

Making Inferences

- Using clues to figure out what is really happening in the story.
- Reading “between the lines.”

1. _____ are / are not _____.

2. _____ are / are not _____ because _____.

3. Based on _____, I infer that _____.

4. Based on _____, I infer that _____, because _____.

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Making Predictions

. **Guessing what will happen next based on information or illustrations in the story.**

1 Because the character _____, I predict s/he will _____.
Because the main character ran away from home, I predict that he will...

2 At first I thought _____, but now I believe _____.

3 I think ____ will _____ because _____ usually _____.

4 Since _____, I can assume that ____ will _____.
Since it's been raining all week, I can assume that the game will be cancelled.

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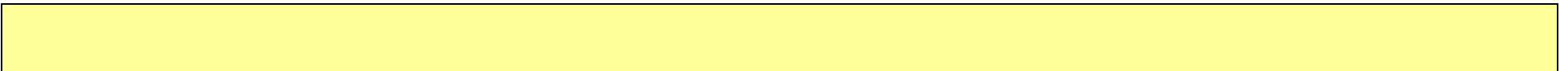
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Reading & Writing Instructions



- *Step-by-step directions* often do NOT include *transition words*.
 - Putting *transition words* into the *instructions* makes it easier to understand.
5. Ask yourself: What *order* do the events happen?
How many steps are there?
 6. Understanding *Sequence of events* helps you answer comprehension questions.

Writing & Following Directions

Three Step Directions

- First, _____.
- Next, _____.
- Finally, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.

Four Step Directions

- First, _____.
- Next, _____.
- Then, _____.
- Finally, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.
- Step 4: _____.

Writing & Following Directions

Five Step Directions

- First, _____.
- Next, _____.
- Then, _____.
- After that, _____.
- Finally, _____.
- Step 1: _____.
- Step 2: _____.
- Step 3: _____.

Six Step Directions

- To begin, _____.
- Then, _____.
- Following that, _____.
- Next, _____.
- After that, _____.
- At the end, _____.
- Step 1: _____.
- Step 2: _____.
- Step 3: _____.
- Step 4: _____.

Compare and Contrast

Compare = same

Contrast = different

1 _____ and _____ are _____.

2 Both _____ and _____ have _____.

3 _____ and _____ are both similar because they both _____.

4 There are several major differences between _____ and _____.
The most notable is _____.

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Monitor and Clarify

- **Monitor** is when you ask yourself if what you are reading makes sense.
- **Clarify** is when you use strategies to figure out the meaning of text.

1. The part about _____ did not make sense so I reread and now I know _____.

2. The part about _____ did not make sense so I read two sentences back and two sentences forward and now I know _____.

3. I didn't know the word _____ but I used context clues to figure out that it means _____.

4. The part about _____ confused me so I _____
to figure it out. reread / read ahead / used context clues / used the dictionary / used pictures

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Summarizing

1 _____ is _____.

2 _____ is _____, and the result is _____.

3 In summary, _____

4 The story is about _____. In addition, _____.
Consequently, _____.

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Coming to Consensus Reaching an Agreement

1. I like _____'s idea because _____.

2. I prefer _____'s idea because _____.

3. I agree that _____ because _____.

4. I agree with you up to a point, but I think that _____.

5. I am willing to change my answer because _____.

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Collaborative Discussions

1. I think we should _____.

2. I think that ___ would be a good symbol because it represents ___.

3. Where should we put the _____?

4. I like your idea about _____.

Collaborative Discussions

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Making Judgments

1 I believe _____ is (right/wrong) because _____.

2 I believe _____ did the (right/wrong) thing because _____.

3 I believe _____ should have _____, because _____.

4 I believe _____ did the (right/wrong) thing,
but _____ should have _____.

Making Judgments

1. I think _____ is (moral/immoral) because _____.

2. I think ___ did the (moral/immoral) thing because__.

3. I think ___ did the (moral/immoral) thing but_____.

4. I think_____ did the (moral/immoral) thing,
but _____ should have _____.

Making Judgments

1. I think _____ is _____ because _____.

2. I think ____ did the _____ thing because _____.

3. I think ____ did the _____ thing but _____.

4. I think _____ did the _____ thing,
but _____ should have _____.

AUTHOR'S VIEWPOINT

1.) The author believes/thinks/argues that _____.

- 2.) The author believes/thinks/argues that _____
because _____.
- 3.) To support his/her belief/argument/opinion that _____,
the author says/states that _____.
- 4.) The author supports his/her belief/argument/opinion that _____,
is (stating the fact/pointing out) that _____.

CAUSE & EFFECT

- 1.) _____ is _____.
- 2.) _____ came to _____, so _____ went to
_____. He/she _____, because.

3.) Since/Because _____ is _____, _____ decides to _____. If _____, then _____.

4.) Since/Because _____ is _____, _____.

5.) Due to the fact that _____, _____ decided to _____. If _____, then _____ would have _____.

6.) Due to the fact that _____. If _____ would have _____, then _____.

CLASSIFYING & CATEGORIZING

1.) There are _____ types of _____. _____ and _____ are _____. A category is _____. The categories are _____.

2.) _____, _____, and _____ all have _____. _____, _____ and _____ are all examples of _____.

3.) Both _____ and _____ could be classified as _____.
I should classify _____, _____ and _____ in the category of _____.

4.) Given the _____ of _____, we should categorize them as _____.
Since _____ have _____, I should classify _____ in this category

KNOWLEDGE

KNOWLEDGE: I can recall or recognize information, ideas, and principles in the approximate form in which they are learned.

- How is (are) _____?
- How would you define _____?
- How would you identify _____?
- How would you recognize _____?
- What do you remember about _____?
- What is (are) _____?
- When did _____?

- Where did _____?
- Where is (are) _____?
- Which one _____?
- Who was _____?
- Who were _____?
- Why did _____?
- You can tell that _____?

COMPREHENSION

COMPREHENSION: I can understand the main idea of material heard, viewed, or read. I am able to interpret or summarize the ideas in my own words.

- How can you describe _____?
- How would you generalize _____?
- How would you clarify the meaning _____?
- How would you compare _____? Contrast?
- How would you distinguish the type of _____?
- How would you express _____?
- How would you identify _____?
- What can you infer from _____?
- What can you predict about _____?
- What did _____ look like?
- What did you observe _____?

- What facts or ideas demonstrate _____?
- Which statements explain _____?
- Will you restate _____? Elaborate?

APPLICATION

APPLICATION: I am able to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

- How could you apply what you read to construct _____?
- How could you develop _____?
- How could you dramatize _____ after reading _____?
- How could you illustrate _____ after writing _____?
- How would you change _____?
- How would you demonstrate _____?
- How would you develop _____ to present _____?
- How would you gain control of _____ to adapt _____?
- How would you present _____?
- How would you use the facts to investigate _____?
- What actions would you take to perform _____?
- What other action would you use to _____?
- What other way would you choose to _____?
- What would the result be if _____?
- How would you alter _____ to _____?

- How would you manipulate _____ to _____?

ANALYSIS

ANALYSIS: I can break down a concept or idea into parts and show relationships among the parts.

- How can you classify _____ according to _____?
- How can you compare the different parts _____?
- How can you sort the parts _____?
- How can you distinguish the parts of _____?
- How is _____ connected to _____?
- How would you explain _____?
- How would you monitor _____?
- What can you infer _____?
- What can you point out about _____?
- What conclusions can you deduce _____?
- What evidence can you list for _____?
- What explanation do you have for _____?
- What ideas validate _____?
- What is the reason _____?
- What is the relationship between _____?
- What is your analysis of _____?
- Why do you think _____?

SYNTHESIS

SYNTHESIS: I can bring together parts (elements, compounds) of knowledge to form a whole and build relationships for new situations.

- How could you improve the plan for _____?
- How could you write (publish) a story about _____?
- How would you combine _____ to create a different _____?
- How would you compile the facts for _____?
- How would you design a model that would change _____?
- How would you explain the reason _____?
- How would you formulate _____?
- How would you generate a plan to _____?
- How would you portray _____?
- Predict the outcome if _____?
- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- What could be combined to improve (modify) _____?
- What could be done to integrate _____?
- What could you invent _____?
- What facts can you gather _____?
- What theory can you develop about _____?
- What would happen if _____?

Evaluate

EVALUATION: Makes informed judgments about the value of ideas or materials.
Uses standards and criteria to support opinions and views.

- How could you verify? Perceive? Decide _____?
- How would you assess the _____?
- How would you critique the ideas _____?
- How would you determine the facts _____?
- How would you prove? Disprove _____?
- What choice would you have made _____?
- What data was used to evaluate _____?
- What information would you use to prioritize the facts?
- What is your opinion of _____?
- What would you choose _____?

READING JOURNAL TOPICS

1. I like/dislike this book because _____.
2. This book makes me want to _____.
3. The big ideas in the book were _____.
4. If I were the author I would change _____.
5. I noticed that the author _____.

6. My feelings about the (book, characters) changed when_____.
7. What I want to remember about this book is_____.
8. I think that the illustrations_____.
9. I question the accuracy of_____.
10. The genre of this book is...because_____.
11. I thought the book was unrealistic/realistic because_____.
12. I found this book hard to follow because_____.
13. The title of this book says to me_____.
14. My prediction about the book is_____.
15. This book reminds me of another book I read_____.
16. Some important details I noticed were_____.
17. The author got me interested when_____.
18. I think the setting _____ (could/could not) be a real place because_____.
19. One powerful character in the story is_____.
20. I think the _____ (season/time) affects the characters because _____.
21. I believe the bravest character is _____ because_____.
22. I think _____ could also be in the story because_____.
23. I _____(like/dislike) the part in the book when _____ because_____.

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<ol style="list-style-type: none"> 1. I like/dislike this book because... 2. This book makes me want to... 3. The big ideas in the book were... 4. If I were the author I would change... 5. I noticed that the author... 6. My feelings about the (book, characters) changed when... 7. What I want to remember about this book is... 	<ol style="list-style-type: none"> 14. My prediction about the book is... 15. This book reminds me of another book I read... 16. Some important details I noticed were... 17. The author got me interested when... 18. Could the setting be a real place in our time?
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<p>8. I think that the illustrations...</p> <p>9. I question the accuracy of...</p> <p>10. The genre of this book is... because...</p> <p>11. I thought the book was unrealistic/realistic because...</p> <p>12. I found this book hard to follow because...</p> <p>13. The title of this book says to me...</p>	<p>19. Are there any powerful characters in the story?</p> <p>20. Does the season or time affect the characters?</p> <p>21. Who is the bravest character? Why?</p> <p>22. Who else could be in the story?</p> <p>23. I like/dislike this part of the book because...</p> <p>24. Other topic...</p>
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I-Message

- I feel _____ when you _____.
(Say your feeling) (Describe the action)
- I want you to _____.
(Explain what you want).

EXAMPLE:

"I feel angry when you take my stuff without asking. I want

you to ask to borrow it from now on."

"I feel frustrated when you rush me in class. I want you to let me go at my own pace."

Sung to the tune of: "The Farmer in the Del"

<u>Articles</u>	<u>Adjectives</u> (describe the noun)	<u>Noun</u> (only 1)	<u>Verb</u> (action words)	<u>Adverbs</u> (describe the verb)	<u>Prepositional Phrase</u>
A An The	pretty nice kind loud	Teacher	lectures teaches speaks bellows sings	loudly quietly quickly	in... on... near... beside... under... after... during... by... around...

- You start it off in marker then students add **sticky notes** in each column.
- Only choose one noun to focus on. (sing the song using two adjectives)
- Some teachers skip the adverb column until later and just go straight from verb to prepositional phrase.
- Get butcher paper from Kinko room and place it **SIDEWAYS** on whiteboard using magnets. Nancy has a completed chart on her way.
- Only the article column and noun column is filled in before you show the students.

Summary Frames

How to write a summary

If the **main idea** of the paragraph is **description/definition**, use the frame:

⇒ "A _____ is a kind of _____ that _____."

If the **main idea** of the paragraph is **problem/solution**, use the frame:

⇒ " _____ wanted _____ but _____ so _____."

If the **main idea** of the paragraph is **compare/contrast**, use the frame:

⇒ "X and Y are similar in that they both _____, but X _____, while Y _____."

If the **main idea** of the paragraph is **sequence of events** use the frame:

⇒ " _____ begins with _____, continues with _____ and ends with _____."

If the **main idea** of the paragraph is **cause/effect**, use the frame:

⇒ " _____ happens because _____ ."