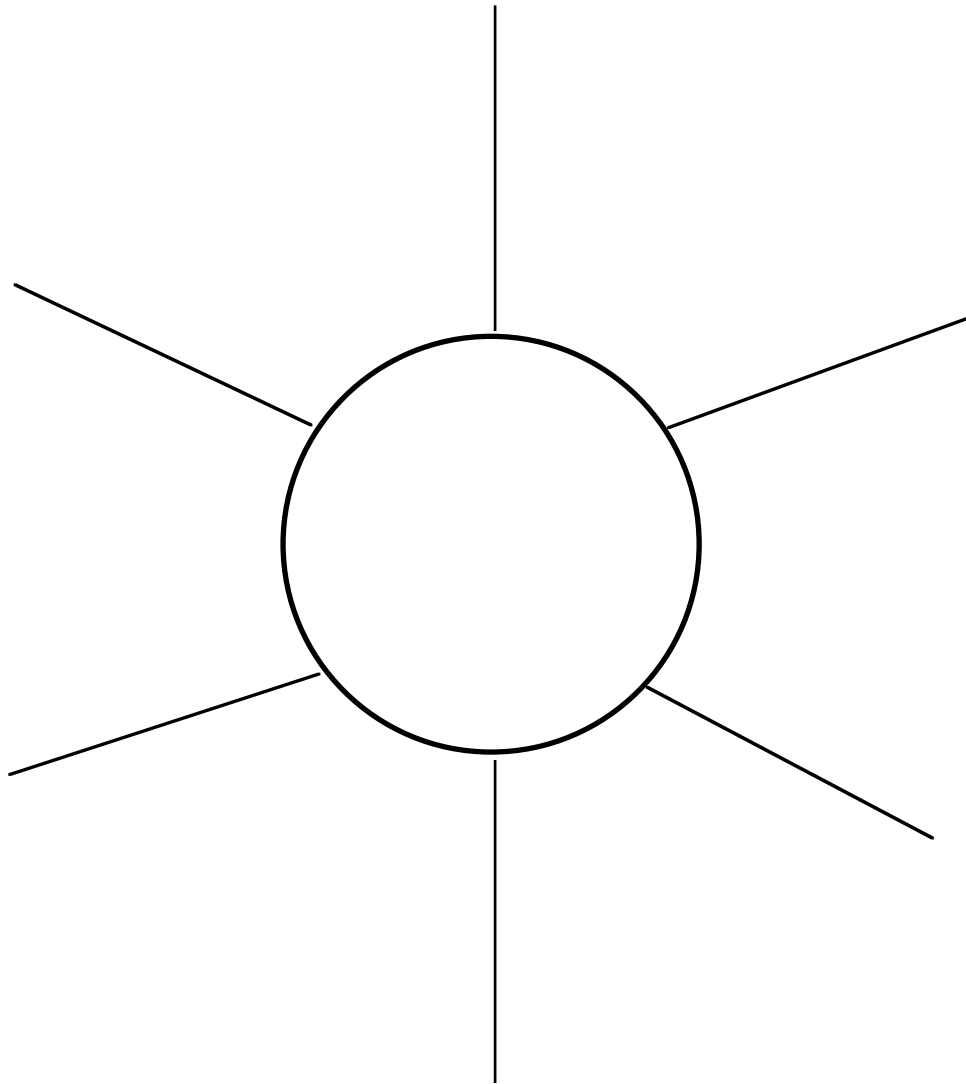


# Competency Tools

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What's Important?



Think it through.

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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:** \_\_\_\_\_

<b>WORD</b>	Show what it means. Draw a picture.	Write another word that restates or translates this word.

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.*

M	
T	
W	
T	
F	

*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.

Paragraph 1
Paragraph 2
Paragraph 3

### 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.

nouns	verbs	adjectives

## 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.*

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### *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 fact 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 reason 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. Gve 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?*

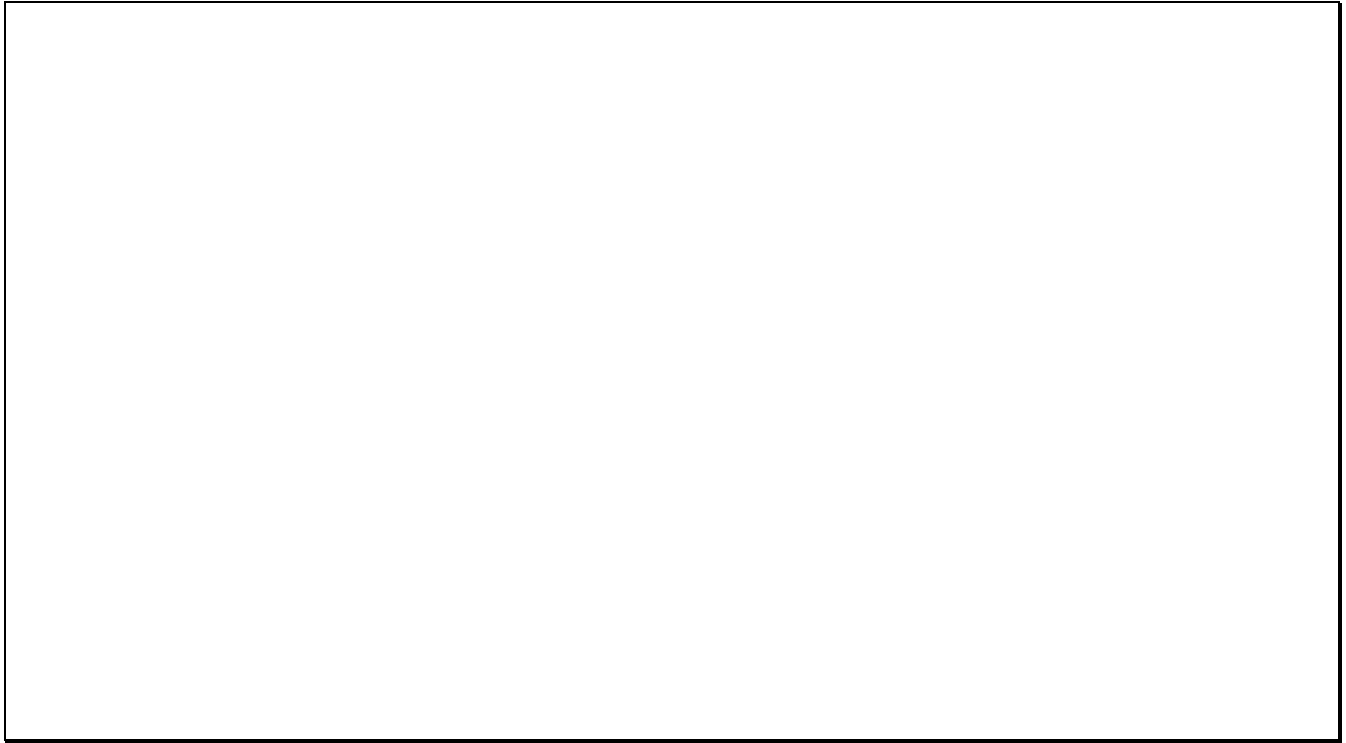
*Why?*

## 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.***

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

*Exceed the Standard:  
Write what you think will  
happen next..*

## Chart Inferences

ILS 1B competence: Can make an inference.

Category	<b>LITERAL</b> Information stated in text.	<b>INFERENTIAL</b> Based on that information
Where: <i>characteristics of the place</i>		
What: <i>action</i>		
Who takes that action  Characteristics of a person		

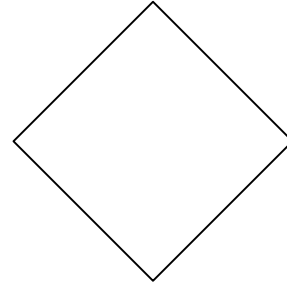
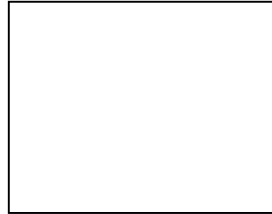
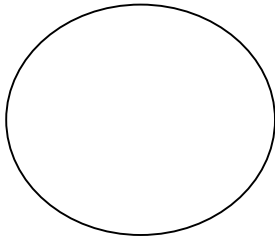
What's next?

Support your prediction. 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.


What are the two or three most important points you find in your reading?

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

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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.

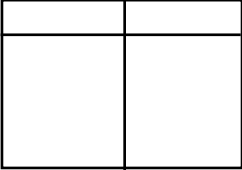

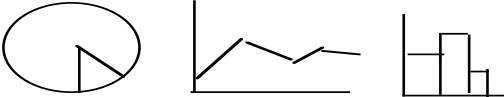
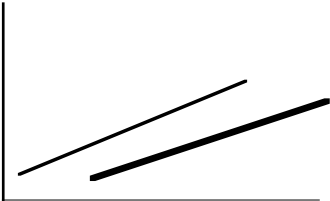
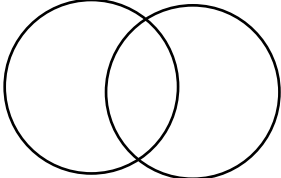
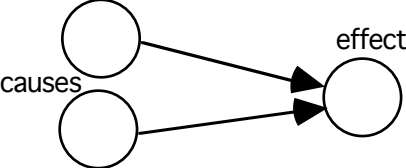
Choose one strategy to work on each week.

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

## 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

<p><b>LISTS</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <ul style="list-style-type: none"> <li>❖ _____</li> <li>❖ _____</li> </ul> <hr/> <ul style="list-style-type: none"> <li>❖ _____</li> <li>❖ _____</li> </ul>
<p><b>CHARTS</b></p> 	<p><b>TIME LINES</b></p> 
<p><b>GRAPHS</b></p>  	<p><b>DIAGRAMS</b></p> <p>Venn Diagram</p>  

*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.*

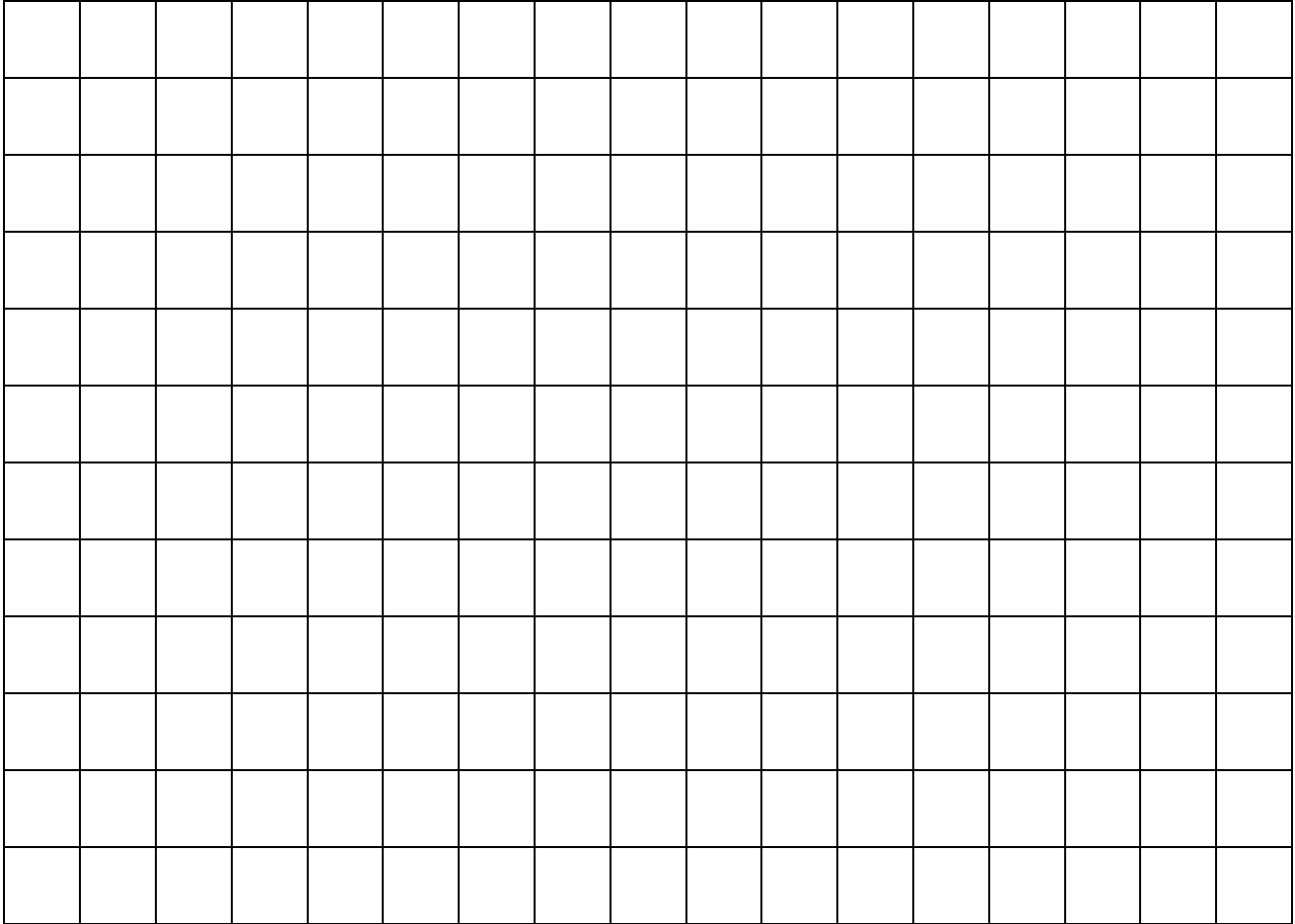



*What's important to know about solving this kind of problem?*

# Graph Maker

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

Title: \_\_\_\_\_



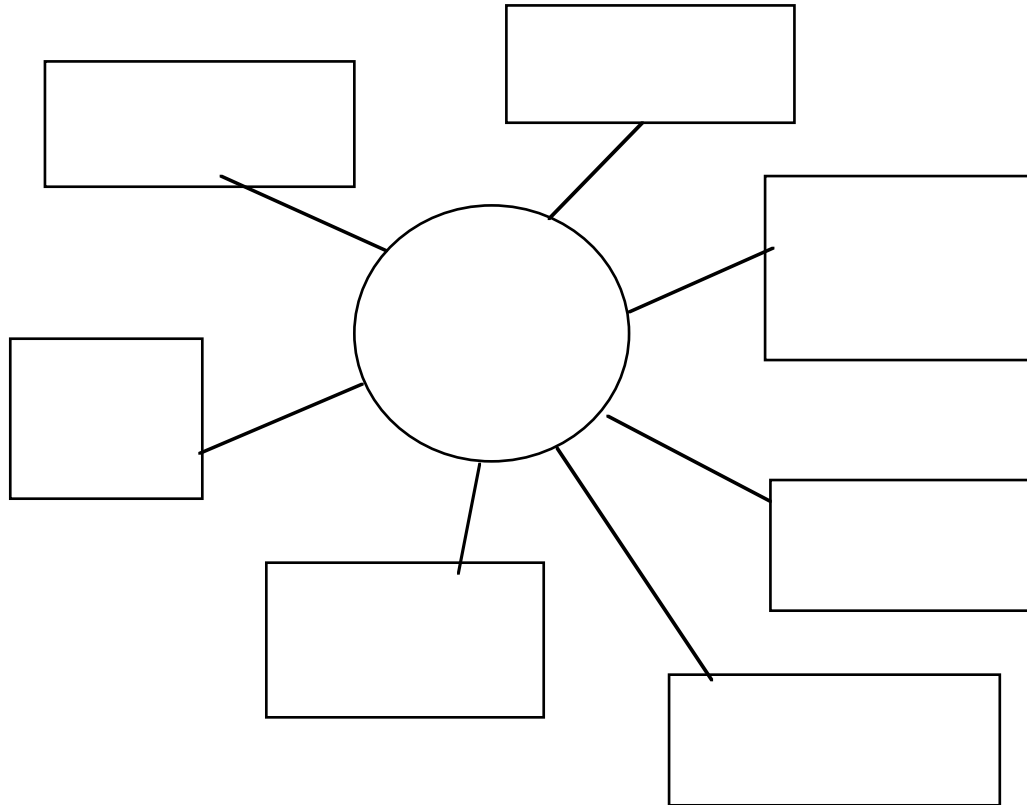
 Explain what the graph shows.

---

## 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: \_\_\_\_\_



*Explain what your chart shows.*

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## ***What Happened?***

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

When

What Happened



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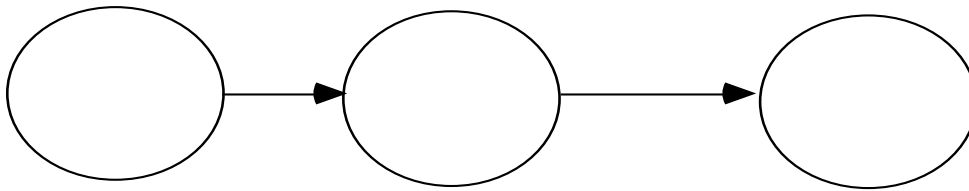
 *Evaluate: which event is most important?*

*Why?*

# Diagram Maker

ILS 1B/5A Competence: Can diagram relationships.

Title: \_\_\_\_\_



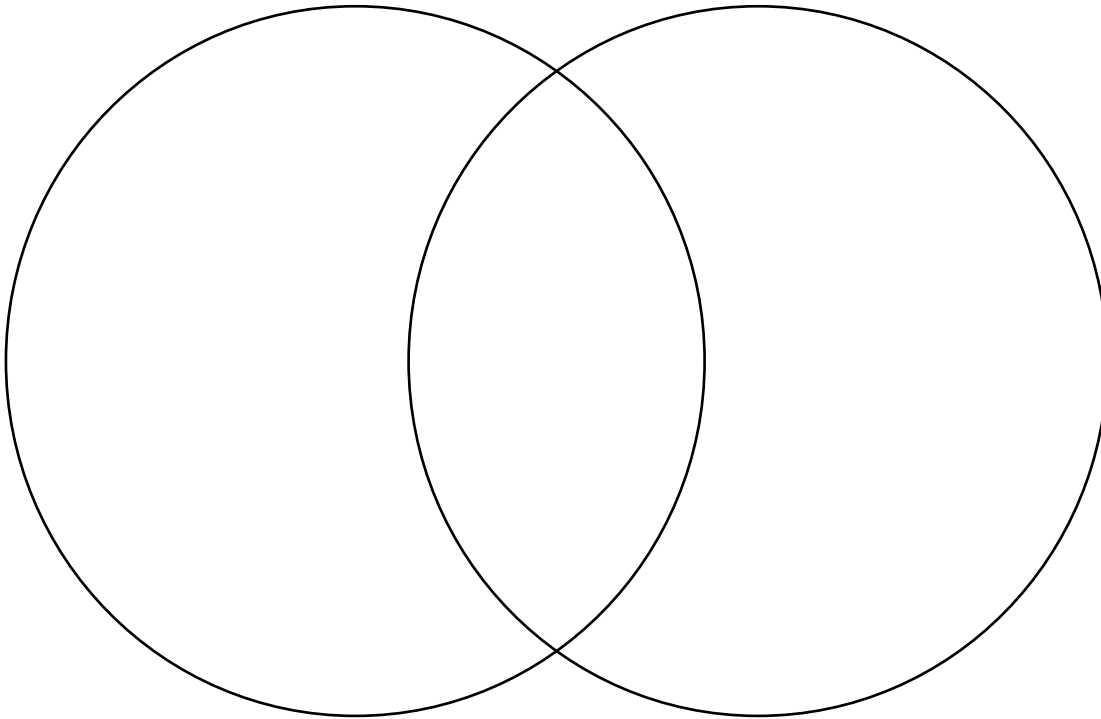
 Explain what your diagram shows.

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## Show Differences and Similarities

ILS 1B/5A Competence: Can compare and contrast.

*Title:* \_\_\_\_\_



 *Explain what your Venn diagram shows.*


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## 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.

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## 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 **Entiendas**-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 lo **Entiendas 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 significado tiene _____?	➡ ¿Si _____ cambiara, qué sucedería?
➡ ¿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 lo **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?
❑ ¿Cual 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.

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

## Write What's Important

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

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

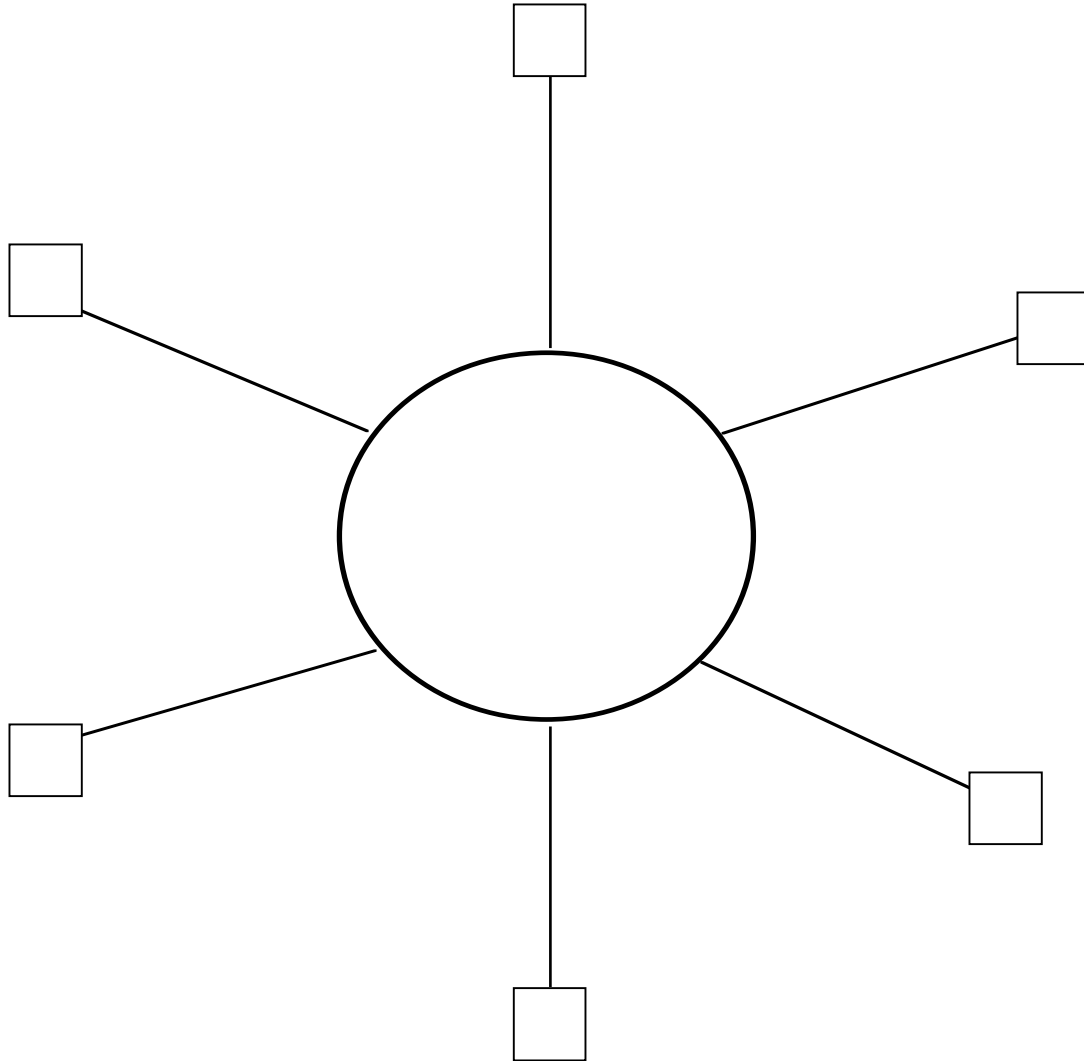
What's my topic? \_\_\_\_\_

*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

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# 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


## Picture/Diagram



## POEM

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**Poets think more!**