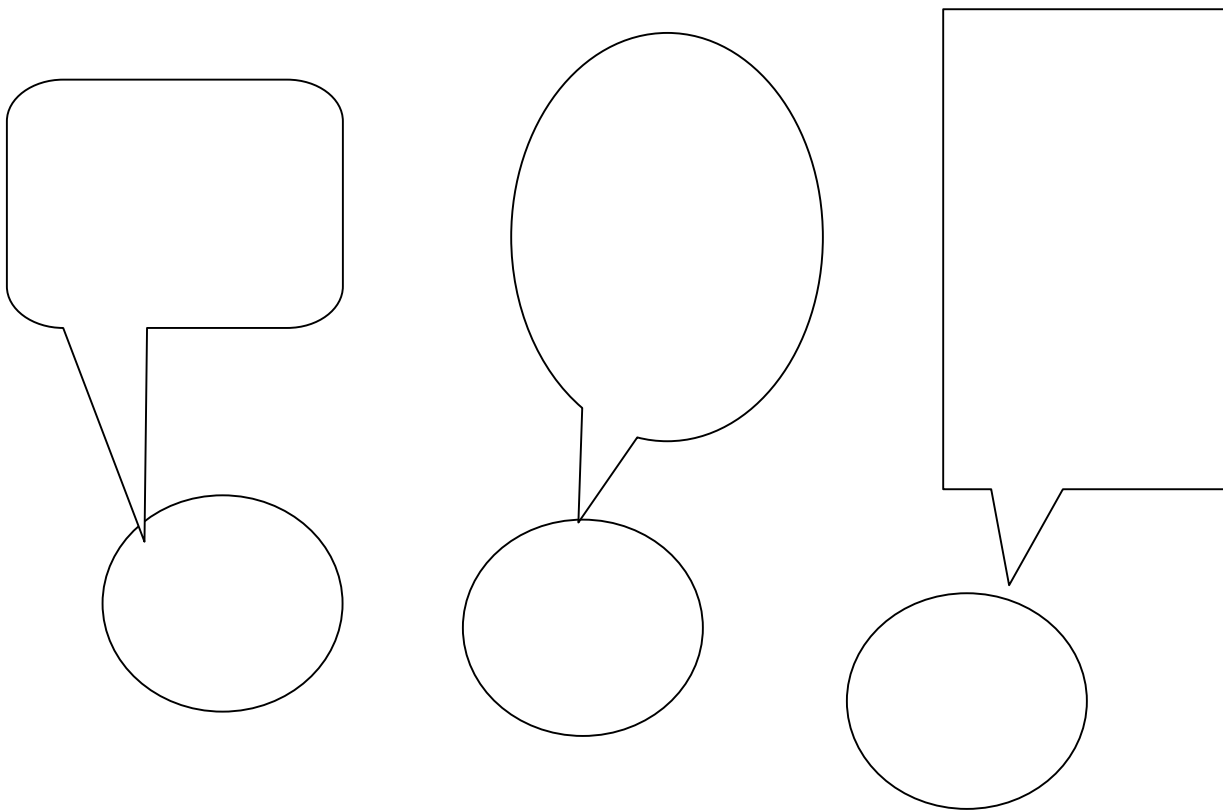
List three different persons who were there.

1> _____

2> _____

3> _____

Write down what you think each one might have said.



Then read their words aloud with expression.

Sus Palabras

ILS 1B: I can infer.

Escoge un cuento o historia.

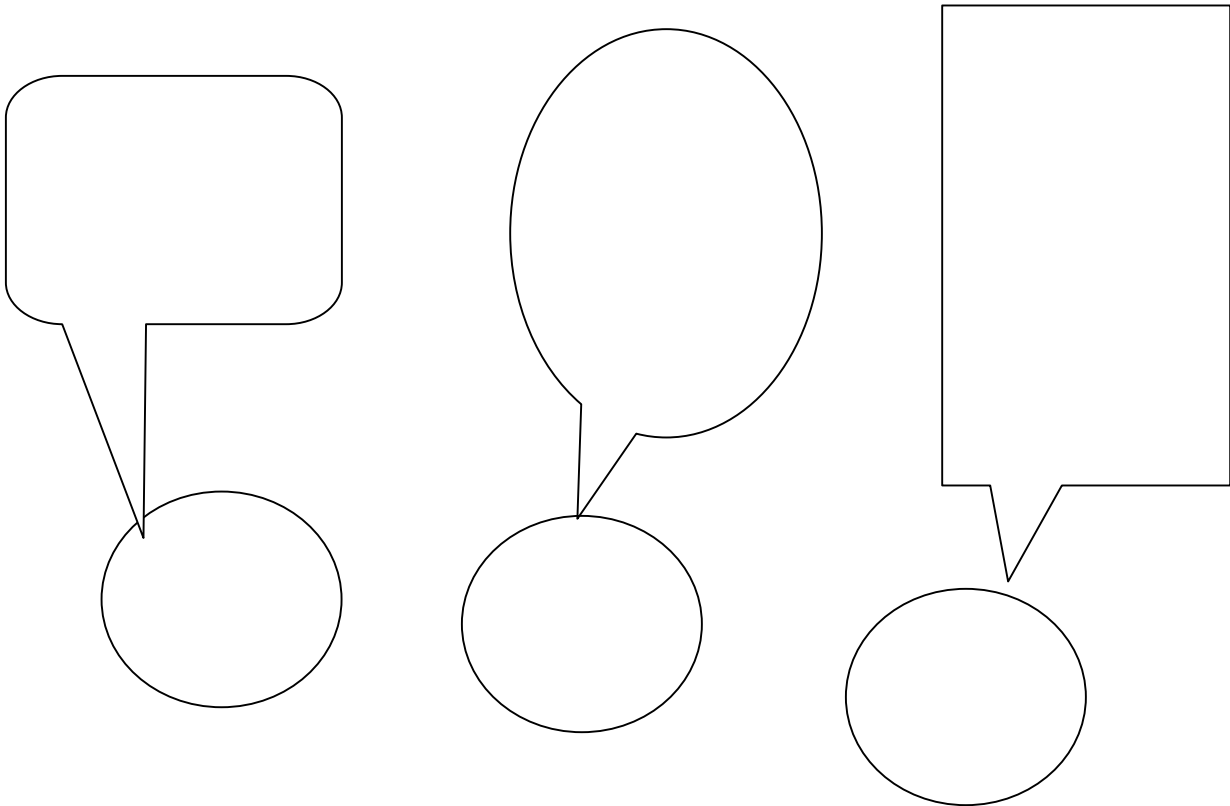
Haz una lista de tres diferentes personas que estuvieron allí.

1> _____

2> _____

3> _____

Escribe lo que piensas cada una de esas personas pudo haber dicho.



Después lee sus palabras en voz alta con expresiones.

WORD BANK

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

TOPIC: _____

| WORD | Show what it means. Draw a picture. | Write another word that means the same thing. |
|------|-------------------------------------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Use these words to write about this topic.

BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic

TEMA: _____

| PALABRA | Demuestra lo que significa. Haz un dibujo. | Escribe otra palabra que describa o traduzca esta palabra |
|---------|--|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Utiliza estas palabras para escribir acerca de este tema.

Important Words Learning Log

Vocabulary + Vocabulary = Ideas

ILS Content Competence: Can identify important terms and ideas.

Each day, note important words.

| | |
|---|--|
| M | |
| T | |
| W | |
| T | |
| F | |

At the end of the week, write with your words of the week.

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

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

Notas de Palabras Importantes

Vocabulario + Vocabulario = Ideas

ILS Content Competence: Can identify important terms and ideas.

Cada día, escribe palabras importantes.

| | |
|---|--|
| L | |
| M | |
| M | |
| J | |
| V | |

Al final de la semana, utiliza palabras de tus notas para escribir acerca del tema de esta semana.

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

*Exceed the Standard:
Write what you learned by
doing this project.*

This Week's Math

Topic: _____
(Write what the focus of the work this week was.)

What are some important words to know when thinking about this math topic?
There are three columns. If the word also can be shown as a symbol, put that symbol in the third column.

| Word | What It Means | Symbol |
|------|---------------|--------|
| | | |
| | | |
| | | |

What's important to know about this math topic?

Las Matemáticas de esta Semana

Tema: _____
(Escribe cual fue el enfoque del trabajo de esta semana)

¿Cuáles son algunas palabras importantes que debes saber al pensar en este tema matemático?

Hay tres columnas. Si la palabra también puede ser demostrada como un símbolo, pon ese símbolo en la tercera columna.

| Palabra | Lo que significa | Símbolo |
|---------|------------------|---------|
| | | |
| | | |
| | | |

¿Qué es importante saber acerca de este tema matemático?

Math Path

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

Solve a problem on the left side of the arrow.
Explain your strategy on the right side of the arrow.



What I figured out about math from solving this problem.

Camino Matemático

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

Resuelve tu problema en el lado izquierdo de la flecha.

Después escribe una explicación de los pasos para resolverlo del lado derecho.



Lo que descifré de las matemáticas al resolver este problema.

Words Make Meaning

ILS1A I can identify important words when I read.

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

| |
|--|
| |
| |
| |
| |

What's the main idea of this page?

Reread the words in your chart. Then write the best main idea.

Las Palabras Tiene Sentido

ILS1A I can identify important words when I read.

Coloca esta página junto a tu libro. Después de que leer cada párrafo, anota las palabras más importantes en ese párrafo.

| |
|--|
| |
| |
| |
| |

¿Cuál es la idea principal de esta página?

Vuelve a leer las palabras de tu gráfica. Después escribe la idea principal.

MAKE IT VISIBLE

Use a chart to show what words mean. Choose words from one topic. Then draw or paste a picture or symbol that shows what each of these ideas means. This is an example.

| C | U | L | TU | RE |
|-------------------|---------------|-----------------|------------------|----------------|
| heritage | communication | <i>conflict</i> | diversity | <i>society</i> |
| continuity | <i>family</i> | values | <i>community</i> | change |
| generation | tradition | ethnicity | BELIEF | <i>nation</i> |
| | | | | |

HAZLO VISIBLE

Utiliza esta gráfica para mostrar lo que las palabras significan. Escoge palabras de un tema. Después dibuja o pega un dibujo o símbolo que demuestre lo que cada una de estas ideas significan. Este es un ejemplo.

| C | U | L | TU | RA |
|--------------------|----------------|------------------|------------------|-----------------|
| herencia | comunicación | <i>conflicto</i> | diversidad | <i>sociedad</i> |
| continuidad | <i>familia</i> | valores | <i>comunidad</i> | cambio |
| generación | tradición | etnia | CREENCIA | <i>nación</i> |
| | | | | |

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 = <i>A</i> | call = <i>llama</i> | gave = <i>di</i> | keep = <i>mantén</i> | of = <i>de</i> | show = <i>demuestra</i> | under = <i>bajo</i> |
| about = <i>acerca</i> | came = <i>vine</i> | get = <i>obtener</i> | kind = <i>clase</i> | off = <i>lejano</i> | sing = <i>cantar</i> | up = <i>arriba</i> |
| after = <i>después</i> | can = <i>puedo</i> | give = <i>dar</i> | know = <i>saber</i> | old = <i>viejo</i> | sit = <i>sentar</i> | upon = <i>al</i> |
| again = <i>de nuevo</i> | carry = <i>lleva</i> | go = <i>ir</i> | | on = <i>sobre</i> | six = <i>seis</i> | us = <i>nosotros</i> |
| all = <i>todo</i> | clean = <i>limpio</i> | goes = <i>va</i> | laugh = <i>ríe</i> | once = <i>una vez</i> | sleep = <i>dormir</i> | use = <i>utilizar</i> |
| always = <i>siempre</i> | cold = <i>frío</i> | going = <i>yendo</i> | let = <i>dejar</i> | one = <i>uno</i> | small = <i>pequeño</i> | |
| Am = <i>soy</i> | come = <i>ven</i> | good = <i>bueno</i> | light = <i>luz</i> | only = <i>solamente</i> | so = <i>tan</i> | very = <i>muy</i> |
| An = <i>un</i> | could = <i>pudo</i> | get = <i>tener</i> | like = <i>gustar</i> | open = <i>abrir</i> | some = <i>algo</i> | |
| And = <i>y</i> | cut = <i>corta</i> | green = <i>verde</i> | little = <i>chico</i> | or = <i>o</i> | soon = <i>pronto</i> | walk = <i>camina</i> |
| Any = <i>cualquier</i> | | grow = <i>crecer</i> | live = <i>vivir</i> | our = <i>nuestro</i> | start = <i>comienzo</i> | want = <i>querer</i> |
| are = <i>son</i> | did = <i>hice</i> | | long = <i>largo</i> | out = <i>fuera</i> | stop = <i>alto</i> | warm = <i>calido</i> |
| around = <i>alrededor</i> | do = <i>haz</i> | had = <i>tuvo</i> | look = <i>ver</i> | over = <i>sobre</i> | | was = <i>fue</i> |
| as = <i>como</i> | does = <i>hace</i> | has = <i>tiene</i> | made = <i>hice</i> | own = <i>propio</i> | take = <i>tomar</i> | wash = <i>lavar</i> |
| ask = <i>pregunta</i> | done = <i>hecho</i> | have = <i>tener</i> | many = <i>varios</i> | | tell = <i>decir</i> | we = <i>nosotros</i> |
| at = <i>en</i> | don't = <i>no</i> | he = <i>el</i> | make = <i>hacer</i> | pick = <i>escoge</i> | ten = <i>diez</i> | well = <i>bien</i> |
| ate = <i>comí</i> | down = <i>bajo</i> | help = <i>ayuda</i> | may = <i>poder</i> | play = <i>juega</i> | thank = <i>agradecer</i> | went = <i>fui</i> |
| away = <i>lejos</i> | draw = <i>dibuja</i> | her = <i>aquella</i> | me = <i>yo</i> | please = <i>favor</i> | that = <i>eso</i> | were = <i>eran</i> |
| | drink = <i>toma</i> | here = <i>aquí</i> | much = <i>mucho</i> | pretty = <i>lindo</i> | the = <i>el</i> | what = <i>que</i> |
| be = <i>ser</i> | | him = <i>aquel</i> | must = <i>debe</i> | pull = <i>jala</i> | their = <i>suyo</i> | when = <i>cuando</i> |
| because = <i>por que</i> | eat = <i>come</i> | his = <i>su</i> | my = <i>mio</i> | put = <i>pon</i> | them = <i>ellos</i> | where = <i>donde</i> |
| been = <i>sido</i> | eight = <i>ocho</i> | hold = <i>sostén</i> | myself = <i>yo mismo</i> | | then = <i>después</i> | which = <i>cuál</i> |
| before = <i>antes</i> | every = <i>cada</i> | hot = <i>caliente</i> | | ran = <i>corrí</i> | there = <i>ahí</i> | white = <i>blanco</i> |
| best = <i>mejor</i> | | how = <i>como</i> | never = <i>nunca</i> | read = <i>leí</i> | these = <i>estos</i> | who = <i>quién</i> |
| better = <i>mejoría</i> | fall = <i>caer</i> | hurt = <i>doler</i> | new = <i>nuevo</i> | red = <i>rojo</i> | they = <i>aquellos</i> | why = <i>porqué</i> |
| big = <i>gran</i> | far = <i>lejano</i> | | no = <i>no</i> | ride = <i>viaje</i> | think = <i>pensar</i> | will = <i>haría</i> |
| black = <i>negro</i> | fast = <i>rápido</i> | I = <i>yo</i> | not = <i>no</i> | right = <i>correcto</i> | this = <i>este</i> | wish = <i>desear</i> |
| blue = <i>azul</i> | find = <i>encuentra</i> | if = <i>si</i> | now = <i>ahora</i> | round = <i>redondo</i> | those = <i>esos</i> | with = <i>con</i> |
| both = <i>ambos</i> | first = <i>primero</i> | in = <i>dentro</i> | | run = <i>corre</i> | three = <i>tres</i> | work = <i>trabajo</i> |
| bring = <i>traer</i> | five = <i>cinco</i> | into = <i>adentro</i> | | | to = <i>hacia</i> | would = <i>haga</i> |
| brown = <i>café</i> | fly = <i>vuela</i> | is = <i>es</i> | | said = <i>dijo</i> | today = <i>hoy</i> | write = <i>escribir</i> |
| but = <i>pero</i> | for = <i>para</i> | it = <i>eso</i> | | saw = <i>vi</i> | together = <i>juntos</i> | |
| buy = <i>compra</i> | found = <i>encontré</i> | its = <i>su</i> | | say = <i>decir</i> | too = <i>también</i> | yellow = <i>amarillo</i> |
| by = <i>por</i> | four = <i>cuatro</i> | | | see = <i>observar</i> | two = <i>dos</i> | yes = <i>si</i> |
| | from = <i>de</i> | jump = <i>salta</i> | | seven = <i>siete</i> | | you = <i>tu</i> |
| | full = <i>lleno</i> | just = <i>solo</i> | | shall = <i>debo</i> | | your = <i>tuyo</i> |
| | funny = <i>gracioso</i> | | | she = <i>ella</i> | | |

Chart to Classify

ILS 1B: I can classify information.

| | |
|--|--|
| | |
| | |

Tabla para Clasificar

ILS 1B: I can classify information.

Words at Work: 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.

| Nouns | verbs | adjectives |
|-------|-------|------------|
| | | |

Palabras en el Trabajo: Tu eres e/la _____.

ILS1A Competence: Can classify and use vocabulary to explain a topic.

Haz una lista de las palabras que necesitarías saber para tener un trabajo en la carrera que quisieras.

Después utiliza tus palabras para escribir acerca de un día en tu vida cuando tengas ese trabajo.

| Nombres | Verbos | Adjetivos |
|---------|--------|-----------|
| | | |

Sentence Builder

Use nouns, verbs, adjectives, and adjectives to build sentences.

First, choose a topic: _____

Then list nouns that are part of explaining this topic.

Then list verbs you would use to tell about this topic.

Now write a sentence that uses at least one of your nouns and one of your verbs.

Then expand your sentence. Add adjectives, words that tell about your nouns.

Expand it again. Add adverbs, words that tell about your verbs.

Creador de Oraciones

Utiliza nombres, verbos y adjetivos para construir oraciones.

Primero escoge un tema: _____

Después haz una lista de nombres que sean parte de la explicación de este tema.

Después haz una lista de verbos que usarías para hablar acerca de este tema.

Ahora escribe una oración que utilice al menos uno de tus nombres y uno de tus verbos.

Después expande tu oración. Añade adjetivos, palabras que hablen acerca de los nombres.

Expáñdelo de nuevo. Añade adverbios, palabras que hablen acerca de los verbos.

Topical Alphabet Chart

ILS1A I can identify words that are important to a topic

TOPIC: _____

For each alphabet letter, draw a picture and/or write a word with starts with that letter and tells about the same topic. It could be animal words, it could be plant words, it could be place words, it could be any topic.

| Letter | Word/Picture |
|--------|--------------|
| | |
| | |
| | |
| | |
| | |

Keep adding to your alphabet.
Then use your words to write about this topic.

Tabla de Temas del Alfabeto

ILS1A Puedo identificar palabras que son importantes para un tema

Tema: _____

Por cada letra del alfabeto, dibuja y/o escribe una palabra que comienza con esa letra y hable acerca del mismo tema. Pueden ser palabras de animales, pueden ser palabras de plantas, pueden ser palabras de lugares, pueden ser de cualquier tema.

| Letra | Palabra/Dibujo |
|-------|----------------|
| | |
| | |
| | |
| | |
| | |

Sigue añadiendo palabras a tu alfabeto.

Después utiliza tus palabras para escribir acerca de este tema.

My Important Learning

ILS1B I can identify important content.

What's Important? What I learned that is important.

Important Words

| | |
|--|--|
| | |
| | |
| | |

Important Information

| |
|--|
| |
|--|

Important Idea

| |
|--|
| |
|--|

Get It Together and Get It Across

Use your own words to tell what you think about this information.

You can write a poem, a letter, a time-line, a newspaper article, a song, or any format that makes it interesting.

Mi Aprendizaje es Importante

ILS1B I can identify important content.

¿Qué es importante? Lo que aprendo es importante.

Palabras Importantes

| | |
|--|--|
| | |
| | |
| | |

Información Importante

Ideas Importantes

Entiéndelo

Utiliza tus propias palabras para explicar lo que piensas acerca de esta información.

Puedes escribir un poema, una carta, una línea de tiempo, un artículo de periódico, una canción, o cualquier formato que lo haga interesante.

Make it Yours: Paraphrase

ILS1B I can paraphrase what I read.

After you read, choose what you think the five most important sentences are. If you can write on the page, underline each one. Then, in the first column, write a few important words from each sentence. Then in the second column, write your own sentence that tells the same thing in your own words.

| Important Sentence—write a few words from it | Say It Your Way |
|--|-----------------|
| | |
| | |
| | |
| | |
| | |
| | |

Hazlo Tuyo: Explicación

ILS1B I can paraphrase what I read.

Después de que lo leas, escoge los que pienses son los cinco enunciados más importantes. Si puedes escribir en la página, subraya cada uno. Después, en la primera columna, escribe unas palabras importantes de cada enunciado. Después en la segunda columna, escribe tu propio enunciado que diga lo mismo en tus propias palabras.

| Enunciados Importantes—escribe unas palabras sobre el | Dilo en tu Propia Manera |
|---|--------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

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...

Entiéndelo en Conjunto: ESCRIBE

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

¿Quién es mi lector?

¿Cuál es el Punto Principal que haré?

Información para respaldar el punto principal y hacerlo más claro:

Entiéndelo Completamente: Organiza Tu Reporte

Numera la información que incluirás.

Numéralo en el orden en que lo incluirás en tu reporta.

Que es primero, segundo, tercero...

Polk Poem Builder

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation
ILS3C Competence: Can write about a topic in a variety of formats.

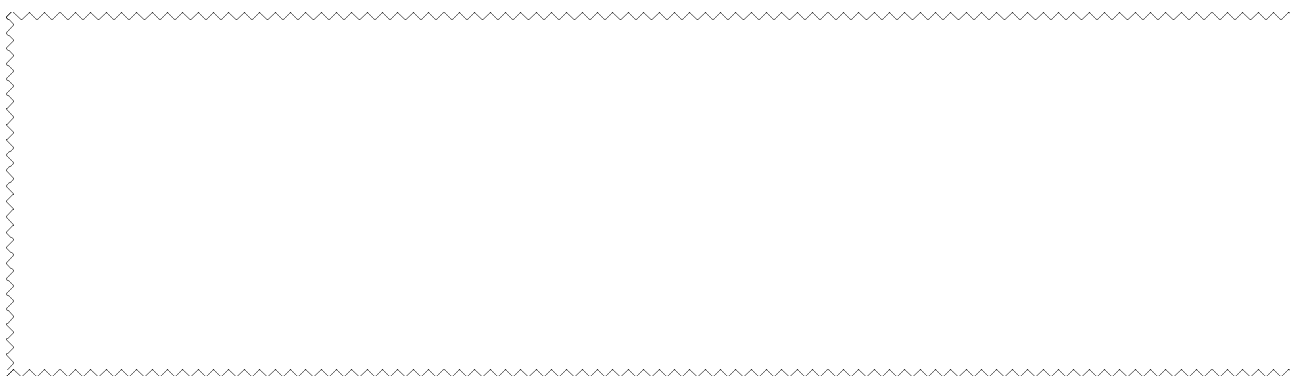
Topic _____

- ✓ 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

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Picture/Diagram



POEM

Poets think more!

Creador de Poemas de Polk

Developed through the Teacher Leadership Network, sponsored by the Polk Bros. Foundation
ILS3C Competence: Can write about a topic in a variety of formats.

Tema _____

- ✓ Haz una lista de palabras que sean parte de la explicación del tema.
- ✓ Haz un dibujo o diagrama de lo que piensas acerca de este tema. Después escribe tu poema.

Palabra

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Dibujo/Diagrama



POEMA

¡Los poetas piensan más!

Progress Leads to Progress

| How to Make Reading Progress | What We Will Do | When | What We Accomplish |
|--|------------------------|-------------|---------------------------|
| <p><i>Expand Vocabulary</i> Learn new words Use them to write</p> | | | |
| <p><i>Read and Discuss Stories</i></p> | | | |
| <p><i>Read Social Studies</i> Learn about People, Places, History, Economy, Geography Talk and write about what you learn Go to a museum to learn more</p> | | | |
| <p><i>Read Science</i> Draw, talk and write about what you learn Watch science on television. Go to a Museum to see the real thing!</p> | | | |
| <p><i>Write Your Own Books!</i> <i>See the next pages for an outline.</i></p> | | | |

Progreso Lleva a Progresar

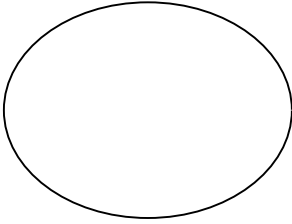
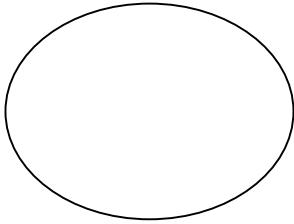
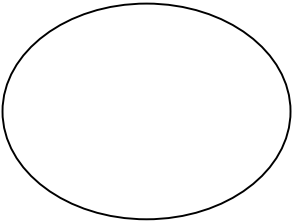
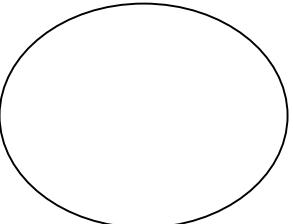
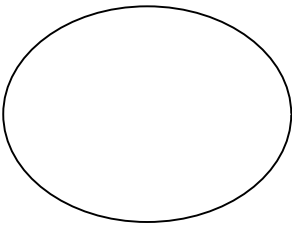
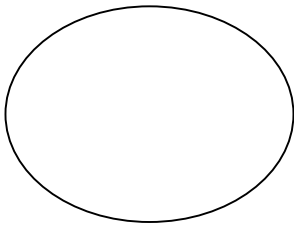
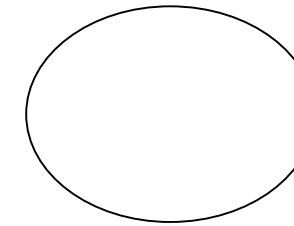
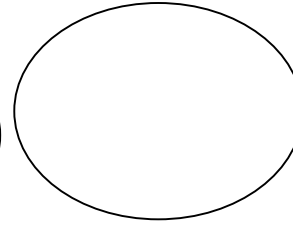
| Como Hacer Progreso en la Lectura | Lo Que Haremos | Cuando | Lo que Obtendremos |
|---|-----------------------|---------------|---------------------------|
| <p><i>Expande el Vocabulario</i> Aprende nuevas palabras Utilízalas para escribir.</p> | | | |
| <p><i>Lee y Discute Historias</i></p> | | | |
| <p><i>Lee Ciencias Sociales</i> Aprende sobre Personas, Lugares, Historia, Economía, Geografía. Habla y escribe sobre lo que aprendas. Ve a un museo para aprender más.</p> | | | |
| <p><i>Lee Ciencias</i> Dibuja, habla y escribe sobre lo que aprendas. Ve ciencias en la televisión. ¡Ve a un museo para ver la realidad!</p> | | | |
| <p><i>¡Escribe Tus Propios Libros!</i> <i>Ve las siguientes páginas para ver un esquema.</i></p> | | | |

How to Write and Illustrate a Children's Book

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

What's Important to Know about this Topic

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |

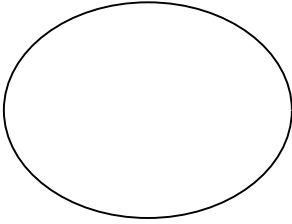
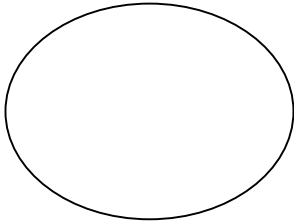
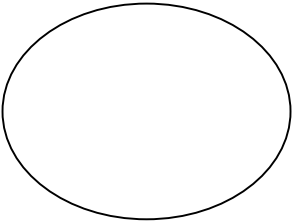
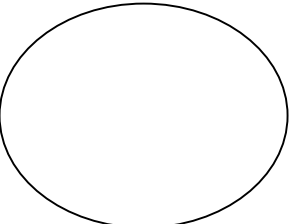
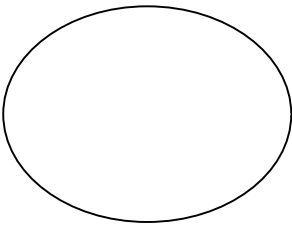
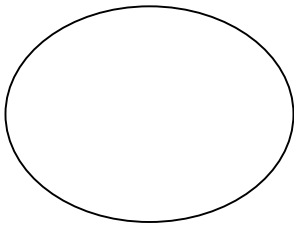
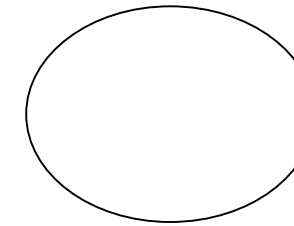
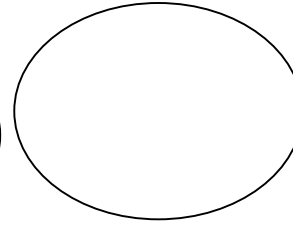
Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Como Escribir e Ilustrar un Libro para Niños

Escoge tu tema. _____

Decide lo que incluirás. Anota lo que es importante, una parte importante en cada casilla. Cada casilla significa una página en tu libro. Anota solo una cosa importante que harás en cada casilla.

Que es Importante Saber Acerca de este Tema

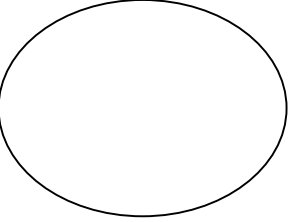
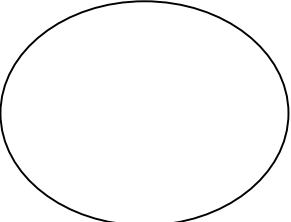
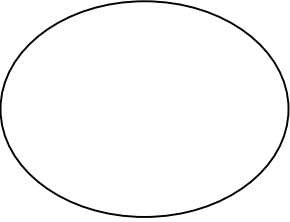
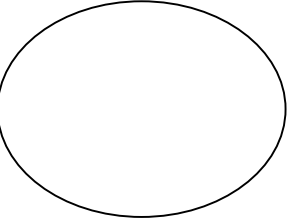
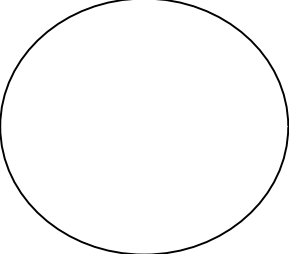
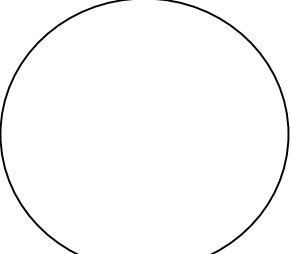
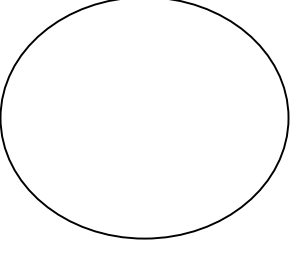
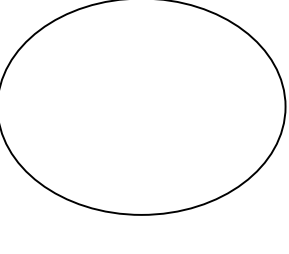
| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |

Agrega dibujos, diagramas, ejemplos. Descifra lo que haría más claro tu tema importante. Haz una nota en el círculo de cada casilla.

Example

Topic: How animals survive

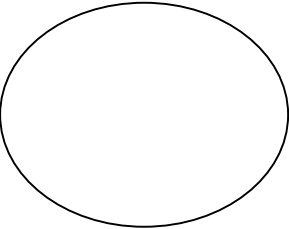
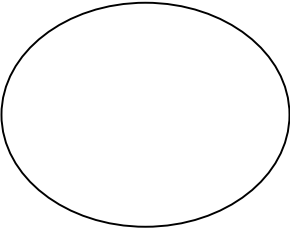
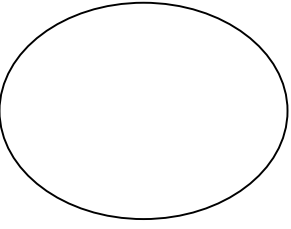
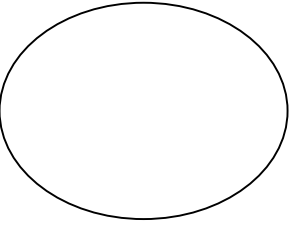
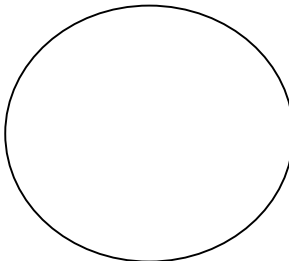
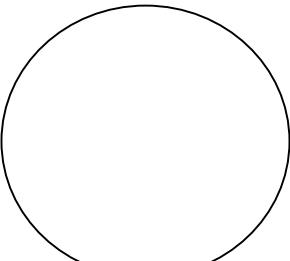
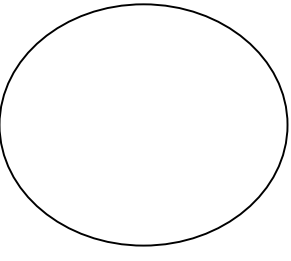
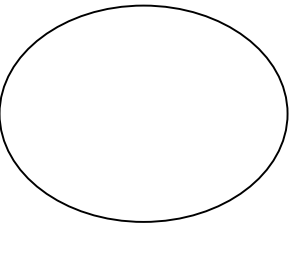
What's Important to Know about this Topic

| | | | |
|--|--|--|--|
| <p>Animals move to get away from predators.</p>  | <p>Some animals use camouflage to hide from predators.</p>  | <p>Some eat animals. They are carnivores.</p>  | <p>Some eat plants. They are herbivores.</p>  |
| <p>Some eat meat and plants. They are omnivores.</p>  |  |  |  |

Ejemplo

Tema: Como sobreviven los animales

Que es Importante Saber Acerca de este Tema

| | | | |
|---|---|---|---|
| <p>Los animales se mueven para escapar de los depredadores.</p>  | <p>Algunos animales utilizan camuflaje para esconderse de los depredadores.</p>  | <p>Algunos comen animales. Son carnívoros.</p>  | <p>Algunos comen plantas. Son herbívoros.</p>  |
| <p>Algunos comen carne y plantas. Son omnívoros.</p>  |  |  |  |

Plan your book.

What will go on the cover?

What's the title?

What order will your pages be? Number them from 1 to 8.
If you need more pages, add another row to the chart.

Next step?

Make the book.

You could even make it a pop-up book!

Planea tu libro.

¿Qué irá en la portada?

¿Cuál es el título?




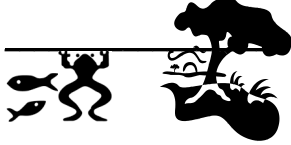



¿Cuál será el orden de tus páginas? Numéralas del 1 al 8.
Si necesitas más páginas, agrega otra línea a la tabla.

¿Siguiente paso?

Haz un libro.

¡Inclusive podrías hacerlo un libro tridimensional!

The Core Standards: Contexts to Read, Build Vocabulary, and Write

| | | | |
|--|--|---|--|
|  <p>Geography</p> <p>Goal 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.</p> |  <p>Culture</p> <p>Goal 18: Understand, analyze, and compare social systems with an emphasis on the United States.</p> <p>Goal 16: Understand and analyze events, trends, individuals, and movements in history.</p> | <p>\$\$\$</p> <p>Economy</p> <p>Goal 15: Understand, analyze, and compare economic systems with an emphasis on the United States.</p> |  <p>Government</p> <p>Goal 14: Understand, analyze, and compare political systems with an emphasis on the United States.</p> |
| <p>Environments</p>  <p>Goal 11: <i>Processes of scientific inquiry</i></p> <p>Goal 12: Have a working knowledge of the fundamental concepts and principles of the life sciences.</p> | <p>Technology</p>  <p>Goal 11: <i>Processes of scientific inquiry</i></p> <p>Goal 12: Have a working knowledge of the fundamental concepts and principles of the physical sciences.</p> | <p>Systems of Science</p>  <p>Goal 11: <i>Processes of scientific inquiry</i></p> <p>Goal 12: Have a working knowledge of the fundamental concepts of the principles of the life and earth/space sciences.</p> |  <p>Discoveries and Inventions</p> <p>Goal 11: <i>Processes of scientific inquiry</i></p> <p>Goal 13: Have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.</p> |

TEACHERS FOCUS, INSPIRE AND ORGANIZE

1. Choose a topic: a topic that is relevant to your students.
2. Ask a VERY BIG question or idea about it, one that your students can explore by visiting a museum exhibit. Or ask the students to figure out the BIG IDEA after they start to explore the topic.
3. Identify important vocabulary that students will use to read and write about the topic.
4. Post the vocabulary with illustrations students find or draw.
5. Organize student learning and reporting.

STUDENTS EXPLORE, EXAMINE, EXPLAIN

1. Read/see/listen and think—what is interesting about this topic?
2. Collect, write and draw to explain the topic.
3. Make an exhibit to share what you learned.

Los Estándares Básicos: Contextos para Leer, Crear Vocabulario y Escribir

| | | | |
|--|---|--|---|
|  Geografía Meta 17: Demostrar conocimiento de geografía mundial, al igual que entendimiento de los efectos de la geografía en la sociedad, con énfasis en los Estados Unidos. |  Cultura Meta 18: Entiende, analiza y compara sistemas sociales con énfasis en los Estados Unidos. Meta 16: Entiende y analiza eventos, tendencias, individuos y movimientos en la historia. |  Economía Meta 15: Entiende, analiza, y compara sistemas económicos con énfasis en los Estados Unidos. |  Gobierno Meta 14: Entiende, analiza y compara sistemas políticos con énfasis en los Estados Unidos. |
|  Sistemas Meta 11: Proceso de indagación científica. Meta 12: Tener conocimiento de los conceptos y principios fundamentales de las ciencias de la vida . |  Tecnología Meta 11: Proceso de indagación científica. Meta 12: Tener conocimiento de los conceptos y principios fundamentales de las ciencias físicas . |  Sistemas de Ciencias Meta 11: Proceso de indagación científica. Meta 12: Tener conocimiento de los conceptos y principios fundamentales de las ciencias de la vida y la tierra/espacio . |  Descubrimientos e Invenciones Meta 11: Proceso de indagación científica. Meta 13: Tener conocimiento de la relación entre las ciencias, tecnología y sociedad en contexto histórico y contemporáneo. |

MAESTROS ENFOCAN, INSPIRAN Y ORGANIZAN

1. Escoge un tema: un tema que le sea pertinente a tus estudiantes.
2. Haz una pregunta o idea MUY GRANDE sobre el tema, una que tus estudiantes puedan explorar visitando exhibiciones de museos. O pide a los estudiantes que descifren la GRAN IDEA después de que empiecen a explorar el tema.
3. Identifica vocabulario importante que los estudiantes usarán para leer o escribir acerca del tema.
4. Cuelga el vocabulario con ilustraciones que los estudiantes encuentren o dibujen.
5. Organiza el aprendizaje y reporte de los estudiantes.

ESTUDIANTES EXPLORAN, EXAMINAN, EXPLICAN

1. Lee/observa/escucha y piensa—¿Qué es interesante sobre este tema?
2. Reúne, escribe y dibuja para explicar el tema.
3. Haz una exhibición para compartir lo que aprendiste.

Culture Vocabulary

| K | 1 | 2 | 3 | 4-8 |
|-----------------------------|---------------------------------|-------------------------------|---|--|
| brother = <i>hermano</i> | color = <i>color</i> | building = <i>edificio</i> | celebrate = <i>celebrar</i> | agriculture = <i>agricultura</i> |
| family = <i>familia</i> | flag = <i>bandera</i> | change = <i>cambio</i> | city = <i>ciudad</i> | design = <i>diseño</i> |
| father = <i>hermano</i> | good = <i>bueno</i> | law = <i>ley</i> | communicate = <i>comunicar</i> | develop = <i>desarrollo</i> |
| feel = <i>sentir</i> | grandparent = <i>abuelo</i> | need = <i>necesidad</i> | community = <i>comunidad</i> | diversity = <i>variedad</i> |
| help = <i>ayuda</i> | help = <i>ayuda</i> | now = <i>ahora</i> | cooperate = <i>cooperar</i> | empire = <i>imperio</i> |
| here = <i>aquí</i> | holiday = <i>día festivo</i> | past = <i>pasado</i> | distance = <i>distancia</i> | ethnic group = <i>grupo</i> |
| hope = <i>esperanza</i> | home = <i>hogar</i> | place = <i>lugar</i> | history = <i>historia</i> | event = <i>evento</i> |
| live = <i>vivir</i> | hope = <i>esperanza</i> | present = <i>presente</i> | idea = <i>idea</i> | extended family = <i>familia</i> |
| mother = <i>mamá</i> | light = <i>luz</i> | pride = <i>orgullo</i> | important = <i>importante</i> | <i>extendida</i> |
| share = <i>compartir</i> | live = <i>vivir</i> | share = <i>compartir</i> | landmark = <i>monumento</i> | forum = <i>foro</i> |
| sister = <i>hermana</i> | parent = <i>padre</i> | then = <i>entonces</i> | message = <i>mensaje</i> | generation = <i>generación</i> |
| song = <i>canción</i> | share = <i>compartir</i> | today = <i>ahora</i> | past = <i>pasado</i> | ceremony = <i>ceremonia</i> |
| sound = <i>sonido</i> | show = <i>demostrar</i> | rule = <i>regla</i> | proud = <i>orgullosa</i> | change = <i>cambio</i> |
| | there = <i>ahí</i> | value = <i>valor</i> | route = <i>ruta</i> | capital = <i>capital</i> |
| | | when = <i>cuando</i> | shelter = <i>refugio</i> | century = <i>siglo</i> |
| | | work = <i>trabajo</i> | transportation = <i>transportación</i> | ceremony = <i>ceremonia</i> |
| | | | | change = <i>cambio</i> |
| | | | | city = <i>ciudad</i> |
| | | | | communicate = <i>comunicar</i> |
| | | | | community = <i>comunidad</i> |
| | | | | conflict = <i>conflicto</i> |
| | | | | constant = <i>constante</i> |
| | | | | continue = <i>continuar</i> |
| | | | | country = <i>país</i> |
| | | | | culture = <i>cultura</i> |
| | | | | current = <i>corriente</i> |
| | | | | custom = <i>costumbres</i> |
| | | | | design = <i>diseño</i> |
| | | | | develop = <i>desarrollo</i> |
| | | | | diversity = <i>variedad</i> |
| | | | | empire = <i>imperio</i> |
| | | | | ethnic group = <i>grupo</i> |
| | | | | event = <i>evento</i> |
| | | | | extended family = <i>familia</i> |
| | | | | <i>extendida</i> |
| | | | | forum = <i>foro</i> |
| | | | | generation = <i>generación</i> |
| | | | | heritage = <i>herencia</i> |
| | | | | history = <i>historia</i> |
| | | | | historian = <i>historiador</i> |
| | | | | homeland = <i>país de</i> |
| | | | | <i>origen</i> |
| | | | | identity = <i>identidad</i> |
| | | | | immigrant = <i>inmigrante</i> |
| | | | | initiative = <i>iniciativa</i> |
| | | | | justice = <i>justicia</i> |
| | | | | language = <i>lenguaje</i> |
| | | | | leader = <i>líder</i> |
| | | | | liberty = <i>libertad</i> |
| | | | | migrant = <i>emigrante</i> |
| | | | | migrate = <i>emigrar</i> |
| | | | | mission = <i>misión</i> |
| | | | | native = <i>nativo</i> |
| | | | | nationalism = <i>nacionalismo</i> |
| | | | | nomad = <i>nómada</i> |
| | | | | patriot = <i>patriota</i> |
| | | | | pioneer = <i>pionero</i> |
| | | | | progress = <i>progreso</i> |
| | | | | progressive = <i>progresivo</i> |
| | | | | recognize = <i>reconocer</i> |
| | | | | refugee = <i>refugiado</i> |
| | | | | responsibility = <i>responsabilidad</i> |
| | | | | shelter = <i>albergue</i> |
| | | | | society = <i>sociedad</i> |
| | | | | symbol = <i>símbolo</i> |
| | | | | town = <i>pueblo</i> |
| | | | | trade = <i>intercambio</i> |
| | | | | value = <i>valor</i> |
| | | | | village = <i>aldea</i> |

Geography Vocabulary

| K-1 | 2 | 3 | 4 | 5 | 6-8 |
|--|---|---|---|--|--|
| above = <i>sobre</i> around = <i>alrededor</i> below = <i>debajo</i> down = <i>abajo</i> home = <i>hogar</i> in = <i>dentro</i> inside = <i>adentro</i> left = <i>izquierda</i> map = <i>mapa</i> middle = <i>en medio</i> neighborhood = <i>vecindario</i> out = <i>fuera</i> outside = <i>afuera</i> right = <i>derecha</i> up = <i>arriba</i> | alley = <i>callejón</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> county = <i>condado</i> direction = <i>dirección</i> east = <i>este</i> far = <i>lejos</i> map key = <i>llave de mapa</i> north = <i>norte</i> sign = <i>señal</i> south = <i>sur</i> state = <i>estado</i> street = <i>calle</i> trade = <i>intercambio</i> west = <i>oeste</i> | border = <i>frontera</i> boundary = <i>límite</i> cardinal = <i>cardinal</i> direction = <i>dirección</i> cardinal = <i>cardinal</i> compass = <i>brújula</i> distance = <i>distancia</i> environment = <i>ambiente</i> location = <i>localidad</i> global = <i>global</i> metropolitan = <i>metropolitano</i> northeast = <i>noreste</i> northwest = <i>noroeste</i> North Pole = <i>Polo Norte</i> pollution = <i>contaminación</i> population = <i>población</i> resource = <i>recursos</i> southeast = <i>sudeste</i> southwest = <i>sudoeste</i> South Pole = <i>Polo Sur</i> symbol = <i>símbolo</i> urban = <i>urbano</i> | altitude = <i>altitud</i> Antarctic Circle = <i>círculo antártico</i> Arctic Circle = <i>círculo ártico</i> area = <i>área</i> continent = <i>continente</i> eastern = <i>oriental</i> equator = <i>ecuador</i> exact location = <i>lugar exacto</i> flood control = <i>control de inundaciones</i> hemisphere = <i>hemisferio</i> journey = <i>viaje</i> landform = <i>formación terrestre</i> latitude = <i>latitud</i> longitude = <i>longitud</i> mobility = <i>movilidad</i> navigate = <i>navegar</i> population density = <i>densidad de población</i> province = <i>provincia</i> rain forest = <i>bosque</i> region = <i>región</i> technology = <i>tecnología</i> time zone = <i>huso horario</i> western = <i>occidental</i> | absolute location = <i>localidad absoluta</i> central business = <i>negocio central</i> district = <i>distrito</i> deforestation = <i>deforestación</i> desertification = <i>desertificación</i> developed = <i>desarrollado</i> developing = <i>desarrollando</i> ecosystem = <i>ecosistema</i> human characteristics = <i>características humanas</i> intermediate direction = <i>dirección intermedia</i> irrigation = <i>irrigación</i> land use = <i>uso de suelo</i> legend = <i>leyenda</i> migration = <i>migración</i> natural vegetation = <i>vegetación natural</i> physical characteristics = <i>características físicas</i> raw material = <i>materias primas</i> relative location = <i>lugar relativo</i> rural = <i>rural</i> urban = <i>urbano</i> | agriculture = <i>agricultura</i> cartography = <i>cartografía</i> geographical map = <i>mapa geográfico</i> industrialization = <i>industrialización</i> international = <i>internacional</i> linear scale = <i>escala lineal</i> linkage = <i>unión</i> manufacturing industry = <i>industria industrial</i> international dateline = <i>la hora internacional</i> meridian = <i>meridiano</i> political map = <i>mapa político</i> population distribution = <i>distribución de población</i> Prime Meridian = <i>Meridiano Central</i> raw material = <i>materia prima</i> relief map = <i>mapa del relieve</i> revolution = <i>revolución</i> rotation = <i>rotación</i> settlement patterns = <i>patrones de establecimiento</i> shifting cultivation = <i>cambiar el cultivo</i> taiga = <i>taiga</i> terrace = <i>terrace</i> thematic map = <i>mapa temático</i> tropic = <i>trópico</i> |

Ecology Vocabulary

| K-1 | 2 | 3 | 4 | 5 | 6-8 |
|--|--|--|--|---|---|
| air = <i>aire</i> alive = <i>vivo</i> animal = <i>animal</i> behind = <i>detrás de</i> bird = <i>pájaro</i> blue = <i>azul</i> body = <i>cuerpo</i> body = <i>cuerpo</i> brown = <i>marrón</i> cloud = <i>nube</i> day = <i>día</i> far = <i>lejos</i> fish = <i>pez</i> flower = <i>flor</i> green = <i>verde</i> in front = <i>en frente</i> near = <i>cercano</i> night = <i>noche</i> plant = <i>planta</i> rainbow = <i>arco iris</i> sunshine = <i>sol</i> tree = <i>árbol</i> water = <i>agua</i> yellow = <i>amarillo</i> | autumn = <i>otoño</i> different = <i>diferente</i> dinosaur = <i>dinosaurio</i> earth = <i>tierra</i> eat = <i>come</i> farm = <i>granja</i> forest = <i>bosque</i> frog = <i>rana</i> insect = <i>insecto</i> lake = <i>lago</i> lakeshore = <i>orilla</i> measure = <i>medida</i> nature = <i>naturaleza</i> park = <i>parque</i> rain = <i>lluvia</i> river = <i>río</i> season = <i>temporada</i> seed = <i>semilla</i> spring = <i>primavera</i> summer = <i>verano</i> weather = <i>tiempo</i> winter = <i>invierno</i> | climate = <i>clima</i> degree = <i>grado</i> desert = <i>desierto</i> environment = <i>ambiente</i> egg = <i>huevo</i> fern = <i>helecho</i> food chain = <i>cadena de alimento</i> fruit = <i>fruta</i> gas = <i>gas</i> grassland = <i>prado</i> hatch = <i>trampa</i> leaf = <i>hoja</i> life cycle = <i>ciclo vital</i> liquid = <i>liquido</i> migrate = <i>emigre</i> mineral = <i>mineral</i> moss = <i>musgo</i> planet = <i>planeta</i> pollen = <i>polen</i> root = <i>raíz</i> solid = <i>sólido</i> stem = <i>tallo</i> survive = <i>sobreviva</i> vegetable = <i>verdura</i> | amphibian = <i>anfibio</i> backbone = <i>espinas dorsal</i> bacteria = <i>bacterias</i> biology = <i>biología</i> biome = <i>biodiversidad</i> cactus = <i>cacto</i> carbon dioxide = <i>bióxido de carbono</i> cartilage = <i>cartilago</i> conservation = <i>conservación</i> decay = <i>decaimiento</i> decompose = <i>descompóngase</i> energy = <i>energía</i> food web = <i>tela de alimento</i> fossil = <i>fósil</i> fuel = <i>combustible</i> function = <i>función</i> habitat = <i>hábitat</i> incisor = <i>incisivo</i> mammal = <i>mamífero</i> molar = <i>muela</i> ocean habitat = <i>hábitat del océano</i> organism = <i>organismo</i> oxygen = <i>oxígeno</i> niche = <i>lugar</i> reptile = <i>reptil</i> | adapt = <i>adáptese</i> algae = <i>algas</i> amoeba = <i>ameba</i> behavior = <i>comportamiento</i> botany = <i>botánica</i> carnivore = <i>carnívoro</i> cell = <i>célula</i> chlorophyll = <i>clorofila</i> cold-blooded = <i>de sangre fría</i> ecosystem = <i>ecosistema</i> extinction = <i>extinción</i> glacier = <i>glaciar</i> herbivore = <i>herbívoro</i> inherit = <i>herede</i> instinct = <i>instinto</i> marsupial = <i>marsupial</i> membrane = <i>membrana</i> nucleus = <i>núcleo</i> omnivore = <i>omnívoro</i> photosynthesis = <i>fotosíntesis</i> protein = <i>proteína</i> pupa = <i>crisálida</i> rain forest = <i>selva tropical</i> response = <i>respuesta</i> spore = <i>espora</i> stimulus = <i>estímulo</i> warm-blooded = <i>de sangre caliente</i> | anatomy = <i>anatomía</i> asexual reproduction = <i>reproducción asexual</i> chloroplast = <i>cloroplasto</i> coniferous = <i>conífero</i> cross-pollination = <i>polinización cruzada</i> deciduous = <i>caducas</i> evergreen = <i>árbol de hoja perenne</i> fungus = <i>hongo</i> germination = <i>germinación</i> homeostasis = <i>homeostasis</i> host = <i>anfitrión</i> invertebrate = <i>invertebrado</i> metamorphosis = <i>metamorfosis</i> paramecium = <i>paramecio</i> parasite = <i>parásito</i> permafrost = <i>hielo permanente</i> pistil = <i>pistilo</i> protozoan = <i>protozoario</i> reproduction = <i>reproducción</i> respiration = <i>respiración</i> taxonomy = <i>taxonomía</i> temperate forest = <i>bosque templado</i> vertebrate = <i>vertebrado</i> |

Economics Vocabulary

| K-1 | 2 | 3 | 4 | 5 | 6-8 | 6-8 |
|---|---|---|--|---|---|---|
| bakery = <i>panadería</i> bank = <i>banco</i> have = <i>tener</i> help = <i>ayudar</i> job = <i>trabajo</i> money = <i>dinero</i> need = <i>necesidad</i> store = <i>tienda</i> street = <i>calle</i> time = <i>tiempo</i> tool = <i>herramienta</i> want = <i>querer</i> wish = <i>desear</i> work = <i>trabajar</i> working = <i>trabajando</i> | buy = <i>comprar</i> coin = <i>moneda</i> consumer = <i>consumidor</i> crop = <i>cultivo</i> dollar = <i>dólar</i> factory = <i>fábrica</i> farm = <i>granja</i> goods = <i>productos</i> machines = <i>máquinas</i> needs = <i>necesidades</i> office = <i>oficina</i> oil = <i>petróleo</i> pipeline = <i>pipa</i> producer = <i>productores</i> resource = <i>recursos</i> sell = <i>vender</i> service = <i>servicio</i> shopper = <i>comprador</i> store = <i>tienda</i> tools = <i>herramientas</i> trade = <i>comercio</i> train = <i>tren</i> truck = <i>camión</i> worker = <i>trabajador</i> | barter = <i>intercambio</i> business = <i>negocio</i> consumer = <i>consumidor</i> cost = <i>costo</i> demand = <i>demanda</i> energy = <i>energía</i> government = <i>gobierno</i> health = <i>salud</i> market = <i>mercado</i> mine = <i>mina</i> price = <i>precio</i> problem = <i>problema</i> producer = <i>productor</i> railroad = <i>ferrocarril</i> resource = <i>recursos</i> service = <i>servicio</i> worker = <i>trabajador de servicio</i> shipping = <i>envío</i> suburban = <i>suburbano</i> supply = <i>oferta</i> tax = <i>impuesto</i> trade = <i>comercio</i> transportation = <i>transportación</i> urban = <i>urbano</i> workplace = <i>oficina</i> | agriculture = <i>agricultura</i> cattle = <i>ganado</i> cargo = <i>carga</i> cash crop = <i>cosecha comercial</i> commerce = <i>comercio</i> communications = <i>comunicaciones</i> food = <i>alimentos</i> employer = <i>compañía</i> employment = <i>empleo</i> goods = <i>bienes</i> income = <i>ingreso</i> industry = <i>industria</i> labor = <i>mano de obra</i> land use = <i>uso de suelo</i> producer = <i>productor</i> production = <i>producción</i> region = <i>región</i> service = <i>servicio</i> worker = <i>trabajador de servicio</i> shipment = <i>envío</i> transport system = <i>sistema de transporte</i> union = <i>unión</i> wage = <i>salario</i> | apprentice = <i>aprendiz</i> assembly line = <i>línea de ensamblaje</i> boom = <i>crecimiento</i> boycott = <i>boicot</i> cash crop = <i>cosecha comercial</i> depression = <i>depresión</i> efficiency = <i>eficiencia</i> economy = <i>economía</i> export = <i>exportación</i> housing = <i>habitacional</i> import = <i>importar</i> industrial revolution = <i>revolución industrial</i> labor union = <i>unión laboral</i> market = <i>mercado</i> merchant = <i>mercader</i> monopoly = <i>monopolio</i> poverty = <i>pobreza</i> stock = <i>reserva</i> strike = <i>huelga</i> tariff = <i>tarifa</i> technology = <i>tecnología</i> unemployment = <i>desempleo</i> | boycott = <i>boicot</i> capital = <i>capital</i> capitalism = <i>capitalismo</i> cash crop = <i>cosecha comercial</i> conservation = <i>conservación</i> credit = <i>crédito</i> currency = <i>moneda</i> debt = <i>deuda</i> development = <i>desarrollo</i> division of labor = <i>división de trabajo</i> economics = <i>economía</i> economist = <i>economista</i> efficiency = <i>eficiencia</i> embargo = <i>embargo</i> excise = <i>ejerger</i> financial = <i>financiero</i> free enterprise = <i>empresa libre</i> gross national product = <i>bruto nacional</i> income tax = <i>impuesto al ingreso</i> hunter and gatherer = <i>cazador y recolector</i> hydroelectric power = <i>poder hidroelectrico</i> industrialization = <i>industrialización</i> inflation = <i>inflación</i> interdependence = <i>interdependencia</i> | Interest = <i>intereses</i> Invest = <i>inversión</i> nonrenewable = <i>no renovable</i> per capita income = <i>ingreso por persona</i> policy = <i>política</i> profit = <i>ganancia</i> productivity = <i>productividad</i> raw materials = <i>material prima</i> single source = <i>fuentes sencilla</i> economy = <i>economía</i> specialization = <i>especialización</i> standard of living = <i>nivel de vida</i> subsistence = <i>subsistir</i> surplus = <i>superávit</i> tariff = <i>tarifa</i> taxation = <i>nivel de impuesto</i> value = <i>valor</i> value added = <i>valor agregado</i> wealth = <i>riqueza</i> working conditions = <i>trabajando condiciones</i> |

Discoveries and Inventions Vocabulary

| K - 1 | | 3 - 5 | | 6 - 8 | |
|---------------------------------|----------------------------|-------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|
| big = <i>grande</i> | map = <i>mapa</i> | connect = <i>conectar</i> | note = <i>noticia</i> | analyze = <i>analizar</i> | notice = <i>noticia</i> |
| different = <i>diferente</i> | new = <i>nuevo</i> | could be = <i>puede ser</i> | observe = <i>observar</i> | data = <i>información</i> | observation = <i>observación</i> |
| dig = <i>excavar</i> | now = <i>ahora</i> | discover = <i>descubrir</i> | predict = <i>predecir</i> | detect = <i>detectar</i> | prediction = <i>predicción</i> |
| find = <i>encontrar</i> | read = <i>leer</i> | experiment = <i>experimentar</i> | prove = <i>probar</i> | design = <i>diseñar</i> | reasoning = <i>razonamiento</i> |
| found = <i>encontré</i> | same = <i>mismo</i> | explore = <i>explorar</i> | reason | discoverer = <i>descubridor</i> | require = <i>requerimiento</i> |
| go = <i>ir</i> | saw = <i>observé</i> | figure out = <i>descifrar</i> | reveal = <i>revelar la</i> | discovery = <i>descubrimiento</i> | research = <i>investigación</i> |
| hear = <i>escuchar</i> | see = <i>observar</i> | idea = <i>idea</i> | results = <i>resultados</i> | examine = <i>examinar</i> | researcher = <i>analista</i> |
| know = <i>saber</i> | small = <i>chiquito</i> | imagine = <i>imaginar</i> | science = <i>ciencia</i> | excavate = <i>excavar</i> | resource = <i>recursos</i> |
| learn = <i>aprender</i> | tell = <i>decir</i> | invent = <i>inventar</i> | scientific | expedition = <i>expedición</i> | revelation = <i>revelación</i> |
| listen = <i>escuchar</i> | think = <i>pensar</i> | invention = <i>invento</i> | method = <i>método</i> | enlighten = <i>aclarar</i> | revolution = <i>revolución</i> |
| little = <i>pequeño</i> | try = <i>tratar</i> | inventor = <i>inventor</i> | scientist = <i>científico</i> | findings = <i>hallazgos</i> | route = <i>ruta</i> |
| look = <i>ver</i> | use = <i>usar</i> | knew = <i>supo</i> | scientist = <i>científico</i> | identify = <i>identificar</i> | technique = <i>técnica</i> |
| make = <i>hacer</i> | | look for = <i>buscar</i> | search = <i>investigar</i> | inform = <i>informar</i> | trace = <i>trazar</i> |
| | | look into = <i>averiguar</i> | sense = <i>sentido</i> | information = <i>información</i> | uncover = <i>esclarecer</i> |
| | | hypothesis = <i>hipótesis</i> | sight = <i>vista</i> | innovation = <i>innovación</i> | unearth = <i>deducir</i> |
| | | improve = <i>mejorar</i> | study = <i>estudiar</i> | inquire = <i>indagar</i> | unfamiliar = <i>deshabituado</i> |
| | | locate = <i>localizar</i> | technology = <i>tecnología</i> | knowledge = <i>conocimiento</i> | vision = <i>visión</i> |
| | | news = <i>noticias</i> | tool = <i>herramienta</i> | | |
| | | | uncover = <i>descubrir</i> | | |
| | | | useful = <i>útil</i> | | |

Government Vocabulary

| K-1 | 2 | 3 | 4 | 5 | 6-8 |
|---|--|---|---|---|---|
| family = <i>familia</i> feelings = <i>sentimientos</i> few = <i>pocos</i> friend = <i>amigo</i> many = <i>varios</i> money = <i>dinero</i> neighborhood = <i>vecindario</i> rule = <i>regla</i> share = <i>compartir</i> small = <i>pequeño</i> today = <i>hoy</i> tomorrow = <i>mañana</i> yesterday = <i>ayer</i> | choose = <i>escoger</i> citizen = <i>ciudadano</i> city = <i>ciudad</i> community = <i>comunidad</i> country = <i>país</i> court = <i>corte</i> elect = <i>elegir</i> law = <i>ley</i> lead = <i>dirigir</i> leader = <i>líder</i> rule = <i>regir</i> state = <i>estado</i> tax = <i>impuesto</i> town = <i>pueblo</i> | boundary = <i>límite</i> capital = <i>capital</i> cause = <i>causa</i> century = <i>siglo</i> choice = <i>elección</i> city council = <i>consejo de la ciudad</i> colonist = <i>colonizador</i> community = <i>comunidad</i> democracy = <i>democracia</i> democratic = <i>democrático</i> effect = <i>efecto</i> government = <i>gobierno</i> governor = <i>gobernador</i> immigrant = <i>inmigrante</i> judge = <i>juez</i> lawyer = <i>abogado</i> leadership = <i>liderazgo</i> mayor = <i>alcalde</i> political party = <i>partido político</i> reason = <i>razón</i> responsibility = <i>responsabilidad</i> right = <i>correcto</i> suburb = <i>suburbio</i> | allegiance = <i>alianza</i> ballot = <i>votación</i> border = <i>frontera</i> citizens = <i>ciudadanos</i> Civil War = <i>Guerra Civil</i> Congress = <i>Congreso</i> county = <i>condado</i> district = <i>distrito</i> government branch = <i>rama de gobierno</i> governor = <i>gobernador</i> illegal = <i>ilegal</i> legal = <i>legal</i> nation = <i>nación</i> political = <i>político</i> politics = <i>política</i> president = <i>presidente</i> rationale = <i>raciocinio</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> state government = <i>gobierno del estado</i> | amendment = <i>enmienda</i> bill = <i>legajo</i> civil rights = <i>derechos civiles</i> congress = <i>congreso</i> constituent = <i>componente</i> district = <i>distrito</i> enact = <i>decreto</i> enforce = <i>imponer</i> executive = <i>ejecutivo</i> injustice = <i>injusticia</i> judicial = <i>judicial</i> justice = <i>justicia</i> legislate = <i>legislar</i> legislative = <i>legislativo</i> legislator = <i>legislador</i> majority = <i>mayoría</i> minority = <i>minoría</i> overturn = <i>volcar</i> representative = <i>representativo</i> senate = <i>senado</i> senator = <i>senador</i> veto = <i>veto</i> | alternative = <i>alternativo</i> assess = <i>valorar</i> charter = <i>encargo</i> coalition = <i>coalición</i> compact = <i>compacto</i> compromise = <i>compromiso</i> decree = <i>decreto</i> deliberate = <i>deliberar</i> dictator = <i>dictador</i> electoral college = <i>colegio electoral</i> empire = <i>imperio</i> evaluate = <i>evaluar</i> human rights = <i>derechos humanos</i> municipal government = <i>gobierno municipal</i> popular vote = <i>voto popular</i> provisional = <i>provisional</i> regulate = <i>regular</i> republic = <i>república</i> sovereign = <i>soberano</i> |

On-Line Literacy Resources for Parents

The following examples of resources to improve literacy have been selected by the DePaul University Center for Urban Education for the Chicago Public Schools Parent Community Partnership Program.

These links include reading guides, activities, learning games and interactive reading resource websites featuring non-fiction, fiction, poetry and Spanish language texts. Some have been designed specifically for parents.

Sources include nationally recognized organizations such as the National Education Association, the International Reading Association, Northwest Regional Educational Laboratory, National Council of Teachers of English, and the US Department of Education.

Examples of on-line literacy resources from the National Education Association

A Parent's Guide to Helping Your Child Learn to Read

This guide was prepared by the National Education Association (NEA).

<http://www.nea.org/parents/learntoread.html>

Every parent wants his or her child to be a successful reader. Reading, after all, provides the foundation for a great education as well as a lifelong skill that brings not only knowledge, but pleasure.

Building on What We Know About Learning To Read

Research on reading and learning to read shows that there are things that can be done at home from an early age that help children become successful as readers. The following suggestions, which are backed up by research, should be especially helpful to parents and caregivers of young children.

- Teaching young children to recognize the letters of the alphabet is a big boost to reading readiness. Recognizing alphabet letters is one of the single strongest predictors of reading success for young children entering school. Alphabet recognition lays a critical foundation for learning to read and write.
- Reading to children helps them to understand about books and print. Children need to understand that print carries a meaningful message and that stories have a structure. By hearing many stories read to them, and by discussing those stories, children learn that a story has a beginning, a middle, and an end; it has characters, setting, and plot. Children who have had exposure to many children's books can usually indicate when a story does not "make sense" even if they can't say that it has no plot. Through reading to children, parents can help them understand that there is a connection between the words on the page and what they hear as a story is read to them.
- Talking with your child about a book or story helps him develop vocabulary. As a child learns to speak, he also learns how to listen. He begins to understand how words are strung together to make sense, the patterns of language, and the ways language changes when used for different purposes such as giving directions, explaining or entertaining.
- Reading about the familiar helps children relate to what is being read to them. Beginning readers will have a hard time understanding what they read if they have no experiences to which they can connect the words. For example, it is difficult for a child who has never seen snow to understand a story about the hazards of traveling in a blizzard.
- Showing the relationship between writing and reading is another way to build reading skill. Helping children learn to write their name, compose notes to friends and family members, and copy favorite words are all ways that parents can help children develop understanding and skills in writing that transfer to reading.

Ways To Build a Reading Foundation for Your Child

- Label things in the home such as the table, the refrigerator, doors, etc. Collect the labels and have your child put them back on the correct objects.
- While in the car, walking or riding the bus, have the child look for and read familiar signs.
- Talk to children about what they like to do — their favorite games, pastimes and books. Listen to your child's stories, accounts of events and ideas.
- Make plans for the day with your child. As children get older, plans can be written in a short schedule. The schedule can be used to search for familiar words and to learn new words.
- Encourage your child to ask questions. Show how some questions can be answered by looking for information in books.

Ways To Help Your Child Develop Vocabulary and Concepts

- Talk about new words the child hears and connect them to words the child already knows.
- Look for letters of the alphabet in signs on a trip.

- Play the game, I see something..., where one person describes an object in view and the other(s) must guess what it is.
- Help children make connections among words or concepts such as "winter–cold, snow-holidays" or "dinner–food, family-evening."

Ways To Talk with Your Child About Books

- Ask your child to predict what might happen next while reading a story. Be sure to ask your child to give reasons for the prediction.
- Ask your child why a character might have taken a specific action. Again, ask for the reasons behind the answer.
- Ask your child to compare a book to another familiar book. How are the characters alike or different? Do the stories take place in similar places? How are the illustrations similar or different?
- Ask what part of the story the child liked best and why.
- Ask whether the child liked the ending of the story and why or why not.

Ways To Help Your Child Connect Reading and Writing

- Encourage your child to draw pictures about books or experiences. Drawing is a preparation for writing because it develops both the muscles needed for writing and children's ability to represent their ideas.
- Show your child how to write her name.
- Help your child to compose a note to a relative or friend. Have your child dictate as you write. Read the note back to the child pointing to the words as you read them. Older children can look for familiar words in the note.

Examples of online literacy resources recommended by NCTE and IRA

The following pages contain links for teachers and parents to use as resources. These sites were recommended by the International Reading Association (IRA) and The National Council of Teachers of English (NCTE).

[25 Activities for Reading and Writing Fun \(Reading Rockets Web Site\)](http://www.ncte.org/parents/links/112926.htm)

<http://www.ncte.org/parents/links/112926.htm>

"Fun" is the key word in this selection of 25 reading and writing activities for families with children (infants to sixth grade). Scroll through to find your child's grade range and then pick an activity to do today!

[A New Guide for Parents \(National Urban League Web Site\)](http://www.ncte.org/parents/links/112927.htm)

<http://www.ncte.org/parents/links/112927.htm>

Here's a colorful guide for parents developed by Scholastic and the National Urban League. Divided by age and grade, the "Read and Rise" guide has information on reading milestones as well as Try This! ideas and activities to help children gain the skills they need to become successful readers.

[Between the Lions](http://pbskids.org/lions/index.html)

<http://pbskids.org/lions/index.html>

This website is designed for parents and kids to surf together. Stories from the popular PBS show are posted online with links to associated games.

[Book Adventure](http://www.bookadventure.com/)

<http://www.bookadventure.com/>

Book Adventure is a free reading motivation program for children in grades K-8. Children create their own booklists from recommended titles, take multiple choice quizzes on the books they've read offline, and earn points and prizes for their literary successes.

[Carol Hurst's Children's Literature Site](http://www.carolhurst.com/index.html)

<http://www.carolhurst.com/index.html>

This site is a collection of reviews of great books for kids, ideas of ways to use books in the classroom, and collections of books and activities about particular subjects, curriculum areas, themes, and professional topics.

[The Children's Book Council \(CBC\)](http://www.cbcbooks.org)

<http://www.cbcbooks.org>

A cosponsor with IRA of the Children's Choices project, CBC promotes the use and enjoyment of children's trade books and is the official sponsor of Young People's Poetry Week and National Children's Book Week.

[Enlighten Me](http://www.enlightenme.com/enlightenme/pta/)

<http://www.enlightenme.com/enlightenme/pta/>

Created by Verizon Reads and FableVision, this website for children ages 7-12, as well as parents, teachers, and caregivers, features articles, activities, and booklists designed to promote creative thinking and encourage a lifelong love of reading.

[International Children's Digital Library \(ICDL\)](http://www.icdlbooks.org)

<http://www.icdlbooks.org>

Imagine a world where a comprehensive library of international children's literature is available to all children across the globe. With participants from around the world, this 5-year research project is building an international collection of children's books that reflects both the diversity and quality of children's literature. Currently, the collection includes materials donated from 27 cultures in 15 languages.

[Library in the Sky](http://www.nwrel.org/sky/)

<http://www.nwrel.org/sky/>

Containing over 15,000 links to educational resources on the Internet, this site guides teachers, students, parents, librarians, and members of the community on their journeys through cyberspace.

[Literacy Connections](http://literacyvolunteer.homestead.com/index.html)

<http://literacyvolunteer.homestead.com/index.html>

A cooperative effort of literacy tutors, volunteers, and educators, this site offers a wealth of information on reading aloud, tutoring techniques, second-language literacy, and adult literacy.

[Literature Resources](http://www.about-arts.com/)

<http://www.about-arts.com/>

About-Arts.com -- A directory of literature-related websites and discussion groups.

[Merriam-Webster Online: The Language Center](http://www.m-w.com/)

<http://www.m-w.com/>

You can access the full text of *Merriam-Webster's Collegiate Dictionary*, Tenth Edition and *Collegiate Thesaurus*. Site links take you to word games, the featured "Word of the Day", and scripts of National Public Radio's popular daily program "Word for the Wise."

[The Miss Rumphius Award](http://www.reading.org/resources/community/links_rumphius_info.html)

http://www.reading.org/resources/community/links_rumphius_info.html

The Miss Rumphius Award is presented by members of the RTEACHER mailing list (listserv) to educators who develop and share exceptional Internet resources for literacy and learning. An annotated list of links to award-winning websites is provided.

[National Education Association \(NEA\)](http://www.nea.org/)

<http://www.nea.org/>

NEA advances the cause of public education. Their website has a section for parents about how to get involved in and improve their child's education.

[Parenting Information](http://www.parentbytes.com)

<http://www.parentbytes.com>

An independent Australian website dedicated to promoting literacy in children. Offers feature articles, book reviews on Australian and international titles, community forum, and a growing bank of information.

[Read Across America](http://www.nea.org/readacross/)

<http://www.nea.org/readacross/>

NEA's Read Across America program calls for every child in America to be reading in the company of a caring adult on March 2, Dr. Seuss's birthday.

[Reading Is Fundamental \(RIF\)](http://www.rif.org/)

<http://www.rif.org/>

RIF develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read. Through a national network of teachers, parents, and volunteers, RIF programs provide books and other essential literacy resources to children, at no cost to them or their families.

[Reading Rockets](http://www.readingrockets.org)

<http://www.readingrockets.org>

A project of WETA, the public broadcasting station in Washington, DC, this site provides detailed information about learning to read and strategies for supporting struggling readers at home, at school, and in the community. It offers news, practical information, expert advice, and resources for parents, teachers, tutors, child care providers, and policymakers.

[Reading Tips for Spanish-Speaking Parents](http://www.colorincolorado.org/)

<http://www.colorincolorado.org/>

Reading Rockets, a multimedia initiative of PBS station WETA, created ¡Colorín Colorado! , the first major Web site specifically for Spanish-speaking parents to help their children learn to read. Featuring beautiful illustrations from Caldecott Award-winning illustrator David Diaz and entertaining video clips of celebrities such as the late Celia Cruz, Miguel Varoni and author Pat Mora, the site also includes downloadable resources for teachers and librarians to distribute to parents in their own communities.

[RIF Reading Planet](http://www.rifreadingplanet.org/rif/)

<http://www.rifreadingplanet.org/rif/>

RIF Reading Planet is a place where kids and families come together to explore the world of books. Grown-ups can browse through a universe of activities and ideas for motivating kids to read. Kids can post reviews of favorite books and participate in interactive games and activities.

[Spaghetti Book Club](http://www.spaghettibookclub.com)

<http://www.spaghettibookclub.com>

Book reviews written by kids for kids from grades K-6. The Spaghetti Book Club encourages kids' love for reading by giving them an opportunity to connect on a personal level with the books they are reading and then share their reactions, thoughts, and opinions with family members, friends, and kids around the world. Reviews can be located through title, author, or reviewer.

[Talking Over Books](http://utopia.utexas.edu/explore/talking/index.html)

<http://utopia.utexas.edu/explore/talking/index.html>

Part of the UTOPIA project of the University of Texas at Austin, this site provides ideas and resources for sharing books with young children: reading them, discussing them, enjoying them together, and celebrating the child's developing literacy skills.

[Word Central](http://www.wordcentral.com/)

<http://www.wordcentral.com/>

Merriam-Webster's site just for kids features the "Daily Buzz Word", spelling bee quizzes, student dictionaries, and "Build Your Own Dictionary."

[Working Together for Literacy](http://www.ncte.org/parents/links/113371.htm)

<http://www.ncte.org/parents/links/113371.htm>

Parents and educators each have important roles to play to help students develop literacy. Guidelines for how to do this, including a suggested booklist, are featured in the NCTE position statement, "Read Together: Parents and Educators Working Together for Literacy."

[Young Authors' Workshop](#)

<http://www.planet.eon.net/%7Ebplaroach/Teacher.html>

Links to websites on all aspects of the writing process for kids, including places to publish their writing.

[YourKidsLibrary.com](#)

<http://yourkidslibrary.com/index.htm>

With the goal of reviewing every Newbery medalist and honor book back to 1922, David Ross of the *Press-Telegram* offers over 400 synopses (so far). The reviews include curricular ties and reading levels as well as anecdotal comments.

Online literacy resources compiled by Literacy Matters

www.literacymatters.org

[Misunderstood Minds: Reading](#)

www.pbs.org/wgbh/misunderstoodminds/readingstrats.html

This PBS site is written especially for parents of struggling readers.

[Tips to Encourage Reading for Parents—American Library Association](#)

www.ala.org/ala/yalsa/teenreading/tipsenc/tipsencourage.htm#parents

Click on "Help your Teen Build Literacy Skills" to read a helpful article written especially for parents.

[Guided Reading Opportunities in Good Literature](#)

www.carolhurst.com/profsubjects/reading/guided.html

Literature and reading specialist Carol Hurst discusses techniques for using popular children's books—including *Holes*, *Shiloh*, and *Autumn Street*—to help children improve reading comprehension.

[Effective Practices for Developing Reading Comprehension](#)

ed-web3.educ.msu.edu/pearson/pdppaper/Duke/ndpdp.html

In this overview of the research on reading comprehension, the authors discuss what makes a good reader as well as strategies for turning poor readers into good readers.

[What is Strategic Reading?](#)

www.howard.k12.md.us/langarts/Curriculum/strategies.htm#WHAT%20IS%20STRATEGIC%20READING

This site uses the before, during, and after reading model to discuss effective classroom techniques for teaching the different strategies.

[Reading Workshop](#)

www.springfield.k12.il.us/resources/languagearts/readingwriting/reading.html

This site describes different steps that teachers and parent can use to foster reading.

[KidBibs Learning Tips](#)

www.kidbibs.com/learningtips.htm

Some of these learning tips describe how to help children succeed in school in reading and writing. Each tip sheet includes overview information, teaching techniques, and support materials. All of the tips are written by an educator who is also a mother.

Study Skills: Reading

familyeducation.com/topic/front/0,1156,23-28930,00.html?relinks

This is a selection of resources at the Family Education Network that cover reading comprehension and reading habits; skimming and sight-reading; and notes, test-taking, and homework.

Online Book Discussions

www.literacymatters.org/adlit/response/discussion.htm#book

The sites listed here can encourage students to write and respond to other students' book reviews.

Literacy and Education Organizations

Get Ready to Read!

<http://www.GetReadytoRead.org/index.php>

A national initiative to build the early literacy skills of preschool-age children.

Literacy Center: The Early Childhood Education Network

<http://www.literacycenter.net/>

It provides safe learning activities for parents and teachers to share with young children, both in English and Spanish.

Literacy Corner

<http://cela.albany.edu/literacycorner/activities/la.htm>

Provides useful information about helping young children (3-6 years) develop the skills they need to begin to read and write

Reach Out and Read

<http://www.reachoutandread.org/>

Reach Out and Read (ROR) is a program that promotes early literacy by bringing new books and advice about the importance of reading aloud into the pediatric exam room.

Read To Me International

<http://www.readtomeintl.org/>

Read To Me International promotes the belief that every child should be read to every day for ten minutes. Read To Me International believes that as stakeholders and communities everywhere come together to address the literacy needs of children, they will realize the importance of reading aloud to children as a simple yet effective way of raising children who value and love reading.

The following links were compiled by the International Reading Association

http://www.reading.org/resources/community/links_edu_tp.html

Blue Web'n

<http://www.kn.pacbell.com/wired/bluewebn/index.cfm>

Blue Web'n is a searchable database of outstanding Internet learning sites categorized by content, subject area, and grade level. Each site is given a detailed description and rated on a scale of 1 to 5 stars.

The Comic Book Project

<http://www.comicbookproject.org/>

The goal of The Comic Book Project is to help children forge an alternative pathway to literacy through the visual arts. By employing a platform that links creativity to learning, The Comic Book Project has supported children who are struggling with their reading and writing skills, including children with limited English proficiency.

edHelper.com

<http://www.edhelper.com/ReadingComprehension.htm>

Lesson plans in all subjects; Web quests; math, spelling and vocabulary worksheets; sites for teachers; freebies; a newsletter; and education news updated daily can all be found on this site.

Family Education Network

<http://fen.com/>

Provides standards-based activities, lesson plans, research tools, homework help, creative activities, printables, games, and instructional techniques for teachers and parents of children K-12.

Federal Resources for Educational Excellence (FREE)

<http://wdcrobcolp01.ed.gov/cfapps/free/displaysubject.cfm?sid=5&subid=52>

This site has several federally supported educational resources.

FunBrain.com

<http://www.funbrain.com/>

This Family Education Network site provides free games and online quizzes for children K-8, parents, and teachers.

KidsHub.org

<http://quizhub.com/quiz/quizhub.cfm>

An online, interactive learning center that features free educational games, puzzles, quizzes, spelling activities, and subject guides.

No Child Left Behind

<http://www.ed.gov/nclb/landing.jhtml>

The No Child Left Behind website provides information and answers to questions about the U.S. federal legislation enacted in January 2002. The Act redefines the federal role in K-12 education and means to help close the achievement gap between disadvantaged and minority students and their peers.