

# 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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# 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 \_\_\_\_\_.



# Compare and Contrast

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3 ... \_\_\_\_\_ and \_\_\_\_\_ are both similar because they both \_\_\_\_\_.

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

# 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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reread / read ahead / used context clues / used the dictionary / used pictures

# Summarizing

1 \_\_\_\_\_ is \_\_\_\_\_.

2 \_\_\_\_\_ is \_\_\_\_\_, and the result is \_\_\_\_\_.

3 In summary, \_\_\_\_\_

4 The story is about \_\_\_\_\_. In addition, \_\_\_\_\_.  
Consequently, \_\_\_\_\_.

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3... In summary, \_\_\_\_\_

4... The story is about \_\_\_\_\_. In addition, \_\_\_\_\_.  
Consequently, \_\_\_\_\_.

# 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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2. I think that\_\_ would be a good symbol because it represents\_\_.
3. Where should we put the \_\_\_\_\_?
4. I like your idea about \_\_\_\_\_.

## 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\_\_\_\_\_.

## READING JOURNAL TOPICS

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

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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><br>(describe the noun) | <u>Noun</u><br>(only 1) | <u>Verb</u><br>(action words)                     | <u>Adverbs</u><br>(describe the verb) | <u>Prepositional Phrase</u>                                                                       |
|-----------------|------------------------------------------|-------------------------|---------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------|
| A<br>An<br>The  | pretty<br>nice<br>kind<br>loud           | Teacher                 | lectures<br>teaches<br>speaks<br>bellows<br>sings | loudly<br>quietly<br>quickly          | in...<br>on...<br>near...<br>beside...<br>under...<br>after...<br>during...<br>by...<br>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.
  -
- Sample song:      The pretty, nice teacher,    The pretty, nice teacher,    The pretty, nice teacher,  
                             sings loudly during recess.

# 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 \_\_\_\_\_ ."