

SYNTHESIZE

Get it, Get It Together, Get it Across

Reading Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including **visually** and **quantitatively**, as well as in words.

| | READING LITERATURE | READING NONFICTION |
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| K | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| 1 | Use illustrations and details in a story to describe its characters, setting, or events . | Use the illustrations and details in a text to describe its key ideas . |
| 2 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot . | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 3 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| 4 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Interpret information presented visually , orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. |
| 5 | Analyze how visual and multimedia elements contribute to the meaning, tone , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 6 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | Integrate information presented in different media or formats (e.g., visually , quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject |
| 8 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea . |
| 9-10 | Analyze the representation of a subject or a key scene in two different artistic mediums , including what is emphasized or absent in each treatment | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |

Standard 7 is an opportunity to
COLLABORATE TO LEARN MORE

QUEST:
What will we learn about?

QUESTIONS:
What **BIG** questions will we answer?

CONNECT:
How will we combine what we learn to teach others?

Children's book

Exhibit

News report

Website

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CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____ ?

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|----------|---|---|--|--|---|
| K | Listen, read, draw: What's important to families? (in many places) 18 A | Listen, read, draw: How and what do families celebrate? 18 A | Listen, read, draw How do families work together? 18 A | How do families live together? 18 A | SYNTHESIS <i>Give examples of how a family shares values in how they live and what they celebrate.</i> |
| 1 | How do people live in a neighborhood? 18A | How do people show they value each other. 18A | What do people value in our neighborhood 16AB and how do they show it?18A | What do people celebrate in our neighborhood? 18A | SYNTHESIS <i>Describe values; illustrate and explain what values mean to the way people live in a culture 16AB and what is important to them.</i> |
| 2 | How did people meet needs in a community in the past? 16A | What values did people in people in a community have the past? 16A | How do people in our community and others meet needs today? 18A | How do people in communities show values today. 18A | SYNTHESIS <i>Describe values; illustrate and explain examples of a community's values in the past and today.</i> |
| 3 | How did people live in Chicago long ago? 16A | How, where, and why did people travel in Chicago long ago? 16A, 5A | What was important to people in Chicago in the past? 16A | What values of Chicago stayed the same or changed and how that affects us today? 18A | SYNTHESIS <i>Explain Culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.</i> |
| 4 | How did people live in Illinois in the past? 16A | How and why have people changed Illinois? 16A | How and why have people changed Illinois and other regions? 16A | What values of people have stayed the same and what values have changed? 18A | SYNTHESIS List, illustrate, give examples of choices of a culture; <i>Write/illustrate to explain values and traditions</i> |
| 5 | How did people live in the US in the past? 16A, D | How have people changed the US? 6A,D | How have communication and technology changed? 16A,D, | What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A | SYNTHESIS List, illustrate, give examples of choices of a culture; <i>Write/illustrate to explain values and traditions</i> |
| 6 | Who lives where why? 16A,D, 18A | Who lives how—why? 16A,,D, 18A | Values—how are they different/alike for different cultures? 16A,D, 18A | How do values influence traditions and history; how does a Culture 16AB change? 18A,C | SYNTHESIS List, illustrate, give examples of parts and patterns of a culture; <i>Write/illustrate to explain values and traditions, continuity and change</i> |
| 7 | US Choices--Where and how have people chosen to live? 16A,D, 18A | US choices—where and how have people chosen to move? 16A,D, 18A | US Choices—what is important now? 16A,D, 18A | What choices from the past are important to the US today? 16AB 18AD | SYNTHESIS List, illustrate, give examples of parts and patterns of a culture; <i>Write/illustrate to explain values and traditions</i> |
| 8 | US Choices—what choices have people made about how to work? 16A,D, 18A | US Choices—what choices have people made about how to live? 16A,D, 18A | US Changes—what changes have people made that changed the US? 16A,D, 18A | What values still are important to the US today? 16AB 18AC | SYNTHESIS List, illustrate, give examples of parts and patterns of a culture; <i>Write/illustrate to explain values and traditions</i> |

ECONOMY TOPICS AND QUESTIONS

Big Question for economics: What are the parts of the economy and how do they fit together and change? *May be applied to local economy and economies of many places.*

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| K | work What work do people do in school? ILS 15 D,E | work What tools do people use in their jobs? ILS 15 D, E | money How do people get and use money? ILS 15C | my choices Who I will be in the future? ILS 15 A, B, C, D,E | SYNTHESIS <i>Describe and explain kinds of work people do.</i> |
| 1 | work What work do people do in a neighborhood? ILS 15 D,E | work What tools do people use in their jobs in a neighborhood? ILS 15 D, E | money How do people get and use money? ILS 15C | my choices Who I will be in the future? ILS 15 A, B, C, D,E | SYNTHESIS Describe and explain kinds of work people do. |
| 2 | What are the parts of the community economy? ILS 15D,E | What workplaces are in the community? ILS 15D,E | What jobs are part of our community? ILS 15 D,E | How do people make community choices? ILS 15 D,E | SYNTHESIS Write a paragraph or booklet about the economy in the community. |
| 3 | What are parts of the Chicago economy. ILS15ABCD | What work do people do and how? ILS15ABC | What businesses are in Chicago—and why? ILS15ABC | How do the parts of the Chicago economy fit together? ILS15ABCD | SYNTHESIS Write, draw, explain the Chicago economy. |
| 4 | What are the parts of the Illinois economy? ILS15ABCD | Why is transportation an important part of the economy? ILS15ABCD | Why is communication an important part of the economy? ILS15ABCD | What changes have happened in the economy? ILS15ABCD | SYNTHESIS Write with examples, graphs and facts, to explain how the Illinois Economy works. |
| 5 | What kinds of work have people done in the past? What kinds of work do they do today? ILS15ABCD | How has transportation affected the economy? ILS15ABCD | How has the environment affected and been affected by the economy? ILS15ABCD | How does an economy change? ILS15ABCD | SYNTHESIS Write about economic changes in the US—past/present/future |
| 6 | What is an economy? ILS15ABCD | How has work changed? ILS15ABC | How have kinds of businesses changed? ILS15ABC | How do countries work together to solve economic problems? ILS15ABCD | SYNTHESIS Make an exhibit or booklet about how economies work. |
| 7 | What was important in the early US economy? ILS15ABCD | What is important in the US economy today? ILS15ABCD | How has the US economy changed? ILS15ABCD | How has work changed? ILS15ABCD | SYNTHESIS Use data to explain how the economy works. |
| 8 | How has government affected the economy? ILS15ABCD | What economic challenges have people faced? ILS15ABCD | How and why has the economy changed? ILS15ABCD | What economic challenges do we face today? ILS15ABCD | SYNTHESIS Use numerical data and current or historical information to write about how economies work. |

ECOLOGY and GEOLOGY

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|----------|--|---|---|---|
| K | What I know about animals. (assessment) | What I know about plants (assessment) ant, apple, bee, but 12A,B | How do animals live here? cat, dog 12A,B; 13B | SYNTHESIS Draw/match pictures and words about plants, animals. 12A |
| 1 | Our neighborhood environment home, me, my, weather How plants grow here: light, plant, tree 12A,B | How animals live here: animal, day fly, night, run 12A,B | How plants and animals live together here. land, water, weather 12A,B; 13B | SYNTHESIS List, picture features; describe, illustrate terms, features |
| 2 | Our community's environment change, farm, garden, park, place 12A | How plants grow here: begin, big, flower, grow, little, rain, seed 12A,B | How animals live here: animal, around, group, growth, here, large, Earth, eat, food, move 12A,B; 13B | SYNTHESIS List, picture features; describe, illustrate terms, features Make a chart/collage/booklet about an environment |
| 3 | Features of Chicago: climate, community desert, environment grassland, lake lakeshore marine life, river 12A | How plants grow here: fruit, leaf, pollen producer, root seed coat, stem vegetable 12A,B | How animals live here: breathe, earthworm, egg, hatch, hunt rabbit, squirrel community environment food chain 12A,B | SYNTHESIS List, illustrate, describe features and explain relationships; use terms correctly. Make a booklet about Chicago's environment. |
| 4 | How does an ecosystem work? 12A ecology, food web, habitat, environment, predator | How does geology affect ecology? 12A, 11AB layer, crust, planet, orbit, climate | How do environments change? 11AB 12A balance, species, adapt | SYNTHESIS How do scientists read diagrams, graphs, and tables to explain ecology? |
| 5 | Ecology of North America (features): biologist, community ecosystem, environment habitat, population 12A | How plants grow in a region: algae, amoebae, cell, chlorophyll, fern, photosynthesis, spore 12A,B | How animals live in a region: adapt, behavior, cold-blooded instinct, warm-blooded, cell, decompose, extinction, membrane, nucleus, population 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue. |
| 6 | Features of one place in the world: biome, desert, ecosystem, environment, rainforest, savanna, temperate forest 12A | How plants grow there: bacteria, decomposition, fungus, germination, grassland, marine, nutrient, paramecium, protozoan 12A,B | How animals live there: carnivore, cold-blooded, consumer, herbivore, host, invertebrate omnivore, parasite producer, scavenger vertebrate, anatomy 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write to clarify an environment or environmental issue. |
| 7 | Features of one place in the world: biome, deciduous desert, ecosystem environment grassland, permafrost rainforest, savanna taiga, temperate forest tundra 12A | How plants grow there: bacillus, budding cellulose, coniferous diatom, evergreen lichen, rhizoid rhizome, spore 12A,B | How animals live there: carnivore, evolution, herbivore, host, invertebrate, kingdom, omnivore, parasite, scavenger, taxonomy, vertebrate, dependence, food web, migrate, niche, symbiosis 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write or prepare display or presentation to clarify an environment or environmental issue. |
| 8 | Features of an American environment: biome, characteristics coniferous, desert, ecology ecosystem 12A | How plants live there: Chloroplast, population, cross pollination, diversity photosynthesis, pollination, pistil, stamen 12A,B | How animals live there: carrying capacity conservation, domesticated homeostasis, larva metamorphosis, renewable resources, taxonomy 12A,B; 13B | SYNTHESIS List, illustrate, describe features and explain relationships use terms correctly. Write or prepare display or presentation on environment or environmental issue. |

CONNECT: Information from Different Sources

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

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|---------------------|
| Big Question |
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Locate relevant information in two different sources.

Source 1: _____

| Important Information |
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Source 2: _____

| Important Information |
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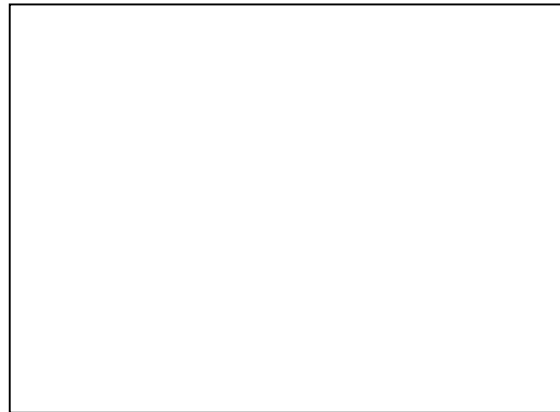
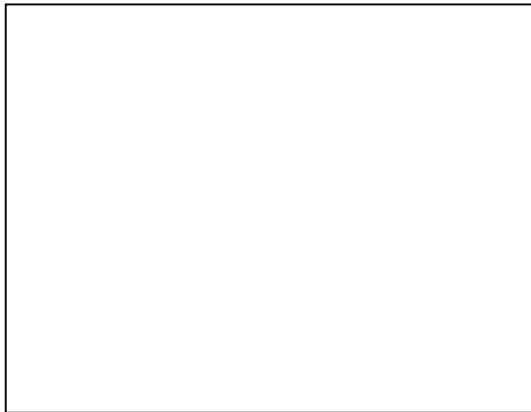
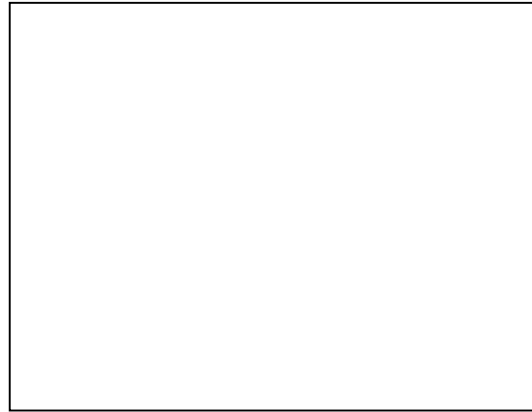
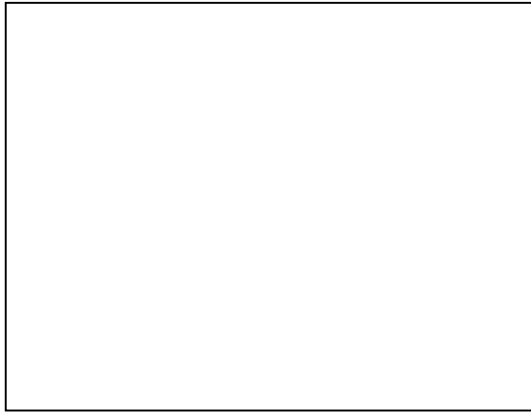
Use this information to write your response.

Make a Picture Book or Display

CCSS Anchor Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC:

Sketch or note what you will tell in 6 pages or parts. Then number the parts in the order you will include them. Then write your answer in a picture book or display with captions.



How will we inspire and involve students in reading to learn—then sharing what they learn?

__ Big questions

__ of the week

__ of the month

__ booklets

__ displays

__ bulletin boards

__ exhibits
