



# Language Functions in SEAL

**Tools, Templates & Resources**  
**4<sup>th</sup> – 6<sup>th</sup> Grade**

# Description / Descripción

## Summary

Graphic organizers for **description** include the Web (La red), or Bubble Map, the T-Chart (Tabla en forma de T) and the Categorical Matrix. These provide a visual scaffold that clarifies the meaning of a thing, a character, an event or a concept. In the Web, the topic is labeled in a central bubble or circle. Descriptors, examples, behaviors and characteristics are linked to the topic through spokes that emanate from the bubble, showing their connection. On a T-Chart, the event or thing being described is labeled at the top of a page, with columns under it that are labeled “looks like”, “sounds like”, “acts like”, etc. A Tree Map, similar to a T-Chart, creates columns relating to characteristics of the thing being described, providing component labels or key verbs that support students in description. A Categorical Matrix (single line) is also a form of graphic organizer that later scaffolds into compare and contrast functions.

**Graphic Organizers**

Looks like	Sounds like

TOPIC

**Single-line Categorical Matrix:**

	Physical Attributes	Needs	Equipment for Care
Dog	Four legs Tail Fur	Exercise Love Shelter Food	Leash Muzzle Dog bed

**Note-Taking Tools**

Table

T-Graph

Boxes & Bullets

Web

## Inherent Academic Language

English	Spanish
Describe, description	<i>Describir, la descripción</i>
Web	<i>La red</i>
Spokes	<i>Los rayos</i>
Characteristics, characterized by	<i>Las características, caracterizado por</i>
Attributes	<i>Los atributos</i>
Components	<i>Los componentes</i>
Parts, aspects	<i>Las partes, los aspectos</i>
Qualities	<i>Las cualidades</i>
Properties	<i>Las propiedades</i>
Contains	<i>Contener, Contiene</i>
Consists of	<i>Consistir en, constar de</i>
Defined by	<i>Se define como</i>
Exhibits	<i>Muestra, Mostrar, Demonstrar</i>
In addition	<i>Además</i>
Looks like, smells like, tastes like, sounds like.....	<i>Se ve como, huele a, sabe a, suena como...</i>

## Grammatical Aspects

- Nouns, pronouns, adjectives, adjective phrases, articles, nominalization, conjunctions, connecting phrases.
- The verb “to be” using common nouns and adjectives
- The verb “to have” using common nouns and adjectives

## Scaffolds

	From simple to complex
<b>Prompts/questions</b>	Tell me about _____. What does it look like? What does it do? Describe _____. What are some of the characteristics of _____? Identify some components of _____.
<b>Indicaciones y preguntas</b>	<i>Háblame de _____. ¿A que se parece? ¿Qué hace?</i> <i>Describe _____. ¿Cuáles son algunas de las características de _____?</i> <i>Identifica algunos componentes de _____.</i>
<b>Sentence Frames</b>	The _____ is/are/has _____ (and _____). It has/they have _____. _____ consists of _____. _____ can be defined by its _____ and _____. The characteristics of _____ are _____ (and _____).
<b>Ejemplos de frases</b>	<i>El _____ tiene _____ para _____.</i> <i>El/ella tiene _____.</i> <i>_____ es (una característica/ o consiste) de _____.</i> <i>_____ se define por _____ y _____.</i> <i>Las características de _____ son _____ y _____.</i>

## Description Chants

### Description Chant

By Heather Skibbins

*(Tune: If You're Happy and You Know It)*

If you say what it looks like – you describe,  
 If you say what it sounds like – you describe,  
 If you say what it smells like, tastes like, or feels like,  
 If you tell its qualities – you describe.

### Canto de descripción

Por Heather Skibbins

*(Tune: If You're Happy and You Know It)*

Si tu dices como parece – tu describes  
 Si tu dices como suena – tu describes  
 Si tu dices como huele o que sabor tiene,  
 Si tu dices las cualidades – tu describes

## Key Standards

### Common Core:

- ✓ Language Arts Reading Literature #3: *Describe characters, settings and major events in a story, using key details*
- ✓ Language Arts Speaking and Listening #4: *Describe people, places, things and events with relevant details. (First Grade adds "...expressing ideas and feelings clearly").*
- ✓ Language Arts Speaking and Listening #5: *(In presentations) Add drawings or other visual displays to descriptions to provide additional details.*

### English Language Development

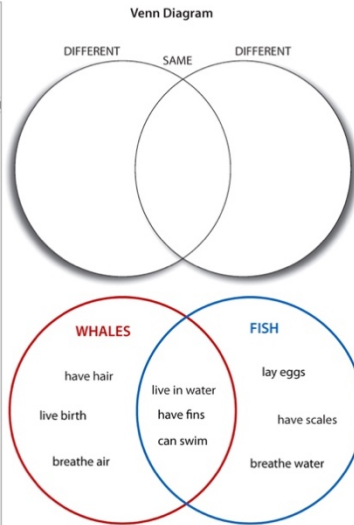
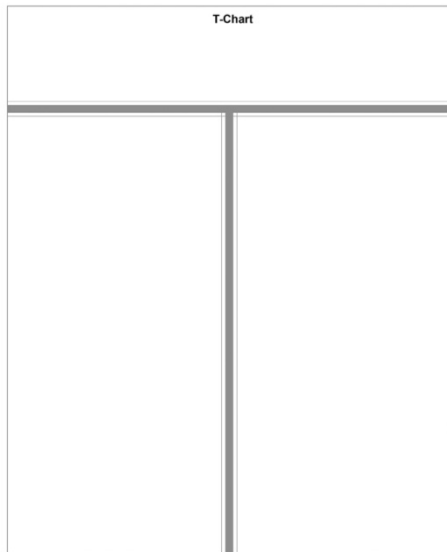
- ✓ ELD I.B.6: Reading/Viewing Closely. *Describe ideas, phenomena (e.g. how earthworms eat) and text elements (e.g., setting, characters) based on understanding of a variety of grade-level texts and viewing of multimedia.*
- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., show and tell, describing a picture, describing an animal, retelling a story, recounting an experience).*
- ✓ ELD I.C.12. Selecting language resources. *Retell texts and recount experiences using key words.*
- ✓ ELD II.B.4. Using nouns and noun phrases. *Expand noun phrases in order to add details about ideas, people, things.*
- ✓ ELD II.B.5. Modifying to add details. *Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause).*
- ✓ ELD II.C.7. Condensing ideas. *Condense clauses to create precise and detailed sentences.*

# Compare and Contrast / Comparar y contrastar

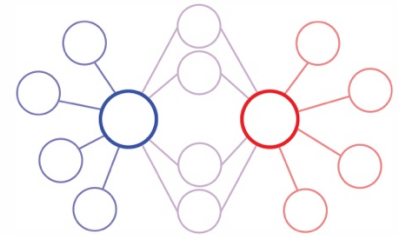
## Summary

Graphic organizers for **comparing** and **contrasting** two or more things (or characters or events) include: the Venn Diagram (Diagrama de Venn) and the Categorical Matrix. These represent the similarities and differences among things based on specific attributes. In the Venn Diagram, there are two overlapping circles. The unique characteristics of two items or concepts are listed in the outer sections of the two circles. The overlap section lists the shared characteristics. In the Categorical Matrix, the items to compare are listed in the rows; the characteristics are the columns. The rows are specific examples or elements you want to compare.

### Graphic Organizers



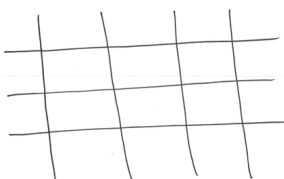
### Double Bubble Web



		Characteristics			
		walk	breath air	swim	read
Items to compare/contrast	human	x	x	x	x
	dog	x	x	x	
	whale		x	x	
	fish			x	

### Note-Taking Tools

#### Categorical Matrix



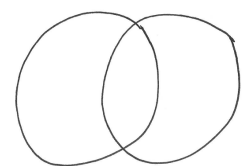
#### T-Graph



#### Boxes & Bullets



#### Venn Diagram



## Inherent Academic Language

English	Spanish
Attributes, characteristics	<i>Los atributos, las características</i>
____er, ____est	<i>Más, La cosa más _____ de/que.</i>
Same, different	<i>El mismo, diferente</i>
Both	<i>Los dos, ambos</i>
Compare, contrast	<i>Comparar y contrastar</i>
Alike, “is like”	<i>Parecido, “es como”</i>
Unlike	<i>A diferencia de</i>
But, in contrast	<i>Pero, en contraste con</i>
Compare to, In comparison to	<i>Compara con, En comparación con</i>
Similar, similarly	<i>Similar, de manera similar</i>
Just as	<i>Así como</i>
Differences between	<i>Las diferencias entre</i>
Have in common	<i>Tiene en común</i>
Unique	<i>Único</i>
Some are _____; others are _____.	<i>Algunos son _____; otros son _____.</i>
Whereas, however	<i>Mientras que, sin embargo</i>
Distinction	<i>Distinción</i>
Distinguish between	<i>Distinguir entre</i>
As opposed to	<i>En lugar de</i>
On the other hand	<i>Por el contrario</i>
Are the same because...	<i>Son iguales porque...</i>

## Grammatical Aspects

- Adjectives, conjunctions
- Comparative adjectives
- Superlatives
- Adverbs

## Scaffolds

	From simple to complex
<b>Prompts/questions</b>	<p>Tell me/show me one way that ___ and ___ are the same.</p> <p>Tell me/show me one way that ___ and ___ are different.</p> <p>How are ___ and ___ similar?</p> <p>How are ___ and ___ different?</p> <p>What are two similarities between ___ and ___?</p> <p>How would you compare ___ and ___?</p> <p>Compare and contrast ___ and ___.</p>
<b>Indicaciones y preguntas</b>	<p><i>Díme / muéstrame una manera de que ___ y ___ son similares.</i></p> <p><i>Díme / muéstrame una manera de que ___ y ___ son diferentes.</i></p> <p><i>¿Cómo son ___ y ___ similar?</i></p> <p><i>¿Cómo son ___ y ___ diferentes?</i></p> <p><i>¿Cuáles son dos similitudes entre ___ y ___?</i></p> <p><i>¿Cómo compararía ___ y ___?</i></p> <p><i>Compare y contraste ___ y ___.</i></p>

From simple to complex	
<b>Sentence Frames</b>	<p>_____ is _____. _____ is not _____.</p> <p>_____ and _____ are the same. They both have/are _____.</p> <p>_____ is _____. By comparison, _____ is _____.</p> <p>Both _____ and _____ are/have _____. However, they differ in that _____ is/has _____, but _____ does not.</p> <p>Whereas _____ is _____, _____ is _____.</p> <p>While _____ and _____ are similar in that they share _____, a key distinction is _____.</p>
<b>Ejemplos de frases</b>	<p>_____ y _____ son similares / diferentes porque _____.</p> <p>Una característica única de _____ es _____.</p> <p>Tanto _____ y _____ son _____.</p> <p>_____ es _____; sin embargo, _____ es _____.</p>

## Compare & Contrast Chants

### Comparing & Contrasting All Day Long

By Patricia Montes Pate

(Tune: *She'll be Coming Around the Mountain*)

We're comparing and contrasting all day long.  
 We're comparing and contrasting all day long.  
 Using attributes,  
 Characteristics,  
 Are they similar?  
 Are they different?  
 We're comparing and contrasting all day long!

We're comparing and contrasting all day long.  
 We're comparing and contrasting all day long.  
 Alike, Have in common, and Same,  
 Words I must have in my brain.  
 We're comparing and contrasting all day long!

We're comparing and contrasting all day long.  
 We're comparing and contrasting all day long.  
 Unlike, As opposed to, Unique,  
 Used when features are distinct.  
 We're comparing and contrasting all day long!

## Compare and Contrast

By Heather Skibbins

(Tune: *Where is Thumbkin*)

How are they similar?  
How are they similar?  
Both the same,  
Both the same,  
Something in common,  
Something in common,  
Compare and contrast,  
Compare and contrast.

How are they different?  
How are they different?  
Each unlike  
Each unlike  
They differ in many ways  
They differ in many ways  
Compare and contrast  
Compare and contrast.

## Comparar y contrastar

Por Heather Skibbins

(Tune: *Where is Thumbkin*)

¿Como son similar?  
¿Como son similar?  
Son igual,  
Son igual,  
Tienen algo en común,  
Tienen algo en común,  
Comparar,  
Comparar.

¿Como son diferente?  
¿Como son diferente?  
Único,  
Único,  
Se distinguen mucho,  
Se distinguen mucho,  
Contrastar,  
Contrastar.

## Key Standards

### Common Core

- ✓ Language Arts Reading Literature#9: *Compare and contrast the adventures and experiences of characters in stories (First Grade). For Kindergarten, “with prompting and support”.*
- ✓ Language Arts Reading Informational Text #9: *Identify basic similarities and differences between two texts on the same topic (First Grade). For Kindergarten, “with prompting and support.”*
- ✓ Language Arts Speaking and Listening #5: *Add drawings and visual displays to descriptions when appropriate to clarify ideas.*

### English Language Development

- ✓ ELD II.C.6. Connecting ideas. *Combine clauses to make connections between and to join ideas.*
- ✓ ELD II.A. 2. Understanding cohesion. *Apply understanding of how ideas, events or reasons are linked using a variety of connecting words or phrases.*



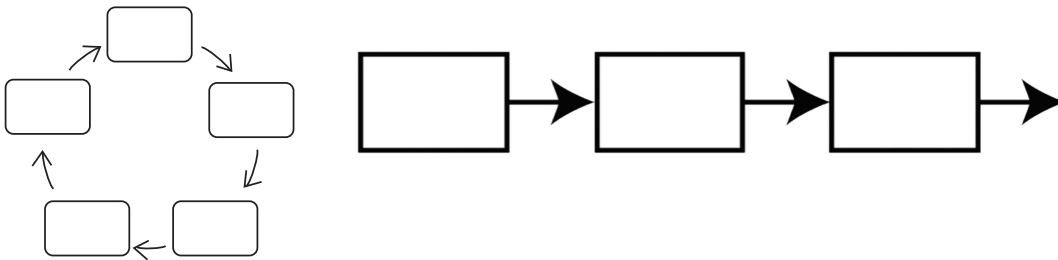
# Sequencing/ Secuencia

## Summary

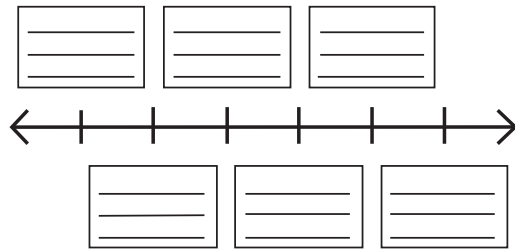
**Flow charts** (diagrama de flujo) and **timelines** (línea de eventos) are visual representatives of a **sequence** of events, actions or a multi-step process. They foster logical and sequential thinking, and display for students the order in which something happens.

## Graphic Organizers

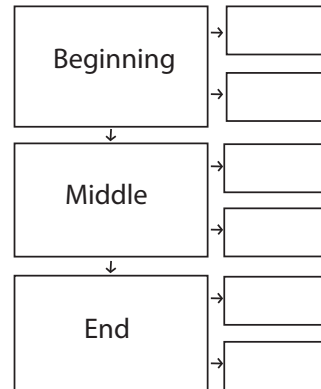
### Flow Charts



### Timeline

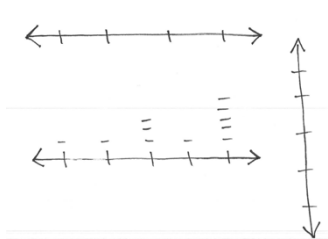


### Story Map

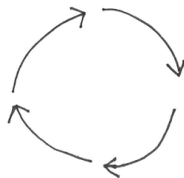


## Note-Taking Tools

### Timeline



### Cycle



### Flow



### Story Mountain



## Inherent Academic Language

English	Spanish
Flow chart	<i>Diagrama de flujo; mapa de secuencia</i>
Timeline	<i>Línea de tiempo</i>
Sequence	<i>Secuencia</i>
First	<i>Primero</i>
Second	<i>Segundo</i>
Third	<i>Tercero</i>
Then	<i>Luego, Entonces</i>
At first	<i>Al principio</i>
Next	<i>Después</i>
In the beginning	<i>En el principio</i>
In the end	<i>Al final</i>
Initially	<i>Inicialmente</i>
Previously	<i>Anteriormente</i>
Since, given that	<i>Puesto que, como</i>
Subsequently	<i>Desde que</i>
Finally	<i>Finalmente</i>
Following	<i>Después de</i>
Then	<i>Más tarde</i>
Before	<i>Antes de</i>
Sequence	<i>Secuencia</i>
Order, put in order	<i>Orden</i>
Process	<i>Proceso</i>
Change	<i>Cambio</i>
In order for...	<i>Para que</i>
Developed into	<i>Se desarrolló en</i>
Grew from	<i>Creció de</i>
Last week/year... yesterday...	<i>La semana pasada...ayer</i>
Cycle	<i>Ciclo</i>
Chronological	<i>Cronológico</i>
Left to right	<i>De la izquierda a la derecha</i>
Step	<i>Un paso</i>
In the past	<i>En el pasado</i>
Now, currently	<i>Ahora, actualmente</i>
Recount, retell	<i>Por la mañana</i>
Patterns	<i>Al llegar</i>
	<i>Un día</i>
	<i>Por la tarde</i>
	<i>Al pasar los días</i>
	<i>Al paso del tiempo</i>
	<i>Más adelante</i>
	<i>La próxima semana</i>
	<i>Hoy en día</i>

## Grammatical Aspects

- *Past tense/present tense/future tense: was/is/will be*
- *Adverb clauses, signal words showing chronological order*
- *Subordinate conjunctives, adverbs of time, relative clauses, prepositional phrases*

## Scaffolds

	From simple to complex
<b>Prompts/questions</b>	<p>Show me/tell me the first thing that happened.            Now show me what came next. What was the last thing that happened?            Put the events in the order they happened.            Explain the events in the order they happened.            Describe what happened from start to finish.            What was the process that resulted in this final outcome?</p>
<b>Indicaciones y preguntas</b>	<p><i>Muéstrame / díme lo primero que pasó.            Ahora muéstrame lo que vino después. ¿Cuál fue la última cosa que sucedió?            Ponga los eventos en el orden en que ocurrieron.            Explica los eventos en el orden en que ocurrieron.            Describe lo que pasó de principio a fin.            ¿Cuál fue el proceso que dio lugar a este resultado final?</i></p>
<b>Sentence Frames</b>	<p>_____ was/were _____.            First _____. Then _____. Next _____. Finally _____.            In the beginning, _____. It was followed by _____. Over time, _____ occurred. Eventually it led to _____.            In order for _____ to occur, _____ and _____ had to happen.</p>
<b>Ejemplos de frases</b>	<p><i>Al principio, _____. Luego _____. Más tarde _____.            Después _____. Por último, _____.            Al principio, _____. Después de _____. Hacia el final _____.            El cuento se terminó cuando _____.</i></p>

## Sequencing Chants

### Sequencing Cadence

Adapted from Shelly Connery

Sequencing is really fun,  
From beginning to the conclusion.

Events are important, but not so fast!  
Remember First, Then, Next, and Last.

Sequencing is really fun,  
From beginning to the conclusion.

If you want to get fancy you could try,  
Initially, Subsequently and By and By.

### La secuencia dicen

Por Anna Herrera y Heather Skibbins  
(tune of Los Pollitos Dicen)

En el principio  
Primero, primero, primero  
Por la mañana,  
Inicialmente.

El segundo viene,  
Luego y entonces,  
Los eventos siguen,  
Después y mas tarde.

Finalmente,  
Concluyamos,  
Damos la despedida,  
Decimos adiós.

## Key Standards

### Common Core Standards:

- ✓ Language Arts Reading #2: *Retell stories, including key details.*
- ✓ Language Arts Reading #3: *Identify and describe characters, settings and major events in a story, using key details. (For informational text: Describe the connection between two individuals, events, ideas or pieces of information in a text).*
- ✓ Language Arts Writing #3: *Using a combination of drawing, dictating and writing (K) or write narratives (1) that narrate events in the order in which they occurred. First grade adds "...use temporal words to signal event order..."*
- ✓ Language Arts Speaking and Listening #4: *Describe people, places, things and events with relevant details. (First Grade adds "...expressing ideas and feelings clearly").*
- ✓ Language Arts Speaking and Listening #5: *(In presentations) Add drawings or other visual displays to descriptions to provide additional details.*

### English Language Development:

- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., retelling a story, recounting an experience).*
- ✓ ELD I.C.12. Selecting language resources. *Retell texts and recount experiences using key words.*
- ✓ ELD II.A.1. Understanding text structure. *Apply understanding of how texts are organized to present ideas (e.g., how a story is organized sequentially) to composing texts.*

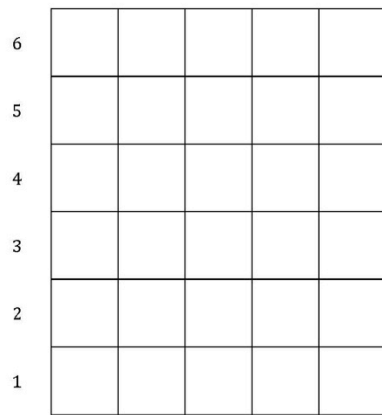
- ✓ ELD II. A.2. Understanding cohesion. *Apply understanding of how ideas or events are linked throughout a text using a variety of connecting words or phrases (e.g., after that, first/second/third).*
- ✓ ELD II.A.3b. Using verbs and verb phrases. *Use a growing number of verb tenses to convey time (e.g., simple past tense for retelling).*
- ✓ ELD II.B.5. Modifying to add details. *Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause).*

# Quantification / Cuantificación

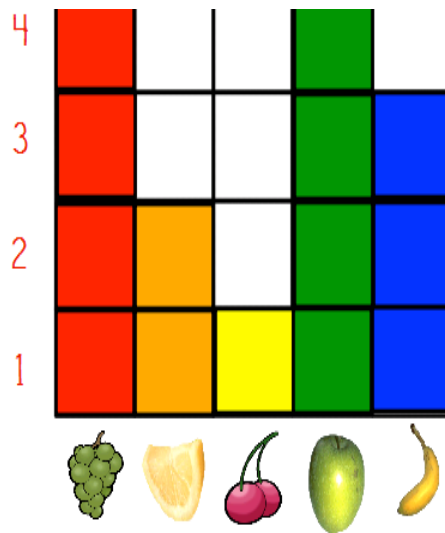
## Summary

**Quantification** is the act of counting and measuring based on observation. It is fundamental as a math concept and a foundation for scientific method and social science data gathering. A useful graphic organizer for quantification is the Column Chart (a vertical form of a bar graph) which enables children to see and conceptualize the relative number of items next to each other. Data is presented in columns, with the category names underneath the columns, and numbers listed from low to high along the vertical axis.

### Graphic Organizers

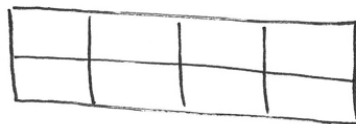


How many?

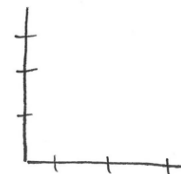


### Note-Taking Tools

Table



Graph



## Inherent Academic Language

English	Spanish
Quantity	<i>La cantidad</i>
Count	<i>Contar</i>
How many, how much	<i>¿Cuántos?</i>
More than, less than, equal to	<i>Más de, menos de, igual a</i>
Most, least	<i>El mayor número, El menor número, el mínimo</i>
Numbers	<i>Los números</i>
Sum, total	<i>La suma, la total</i>
Altogether	<i>Juntos</i>
In contrast, but, only	<i>A diferencia de, en contraste con, pero, sino, solamente, solo</i>
Data	<i>Los datos</i>
Classify	<i>Clasificar</i>
Category names	<i>Nombres de las categorías</i>

## Grammatical Aspects

- Counting system, cardinal and ordinal numbers, comparative adjectives and adjective phrases.

## Scaffolds

	From simple to complex
<b>Prompts/questions</b>	How many ____ are there? Which are there more of? Which are there the least of? Are there more _____ than blank?
<b>Indicaciones y preguntas</b>	<i>¿Cuántas/os ____ hay?</i> <i>¿Cuál tiene más?</i> <i>¿Cuál tiene la menor cantidad?</i> <i>Hay más _____ que _____?</i>
<b>Sentence Frames</b>	There are more _____ than _____. There are ____ number of _____, but only ____ number of _____. Altogether, there are _____.
<b>Ejemplos de frases</b>	<i>La mayoría de los estudiantes están interesados en _____.</i> <i>Más estudiantes quieren aprender sobre _____ que _____.</i> <i>Sólo unos pocos estudiantes están interesados en _____.</i>

## Quantification Chants

### Quantification Chant

By Heather Skibbins

(Tune: Row, Row, Row Your Boat)

Count, count, count them up,  
How many are there?  
Altogether there are \_\_\_\_\_ (teach/st.  
holds up amount of fingers- changes each  
time)  
The total is the sum.

Compare, compare, compare numbers,  
Quantify the data,  
More than, less than, equal to,  
We know quantities.

### Canto de cuantificación

Por Heather Skibbins

(Tune: Row, Row, Row Your Boat)

Cuenta, cuenta, cuenta las,  
¿Cuántas cosas hay?  
En total hay \_\_\_\_\_ (teach/st. holds up  
amount of fingers- changes each time)  
La suma es el total.

Compara, compara, compara los números,  
Cuantifica los datos,  
Mas que, menos que, o igual,  
Sabemos las cantidades.

## Key Standards

### Common Core Math:

- ✓ Math.4.OA.A: Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- ✓ Math.4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- ✓ Math.4.NBT.A.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- ✓ Math.4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place.
- ✓ Math.4.NT.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.
- ✓ Math.4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
- ✓ Math.4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
- ✓ Math.4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.



- ✓ Math.4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
- ✓ Math.5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
- ✓ Math.5.NBT.A: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.
- ✓ Math.5.NF.B.5.A: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- ✓ Math.5.NF.B.5.B: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

**English Language Development:**

- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., retelling a story, recounting an experience).*
- ✓ ELD II. A.2. Understanding cohesion. *Apply understanding of how ideas or events are linked throughout a text using a variety of connecting words or phrases (e.g., after that, first/second/third).*
- ✓ ELD II.A.3b. Using verbs and verb phrases. *Use a growing number of verb tenses to convey time (e.g., simple past tense for retelling).*
- ✓ ELD II.B.5. Modifying to add details. *Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause).*

# Classification & Categorization/ *Clasificación y categorización*

## Summary

Graphic organizers for **classification** and **categorization** enable students to visualize how objects or ideas can be grouped according to main characteristics. It involves defining the category and the characteristics or rules that govern what belongs to that category. A Classification Tree shows the relationships between a whole and its parts (or branches), can illustrate the connection between things (or events) with a common parentage, or show subgroups within a category. The categorical grid classifies things by shared attributes. It can be used to examine different aspects (columns) of a thing, animal, event or concept (the row), as well as to focus on the key concept (the column) with a set of examples represented by the rows.

**Graphic Organizers**

Animal	Habitat	Food	Body Temp.	Interesting Facts

**Note-Taking Tools**

Categorical Matrix

T-Graph

Boxes & Bullets

Web

## Inherent Academic Language

English	Spanish
Parts	<i>Las partes</i>
Categories, categorize	<i>Las categorías, categorizar/clasificar</i>
Classification	<i>La clasificación</i>
Type, form, mode	<i>El tipo, la forma, el modo</i>
Features, traits, qualities	<i>Los rasgos, las cualidades</i>
Belong, belongs to	<i>Pertenecer, pertenece a</i>
Fits into	<i>Encaja con</i>
Group, grouped together	<i>Agrupar</i>
Similar properties	<i>Propiedades similares</i>
Sort	<i>Ordenar</i>
Comprised of	<i>Constar de</i>
Used for, made with	<i>Es usado para, hecho de</i>
Is/is not	<i>Es, no es</i>
Characteristics	<i>Características</i>
Relationship	

## Grammatical Aspects

- Nouns, adjectives, connecting phrases

## Scaffolds

	From simple to complex
<b>Prompts/questions</b>	In which category do each of these belong? Show me. Is _____ an example of _____ or of _____? How do you know? To which group does _____ belong? Why? Which of these items belong together?
<b>Indicaciones y preguntas</b>	<i>¿En cuál categoría pertenece cada uno de éstos? Muéstrame. ¿Es _____ un ejemplo de _____ o de _____? ¿Cómo lo sabes? ¿A cuál grupo pertenece _____? ¿Por qué? ¿Cuál de estos artículos pertenecen juntos?</i>
<b>Sentence Frame</b>	_____ and _____ belong together because they are both _____. I know that _____ is a _____ because it has _____. _____ and _____ are both types of _____. _____ consists of _____. _____ and _____ are types of _____ because they _____.
<b>Ejemplos de frases</b>	<i>_____ y _____ pertenecen al mismo grupo porque _____. Yo sé que _____ es _____ porque _____. _____ y _____ son (tipos/ formas) de _____. _____ se clasifica como _____. _____. _____ y _____ son tipos de _____ porque ambos tienen _____.</i>

## Categorization & Classification Chants

### Categorize & Classify

By Patricia Montes Pate  
(Tune: *Oh, Susanna*)

How to categorize and classify,  
Are important thinking skills.  
Group by attributes and qualities,  
Characteristics, features, and traits.

Similar properties.  
They mean so much to me.  
As we sort and group the objects  
To fit them into categories.

Sometimes color, size, and shape are key  
Is it a mammal, bird, or fish?  
Are the numbers odd or even?  
Is it a noun, verb, or adjective?

Similar properties.  
They mean so much to me.  
As we sort and group the objects  
To fit them into categories.

## Key Standards

### Common Core

- ✓ Language 5: *Sort common objects into categories to gain a sense of the concepts the categories represent. Define words by category and by one or two key attributes.*
- ✓ Writing 2: *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*
- ✓ Math: *Classify shapes by properties of their lines and angles.*

### English Language Development:

- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., retelling a story, recounting an experience).*
- ✓ ELD I.C.12. Selecting language resources. *Retell texts and recount experiences using key words.*
- ✓ ELD II.A.1. Understanding text structure. *Apply understanding of how texts are organized to present ideas (e.g., how a story is organized sequentially) to composing texts.*
- ✓ ELD II. A.2. Understanding cohesion. *Apply understanding of how ideas or events are linked throughout a text using a variety of connecting words or phrases (e.g., after that, first/second/third).*
- ✓ ELD II.B.3. Using verbs and verb phrases. *Use a growing number of verb tenses to convey time (e.g., simple past tense for retelling).*
- ✓ ELD II.B.4 Using nouns and noun phrases *Expand noun phrases in a variety of ways to enrich meaning and add detail.*
- ✓ ELD II.B.5. Modifying to add details. *Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause).*

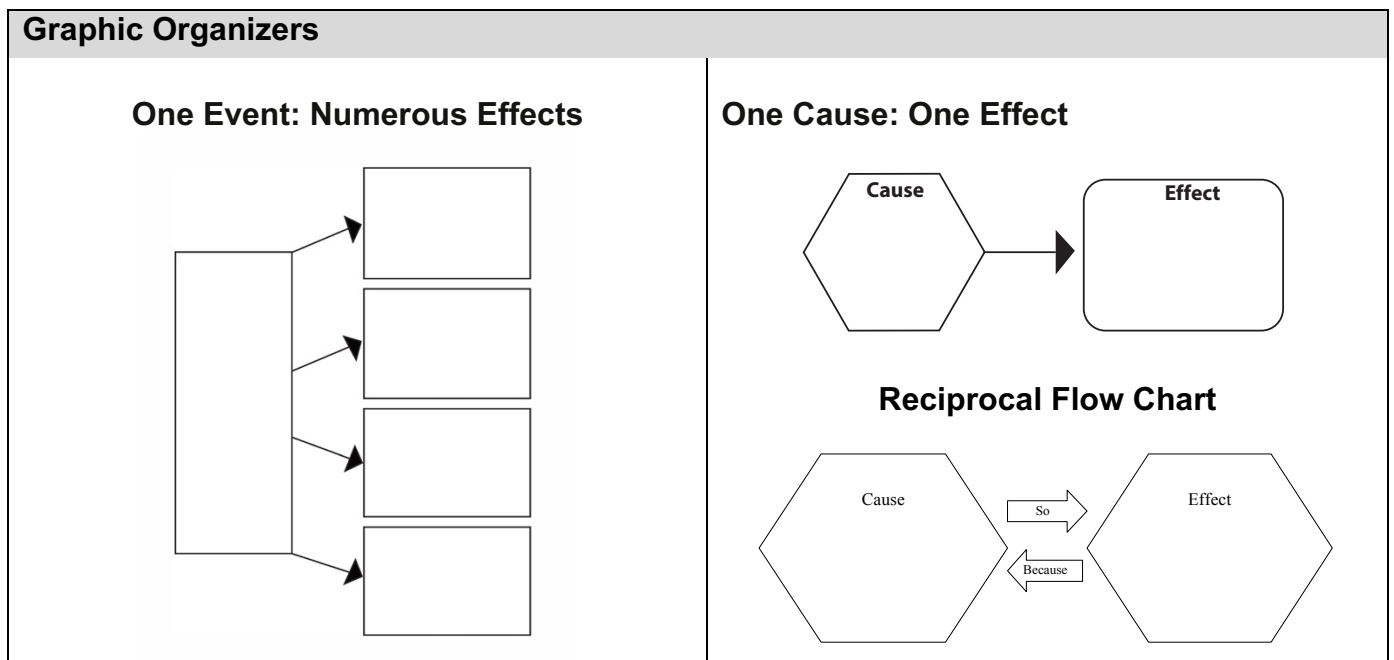
## Cause and Effect / *Causa-efecto*

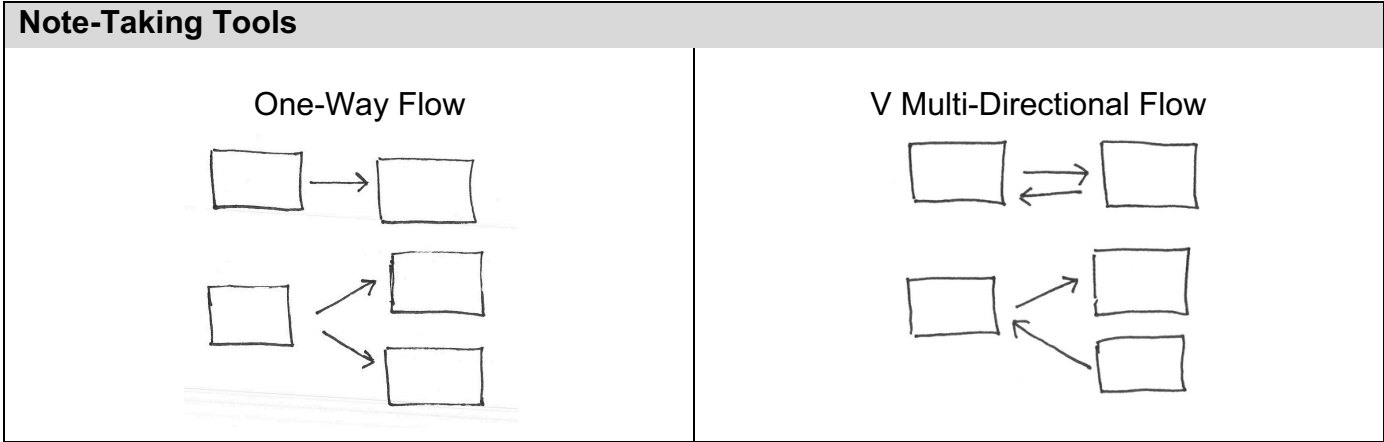
### Summary

Cause and effect describe the relationship between events where the second event is understood as a consequence of the first. A cause is the reason, or the “why” something happens. An effect is what happens as a result of the cause. When students are figuring out causes and effects, they are investigating the relationship between two or more events. The question, “What happened?” probes for understanding the effect. The question, “Why did it happen?” probes to understand the cause. Sometimes the relationship is clear, but many times students will have difficulty understanding causality.

The Cause and Effect graphic organizer is simply a box (or set of boxes) linked with an arrow (or set of arrows) between the Cause and the Effect to show directionality. Graphic organizers for **Cause and Effect** include variations on the Reciprocal Flow Chart. It is reciprocal because it illuminates the causal relationship between something that has happened and its impacts. It both works from the "effect" side and seeks to explain the cause, AND from the "cause" side and explains the results. The double arrow makes this explicit. There may be multiple causes and multiple effects.

A Cause and Effect graphic organizer must either be tailored to the specific content, task or text a student is using - or they need to learn to customize and add boxes as needed to the graphic organizer and leave some boxes blank. They should be told "You don't need to fill in all of the boxes, and you may need to add some boxes." As students learn to use the Cause and Effect graphic organizer, they can begin to create their own. In real life, causes come before effects. But sometimes, an author or storyteller may begin with an effect and work backwards to find the causes. Students should be taught they can begin the graphic organizer with either the cause or the effect.





### Inherent Academic Language

English	Spanish
Because	<i>Porque</i>
Since	<i>Desde, como, porque</i>
So	<i>Entonces, así</i>
As a consequence	<i>En consecuencia, como</i>
If _____, then _____	<i>consecuencia</i>
Caused	<i>Si _____, entonces _____</i>
Consequently	<i>Causado/a, Causar, producir</i>
As a result	<i>Consiguiente, entonces</i>
As a result of	<i>Como resultado, Consecuentemente</i>
Due to	<i>Por consecuencia de, A</i>
Effects	<i>consecuencia</i>
Contributing factors	<i>Debido a, como resultado de</i>
Contributed towards	<i>Efecto, efectuar</i>
	<i>Los factores que contribuyen</i>
	<i>Contribuir a, Contribuido/a</i>

### Grammatical Aspects

- Nouns, conjunctions, connecting phrases, transitional conjunctions
- Dependent clauses
- Adverbs, adverb clauses
- Use of the comma

Notes: It can be tricky to students to learn some of the phrases in cause and effect. You talk about the cause OF something, but the reason FOR it. You cause something to happen, but it results in something happening. Effect and affect are commonly confused both verbally and in writing.

Because cause and effect indicates order, some of the vocabulary and language structures related to sequencing become important. For example: First, initial, additional, another, furthermore, additionally, in addition, moreover, finally, lastly.

## Scaffolds

From Simple to Complex	
<b>Prompts and Questions</b>	What were the causes of _____? Why did _____ happen? What were some of the contributing factors that resulted in _____? What were the effects of _____? What happened as a result of _____? Tell me why _____. (or "Explain why _____.") How did _____ affect _____?
<b>Indicaciones y preguntas</b>	<i>¿Cuáles fueron las causas de que _____?</i> <i>¿Por qué sucedió _____?</i> <i>¿Cuáles fueron algunos de los factores que dieron lugar a que _____?</i> <i>¿Cuáles fueron los efectos de _____?</i> <i>¿Qué sucedió como resultado de _____?</i> <i>Dime por qué _____. (o Explique por qué _____.)</i> <i>¿Cómo afectó _____ a _____?</i>
<b>Sentence Frames</b>	Because _____, _____ happened. If _____, then _____. _____ caused _____. _____, so _____. Since _____ is _____, _____. As a result of _____, _____. Due to the fact that _____, _____. _____ and _____ contributed to _____. _____ and _____ were both factors that resulted in _____.
<b>Ejemplos de frases</b>	<i>Si yo _____, entonces _____.</i> <i>Por _____, yo puedo _____.</i> <i>_____ causa _____.</i> <i>_____ efecto _____.</i> <i>_____ causa/hace _____ que _____.</i> <i>Nosotros/ Yo puedo _____ para _____.</i> <i>_____ lleva a _____ que _____.</i> <i>_____ es causado por _____.</i>

## Cause & Effect Chants

### Cause and Effect Chant

By Heather Skibbins

(Tune: *Ants Go Marching*)

When something happens it has a result –  
hurrah, hurrah  
The cause comes first and then the effect –  
hurrah, hurrah  
Actions result in consequence,  
It always needs to make some sense,  
In order to understand what happened,  
You must, know the cause, BOOM! BOOM!  
BOOM!

### Canto de causa y efecto

Por Heather Skibbins

(Tune: *Ants Go Marching*)

Un resultado viene de un acción – hurra,  
hurra  
La causa primero después el efecto– hurra,  
hurra  
Acciones tienen reacciones,  
Hay que tener precauciones,  
Para entender lo que paso,  
Debes saber la causa, BOOM! BOOM!  
BOOM!

## Sample Content Standards

### Common Core:

- ✓ Language Arts Reading Literature #3: *Describe characters in a story and explain how their actions contribute to the sequence of events.*
- ✓ Language Arts Speaking and Listening #5: Describe the overall structure (including cause/effect) in a text or part of a text
- ✓ Language Arts Writing #1: Write opinion pieces in which they connect opinion and reasons using linking words and phrases such as because, therefore, since.

### California History-Social Studies Content Standards:

- ✓ 4.2 Students describe the social, political, cultural and economic life and interactions among people of California from pre-Columbian societies to the Spanish mission and Mexican rancho periods. Describe the **effects** of the Mexican War for Independence on Alta California, including its **effects** on the territorial boundaries of North America.
- ✓ 4.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
- ✓ 4.4 Understand **the story and lasting influence** of the Pony Express, Overland Mail Service, Western Union and transcontinental railroad. Explain how the Gold Rush **transformed** the economy of California. Discuss the **effects** of the Great Depression, the Dust Bowl, and World War II on California.
- ✓ 5.3 Students describe the **cooperation and conflict** that existed among the American Indians and between the Indian nations and the new settlers. Examine the **conflicts** before the Revolutionary War. Explain the **influence and achievements** of significant leaders of the time.
- ✓ 5.5-6 Students explain the **causes**, the **course** and the **consequences** of the American Revolution.



**English Language Development:**

- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., retelling a story, recounting an experience).*
- ✓ ELD I.C.12. Selecting language resources. *Retell texts and recount experiences using key words.*
- ✓ ELD II.A.1. Understanding text structure. *Apply understanding of how texts are organized to present ideas (e.g., how a story is organized sequentially) to composing texts.*
- ✓ ELD II. A.2. Understanding cohesion. *Apply understanding of how ideas or events are linked throughout a text using a variety of connecting words or phrases (e.g., after that, first/second/third).*
- ✓ ELD II.A.3b. Using verbs and verb phrases. *Use a growing number of verb tenses to convey time (e.g., simple past tense for retelling).*
- ✓ ELD II.B.5. Modifying to add details. *Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause).*

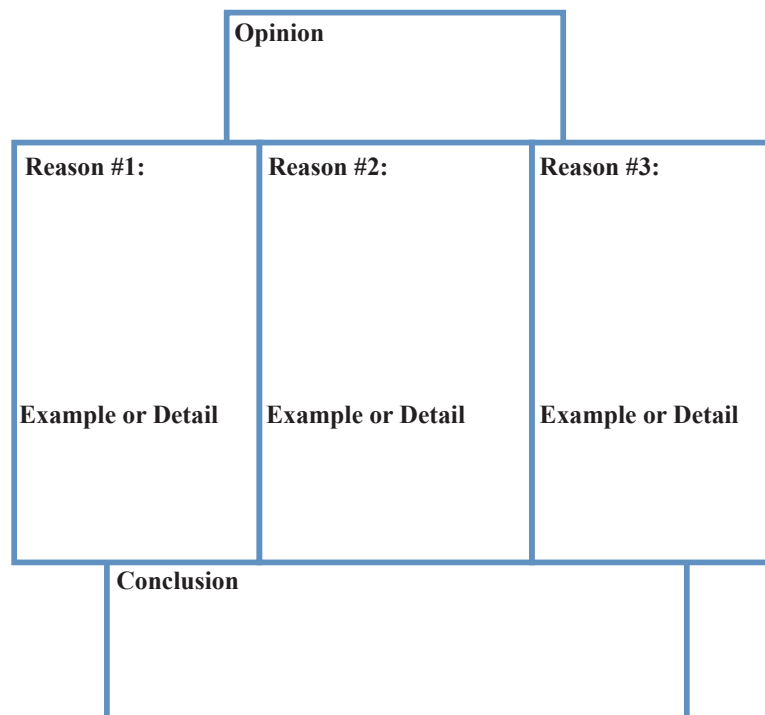
## Opinion/Persuasion / *Opinión/Persuasión*

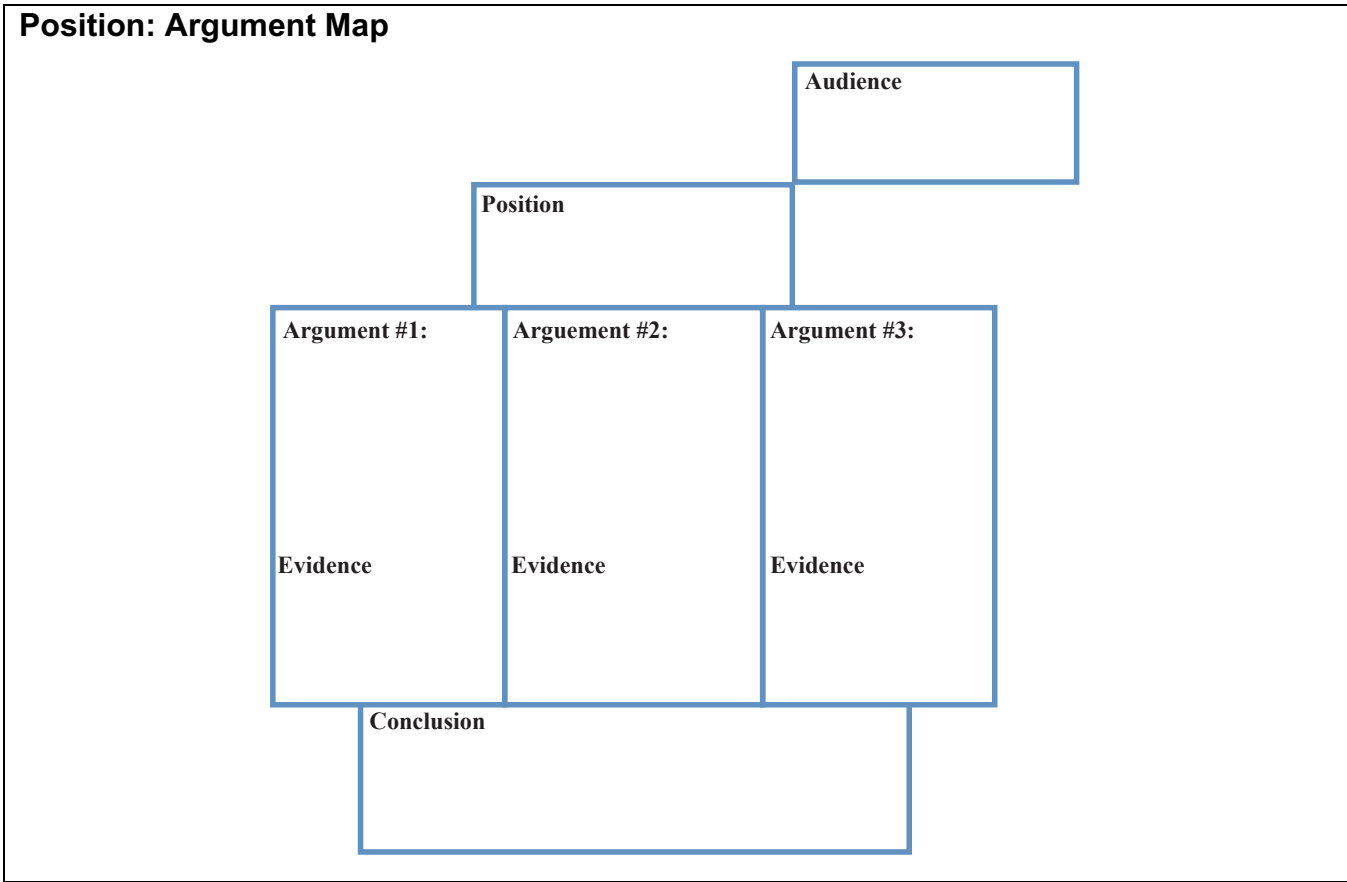
### Summary

**Stating one's opinion and crafting a persuasive statement** is to be able to talk about and write about one's ideas, thoughts or feelings about something and give reasons for it. It is also about using language to persuade others. Opinion writing is one of the basic writing types in the Common Core English Language Arts standards, beginning in the primary grades with students being able to state an opinion and provide reasons and conclusions, as well as to be able to identify an author's point of view and how the author constructs an argument. The Common Core prioritizes opinion/argument as a writing type, and starts children off on their academic journey expecting them to be able to express an idea or opinion and to be able to give reasons - growing over the years into skills of persuasion, argumentation, and analytical review. It is about crafting a logical and well-reasoned argument supported with evidence - and about having a voice, being heard, defending one's thoughts and actions, convincing others, and making change in the world.

### Graphic Organizers

#### Opinion: Reason Map





<b>Note-Taking Tools</b>		
<p>T-Graph</p>	<p>Boxes &amp; Bullets</p>	<p>Web</p>

## Inherent Academic Language

English	Spanish
Think	<i>Pensar</i>
Feel	<i>Sentir</i>
Opinion	<i>Opinión</i>
Idea	<i>Idea</i>
Reasons	<i>Razones</i>
Evidence	<i>Evidencia</i>
Conclusion	<i>Conclusión</i>
Belief/believe	<i>Creencia, Creer</i>
Support	<i>Apoyo</i>
Advantages/disadvantages	<i>Ventaja/Desventaja</i>
Defend	<i>Defender</i>
Rationale	<i>Razón Fundamental</i>
Point of view	<i>Punto de vista</i>
Position	<i>Posición</i>
Justify	<i>Justificación</i>
Convince	<i>Convencer</i>
Should/should not	<i>Debería/No Debería</i>
Must	<i>Tiene que</i>
Ought to	<i>Debe</i>
Furthermore	<i>Además</i>
Moreover	<i>Por otra parte</i>
Clearly	<i>Claramente</i>
Explain	<i>Explica</i>
Example(s)	<i>Ejemplos</i>
Agree/disagree	<i>Estar de acuerdo/No estar de acuerdo</i>
Persuade	<i>Persuadir</i>
Argue	<i>Argumentar</i>
Because	<i>Porque</i>
The reason for that	<i>La razón por lo cual</i>
In order that	<i>Para que</i>
Despite the fact that	<i>A pesar del hecho de que</i>
Although	<i>Aunque</i>
Even though	<i>Aunque</i>
Whereas	<i>Mientras</i>
But	<i>Pero</i>
On the contrary	<i>Al contrario</i>
Even if	<i>Aún si</i>
Whether or not	<i>Independiente de si...</i>

## Grammatical Aspects

- Dependent clauses, relative clauses, connecting words, subordinating conjunctions, use of commas and colons/semi-colons, adverb openers, prepositional phrases.

## Scaffolds

From simple to complex	
<b>Prompts/questions Examples</b>	State your opinion and give reasons What is your opinion? Which do you think is preferable? What is your point of view about.....
<b>Indicaciones y preguntas</b>	<i>Expresa tu opinión y da las razones</i> <i>¿Cuál es tu opinión?</i> <i>¿Cuál piensas es preferible?</i> <i>¿Cuál es tu punto de vista sobre...?</i>
<b>Sentence Frames Examples</b>	I like _____ because _____. I think _____ for the following reasons: _____, _____ and _____. In my opinion, _____. The advantage of _____ outweighs the disadvantages because _____. My opinion is _____. Some people say.... this makes sense because..... I disagree because.....
<b>Ejemplos de frases</b>	<i>Me gusta _____ porque _____.</i> <i>Creo que _____ por los siguientes razones : _____, _____ y _____.</i> <i>En mi opinión, _____.</i> <i>La ventaja de _____ vale mas que las desventajas porque _____.</i>



## Opinion & Persuasion Chants

### Tell Us Your Opinion

By Patricia Montes Pate

Tell us your opinion,  
Your thoughts, ideas,  
& feelings.  
Tell us your opinion,  
And start like this,

**I think,**  
**I feel,**  
**I believe,**  
**In my opinion,**

Tell us your opinion,  
Your thoughts, ideas,  
And feelings.

Tell us now the reason,  
The reason,  
For your opinion.  
Tell us now the reason,  
And use phrases like this,

I disagree **because...**  
I think \_\_\_\_\_ **for the following reasons:**  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Tell us now the reason,  
For your opinion.

### Argument Rap

By Patricia Montes Pate

Now here's a little something  
That I need to say,  
To convince and persuade you  
Each and every day.

To craft a well-reasoned  
Argument,  
You must support it  
With evidence.

Share your logic,  
Position, your point of view,  
And support it with the facts  
You Know are true.

For example,  
For instance,  
As evidenced by,  
Should be used with the details you supply.

For these reasons,  
As you can see,  
Without a doubt,  
Create conclusions worth thinking about.

So convince them,  
Cite sources,  
Keep audience in mind,  
This argument rap is one of a kind.

## Key Standards

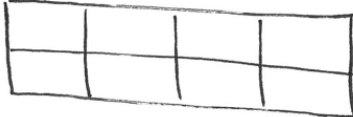

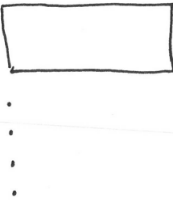
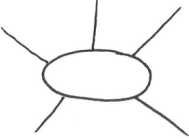
### Common Core:

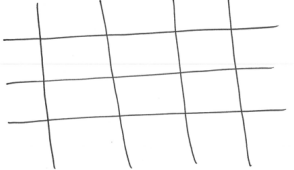

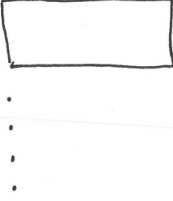
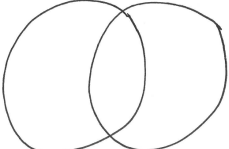
- ✓ Writing Standards: (1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### English Language Development:

- ✓ ELD I.C.9: Presenting. *Plan and deliver brief oral presentation (e.g., retelling a story, recounting an experience).*
- ✓ ELD I.C.11: Supporting opinions. *Support opinions or persuade others by expressing appropriate/accurate reasons using textual evidence.*
- ✓ ELD I.C.12. Selecting language resources. *Retell texts and recount experiences using key words.*
- ✓ ELD II.A.1. Understanding text structure. *Apply understanding of how texts are organized to present ideas (e.g., how a story is organized sequentially) to composing texts.*
- ✓ ELD II. A.2. Understanding cohesion. *Apply understanding of how ideas or events are linked throughout a text using a variety of connecting words or phrases (e.g., after that, first/second/third).*
- ✓ ELD II.B.4 Using nouns and noun phrases *Expand noun phrases in a variety of ways to enrich meaning and add detail.*

## SEAL NOTE-TAKING TASK CARDS

Description <i>(red)</i>			
Table	T-Chart	Boxes & Bullets	Web
			
<p>The ____ is/can/has ____.</p> <p>The ____ is/can/has/____ and ____.</p> <p>The characteristics of _____ are _____ (and _____.)</p> <p>_____ can be defined by its _____ and _____.</p>		<p>Is characterized by</p> <ul style="list-style-type: none"> <li>Consists of</li> <li>contains</li> <li>Characteristics</li> <li>Attributes</li> <li>Components</li> <li>Aspects</li> <li>Qualities</li> <li>exhibits</li> </ul>	

Compare & Contrast <i>(pink)</i>			
Categorical Matrix	T-Chart	Boxes & Bullets	Venn Diagram
			
<p>_____ is _____. _____ is not _____.</p> <p>Both ____ and ____ are/have/can _____.</p> <p>_____ is _____. By comparison, _____ is _____.</p> <p>Both _____ and _____ are/have _____. However, they differ in that _____ is/has _____, but _____ does not.</p> <p>Whereas _____ is _____, _____ is _____.</p> <p>While _____ and _____ are similar in that they share _____, a key distinction is _____.</p>		<p>Both</p> <ul style="list-style-type: none"> <li>Similarity</li> <li>Difference</li> <li>Distinction</li> <li>Whereas</li> <li>Differences between</li> <li>Have in common</li> <li>Compare/contrast</li> <li>As opposed to</li> <li>On the other hand</li> </ul>	

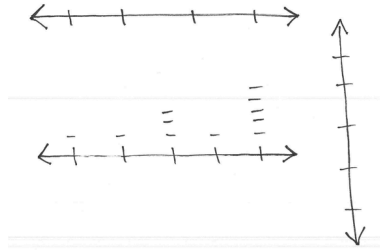


Categorization & Classification (blue)			
Categorical Matrix 	T-Chart 	Boxes & Bullets 	Web 
<p>_____ and _____ belong together.            Both ___ and ___ are _____.</p> <p>I know that _____ is a _____ because it has _____.</p> <p>_____ and _____ are both types of _____.</p> <p>_____ consists of _____.</p> <p>_____ and _____ are types of _____ because they _____.</p>		Categories Features Traits Properties Comprised of Characteristics Relationship Type, mode, form	

Opinion/Persuasion (purple)		
Boxes & Bullets 	T-Chart 	Web 
<p>I like _____ because _____.</p> <p>My opinion is _____.</p> <p>I think _____ for the following reasons: _____, _____ and _____.</p> <p>In my opinion, _____.</p> <p>The advantage of _____ outweighs the disadvantages because _____.</p> <p>Some people say _____. This makes sense because...            I disagree because...</p>		Point of view Rationale Justify Furthermore Persuade Despite the fact that Whereas Even though On the contrary Whether or not

**Sequencing  
(orange)**

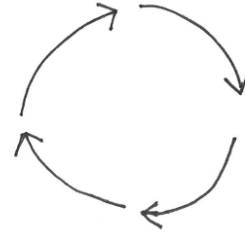
Timeline



Flow Chart



Cycle

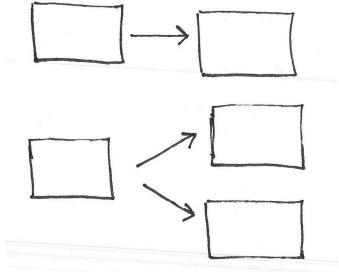
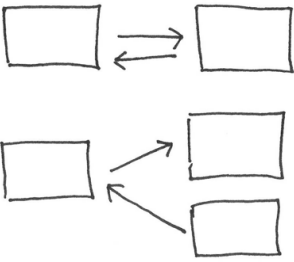


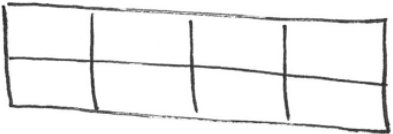
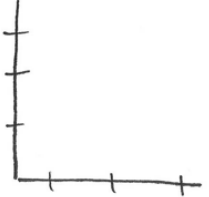
Story Mountain



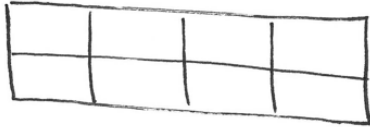

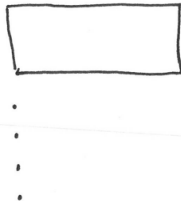
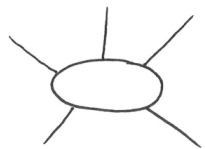
\_\_\_ was first.  
 \_\_\_ was second....  
 First \_\_\_\_\_. Then \_\_\_\_\_. Next \_\_\_\_\_. Finally, \_\_\_\_\_.  
 Initially, \_\_\_\_\_. It was followed by \_\_\_\_\_. Over time, \_\_\_\_\_ occurred. Eventually, it led to \_\_\_\_\_.  
 In order for \_\_\_\_\_ to occur, \_\_\_\_\_ and \_\_\_\_\_ had to happen.

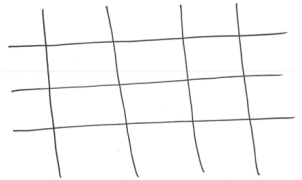

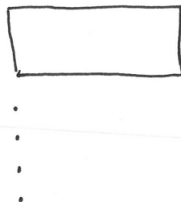
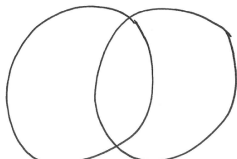
Sequence  
 Timeline  
 Previously  
 Subsequently  
 Following  
 Currently  
 Developed into  
 Grew from  
 Given that

<b>Cause &amp; Effect (green)</b>	
<p style="text-align: center;"><b>One-Way Flow</b></p> 	<p style="text-align: center;"><b>Reciprocal Flow</b></p> 
<p>___ happened because ___.</p> <p>If ____, then ___.</p> <p>As a result of ____, ___ occurred.</p> <p>Due to the fact that ____, ___ occurred.</p> <p>___ and ___ contributed to ___.</p> <p>___ and ___ were both factors that contributed to ___</p>	<p>As a consequence</p> <p>As a result</p> <p>Due to</p> <p>Contributing factors</p> <p>Consequently</p> <p>Effects</p> <p>Caused</p> <p>Because</p>

<b>Quantification (brown)</b>	
<p style="text-align: center;"><b>Table</b></p> 	<p style="text-align: center;"><b>Graph</b></p> 
<p>There are more ___ than ___.</p> <p>There are ___ number of ____, but only ___ number of ___.</p> <p>We collecting data on ___ (#), of which ___ were ____, and ___ were ____. All in all, we found that ___.</p>	<p>Quantity</p> <p>Altogether</p> <p>In sum</p> <p>Data</p> <p>Classify</p> <p>Most</p> <p>Least</p>

## SEAL TARJETAS PARA TOMAR NOTAS EN TAREAS

Descripción (rojo)			
<p>Tabla</p> 	<p>Tabla en forma T</p> 	<p>Cajas y puntos</p> 	<p>Red</p> 
<p>El/La ___ es/puede/tiene ____.</p> <p>El/La ___ es/puede/tiene/_____ y _____.</p> <p>Las características de _____ son _____ (y _____.)</p> <p>El/La _____ puede ser definido por su(s) _____ y _____.</p>		<p>Se caracteriza por</p> <p>Consiste en</p> <p>contiene</p> <p>Características</p> <p>Atributos</p> <p>Componentes</p> <p>Aspectos</p> <p>Cualidades</p> <p>Exhibe</p>	

Comparar & Contrastar (rosado)			
<p>Matriz Categórica</p> 	<p>Tabla en forma T</p> 	<p>Cajas y puntos</p> 	<p>Diagrama Venn</p> 
<p>_____ es _____. _____ no es _____.</p> <p>Tanto ___ como ___ son/tienen/pueden _____.</p> <p>_____ es _____. En comparación, _____ es _____.</p> <p>Tanto _____ como _____ son/tienen _____. Sin embargo, se diferencian en que _____ es/tiene _____, pero _____ no.</p> <p>Mientras que _____ es _____, _____ es _____.</p> <p>Aunque _____ y _____ se parecen en que comparten _____, una distinción clave es _____.</p>		<p>Ambos</p> <p>Similitud</p> <p>Diferencia</p> <p>Distinción</p> <p>Mientras que</p> <p>Diferencias entre</p> <p>Tienen en común</p> <p>Comparar/contrastar</p> <p>En contraposición a</p> <p>Por otro lado</p>	

Categorización & Clasificación (azul)			
<p>Matriz Categórica</p>	<p>Tabla en forma de T</p>	<p>Cajas y puntos</p>	<p>Red</p>
<p>_____ y _____ van juntos. Tanto _____ como _____ son _____.</p> <p>Sé que _____ es un _____ porque tiene _____.</p> <p>_____ y _____ son ambos tipos de _____. _____ consiste en _____.</p> <p>_____ y _____ son tipos de _____ porque tienen _____.</p>		<p>Categorías</p> <p>Características</p> <p>Rasgos</p> <p>Propiedades</p> <p>Compuesto por</p> <p>Características</p> <p>Relación</p> <p>Tipo, modo, forma</p>	

Opinión/Persuasión (morado)		
<p>Cajas y puntos</p>	<p>Tabla en forma de T</p>	<p>Red</p>
<p>Me gusta _____ porque _____.</p> <p>Mi opinión es _____.</p> <p>Creo que _____ por las siguientes razones: _____, _____ y _____.</p> <p>En mi opinión, _____.</p> <p>La ventaja de _____ supera las desventajas porque _____.</p> <p>Algunas personas dicen _____. Esto tiene sentido porque... Yo no estoy de acuerdo porque...</p>		<p>Punto de vista</p> <p>Justificación</p> <p>Justificar</p> <p>Además</p> <p>Persuadir</p> <p>A pesar de que</p> <p>Mientras que</p> <p>Aunque</p> <p>Por el contrario</p> <p>Ya sea o no</p>

**Secuencia  
(anaranjado)**

Línea de tiempo

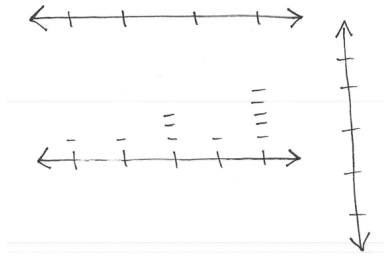
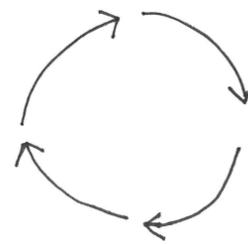


Diagrama de Flujo



Ciclo



Cima del cuento



\_\_\_ fue el primero.  
 \_\_\_ fue el segundo....  
 Primero \_\_\_\_\_. Luego \_\_\_\_\_. Después \_\_\_\_\_.  
 Finalmente, \_\_\_\_\_.  
 Inicialmente, \_\_\_\_\_. Le siguió \_\_\_\_\_. Con el  
 tiempo, se produjo \_\_\_\_\_. Finalmente, dio lugar a  
 \_\_\_\_\_.  
 De modo que \_\_\_\_\_ ocurriera, tuvo que pasar  
 \_\_\_\_\_ y \_\_\_\_\_.

Secuencia  
 Línea de tiempo  
 Anteriormente  
 Posteriormente  
 Después  
 Actualmente  
 Se desarrolló en  
 Creció a partir de  
 Dado que

<b>Causa &amp; Efecto (verde)</b>	
<p>Flujo de una sola dirección</p>	<p>Flujo recíproco</p>
<p>___ ocurrió porque ___.</p> <p>Si ____, entonces ___.</p> <p>Como consecuencia de ____, pasó ___.</p> <p>Debido al hecho que ____, ___ ocurrió.</p> <p>___ y ___ contribuyeron a ___.</p> <p>___ y ___ fueron factores que contribuyeron a ___.</p>	<p>Como consecuencia</p> <p>Como resultado</p> <p>Debido a</p> <p>Factores que contribuyen</p> <p>En consecuencia</p> <p>Efectos</p> <p>A causa de</p> <p>Porque</p>

<b>Cuantificación (café)</b>	
<p>Tabla</p>	<p>Gráfica</p>
<p>Hay más ___ que ___.</p> <p>Hay ___ número de ____, pero sólo ___ número de ___.</p> <p>Recopilamos datos sobre ___ (#), de los cuales ___ eran ____, y ___ eran ____. En general, encontramos que ___.</p>	<p>Cantidad</p> <p>En conjunto</p> <p>En suma</p> <p>Datos</p> <p>Clasificar</p> <p>Más</p> <p>Menos</p>



## Graphic Organizers & Note-Taking / *Organizadores gráficos y tomar notas* (4<sup>th</sup> – 6<sup>th</sup> Grade)

CCSS: RL1, RL2, RL 3, RI 1, RI 2, RI 3, RI 8, W1, W2, W3, SL2, SL6, L5

### Alignment & Articulation

PreK – 3 <sup>rd</sup>	4 <sup>th</sup> – 6 <sup>th</sup>
<p style="text-align: center;">“Teacher-Directed”</p> <ul style="list-style-type: none"> <li>• Students are accustomed to using graphic organizers to promote analytic thought and academic language “into, through, and beyond” the unit.</li> <li>• Graphic organizers are typically selected and prepared by the teacher, to intentionally promote a desired Language Function.</li> </ul>	<p style="text-align: center;">“Teacher-Directed” &amp; “Student-Selected”</p> <ul style="list-style-type: none"> <li>• In grades 4-6, the teacher continues to select and utilize graphic organizers as a visual support for organizing and talking about the new content.</li> <li>• In addition, students learn to self-select relevant graphic organizers as a means of note-taking to organize and synthesize new learning.</li> </ul>

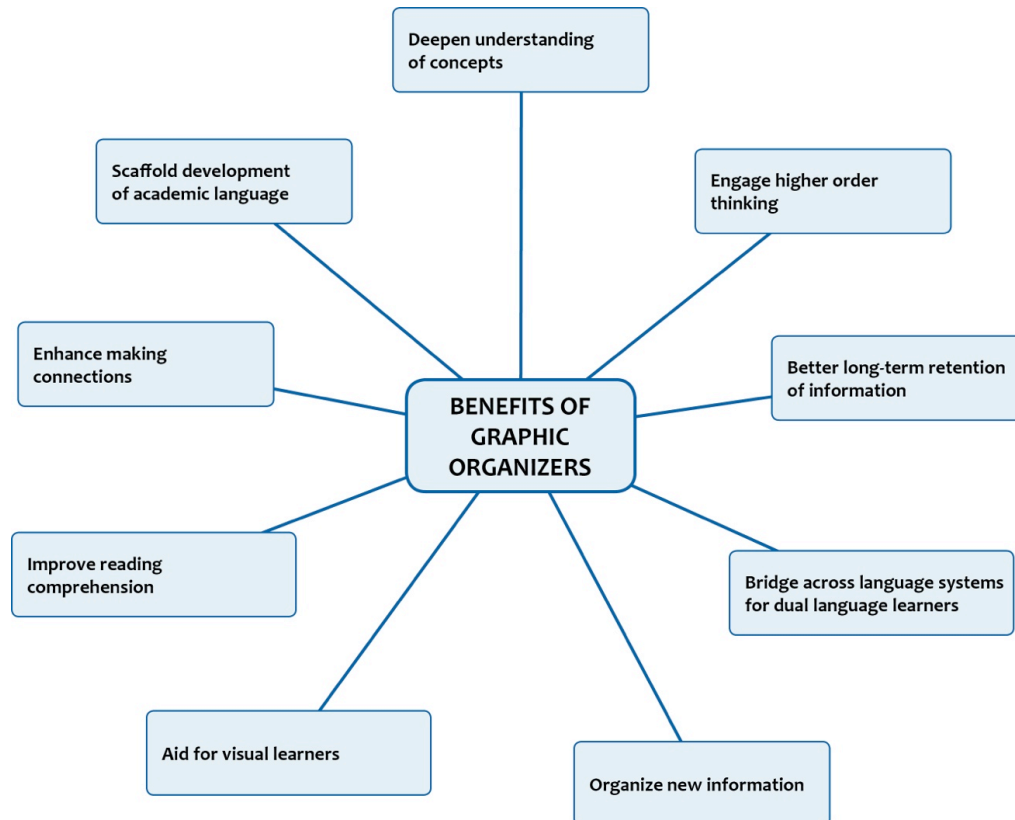
### Summary

Graphic organizers are a visual representation of thinking and processing knowledge. While a wide range of visuals are important for supporting a student’s comprehension of content, graphic organizers are a specific *type* of visual map or diagram that display relationships between facts, concepts or ideas – guiding and organizing thinking. Graphic organizers are, in fact, sometimes referred to as a “map” because they “map out” thinking in a visual manner. There are many similar names for graphic organizers including: knowledge maps, concept maps, cognitive organizers, advance organizers, or concept diagrams.

Research tells us that the human brain is a pattern seeker, and that visual input is a key mechanism for learning. For all students, graphic organizers help to organize information and scaffold more sophisticated conceptual and analytic thinking by providing a VISUAL display of connections, patterns, and the relationships between information. When a graphic organizer is used regularly, across academic content areas and purposes, students come to associate that visual pattern with thought processes and language systems. Research reviews have concluded that using graphic organizers improves student performance in the following areas: *(see table on following page)*



## Benefits of Graphic Organizers



For visual learners and English Learners, graphic organizers are particularly important to support comprehension because the relationships among ideas and information are visually displayed and therefore not language-dependent. This lessens the cognitive load for students. For students in bilingual programs, who are learning academic content in one language and also learning a second language, the graphic organizers are vehicles that bridge across the two languages, greatly enhancing the transfer of knowledge into two different language systems.

In SEAL classrooms, the use of graphic organizers begins in preschool, where they are used for simple classification, categorization, description, and quantification. Those same graphic organizers are used in subsequent grades along with additional graphic organizers that support the same higher-order thinking skills, in addition to those used for compare & contrast, sequencing, cause & effect, and opinion & persuasion. While the information that is presented and analyzed through the use of the graphic organizers becomes more complex, student’s capacity to use them for analysis grows deeper. Though there are numerous graphic organizers, SEAL has selected just a few that are connected to the selected key analytical skills and major academic language functions. These graphic organizers are used all the way through high school, college and into professional work.

The graphic organizers introduced in Module II are linked to key language functions as shown in the table below:

Language Function	Graphic Organizers  and Note-Taking Tools	Grammatical Aspects
Description	<ul style="list-style-type: none"> <li>- Web/Bubble Chart  </li> <li>- T-chart  </li> <li>- Tree Map </li> <li>- Categorical Matrix/Table  </li> <li>- Boxes &amp; Bullets </li> </ul>	<ul style="list-style-type: none"> <li>• Nouns, pronouns, adjectives, adjective phrases, articles, nominalization, conjunctions, connecting phrases</li> <li>• The verb “to be” using common nouns and adjectives</li> <li>• The verb “to have” using common nouns and adjectives</li> </ul>
Compare & Contrast	<ul style="list-style-type: none"> <li>- Venn Diagram  </li> <li>- Categorical Matrix  </li> <li>- Double Bubble </li> <li>- T-Chart  </li> <li>- Boxes &amp; Bullets </li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives, conjunctions</li> <li>• Comparative adjectives</li> <li>• Superlatives</li> <li>• Adverbs</li> </ul>
Classification & Categorization	<ul style="list-style-type: none"> <li>- Categorical Matrix  </li> <li>- Classification Tree </li> <li>- T-Chart  </li> <li>- Boxes &amp; Bullets </li> <li>- Web </li> </ul>	<ul style="list-style-type: none"> <li>• Nouns, adjectives, connecting phrases</li> </ul>
Sequencing	<ul style="list-style-type: none"> <li>- Flow Chart  </li> <li>- Timeline  </li> <li>- Story Map </li> <li>- Cycle  </li> <li>- Story Mountain </li> </ul>	<ul style="list-style-type: none"> <li>• Past tense/present tense/future tense: was/is/will be</li> <li>• Adverb clauses, signal words showing chronological order</li> <li>• Subordinate conjunctives, adverbs of time, relative clauses, prepositional phrases</li> </ul>
Quantification	<ul style="list-style-type: none"> <li>- Column Chart </li> <li>- Bar Graph  </li> <li>- Table </li> </ul>	<ul style="list-style-type: none"> <li>• Counting system, cardinal and ordinal numbers, comparative adjectives and adjective phrases</li> </ul>
Cause and Effect	<ul style="list-style-type: none"> <li>- One-Way Flow  </li> <li>- Reciprocal Flow Chart  </li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions, transitional phrases, adjectives indicating order, adverb clauses, commas, verbs</li> </ul>
Opinion & Persuasion	<ul style="list-style-type: none"> <li>- Opinion: Reason Map </li> <li>- Position: Argument Map </li> <li>- Boxes &amp; Bullets </li> <li>- T-Chart  </li> <li>- Web </li> </ul>	<ul style="list-style-type: none"> <li>• Dependent clauses, relative clauses</li> <li>• Connecting words, subordinating conjunctions</li> <li>• Use of commas, colons, semi-colons</li> <li>• Adverb openers, prepositional phrases</li> </ul>

*See Tools & Templates section for details on specific graphic organizers & note-taking tools linked to key language and cognitive functions.*

## Implementation

*Note: For readability throughout the rest of the description, the term “graphic organizer” is intended to connote either prepared graphic organizers or note-taking tools.*

### How should graphic organizers be chosen and used?

Because graphic organizers are such powerful, flexible tools, teachers have many options when considering their use.

- **Teacher Directed vs. Student Selected**  
Graphic organizers can either be chosen by the teacher and used in a directed activity led by the teacher, or they can be selected by the student to meet the needs of a particular task.
- **Student Groupings**  
Graphic organizers can be used with the whole class, in small groups – either teacher-led or collaboratively, or independently.

### What is the intended purpose or desired outcome?

Many factors must be taken into consideration when determining when and how to implement the use of graphic organizers & note-taking tools in the classroom. Graphic organizers can (and should) be applied across the curriculum to enhance comprehension, to structure thinking and to analyze subject matter content. The more they are used, the more proficient students become in organizing information, and in being able to use analytical language. Graphic organizers can be used at various points in a teaching process. In planning a unit, think about when and how you will use graphic organizers:

- **Purpose: To access students’ background knowledge and as a means of formative assessment**  
A teacher can use a graphic organizer *before presenting* new information as a structure for accessing students’ prior knowledge. For example, a simple web or bubble map can capture what students know about a new topic. This becomes a “warm up” for students, getting them thinking about the topic, and is also a means of assessment for the teacher to know the level of student knowledge or misperceptions. Similarly, a T Chart can be used to capture “what we know” and “what we want to know” about a topic to be studied. This also provides an opportunity for students to set their purpose for learning, serving to motivate and engage them in the learning process.
- **Purpose: To organize information and concepts throughout the learning process**
  - **Presenting New Information:** Graphic organizers are powerful as a means of or accompaniment to the teacher presenting new content. For example, as the teacher describes something new, she can place visuals or words around a Web, making the connections visual for students. Draw and Labels can incorporate graphic organizers such as timelines and graphs.

- **Synthesizing and Making Meaning:** Graphic organizers can also be used at key points and pauses in the presentation of new information or during research to allow students to process or organize the information they have just heard or read.

Some examples include:

- (1) as students recall a story, perhaps from the Narrative, the information can be put into a story-map or flow-chart;
- (2) the teacher could ask students the similarities and differences between the motives of the missionaries versus the explorers in the study of Early California – using a Venn Diagram to chart their responses;
- (3) during a Mini-Lecture, students can record learning in their Academic Process Journals using various graphic organizers; or
- (4) while engaging in Research Rotations, students can use note-taking tools as a way to synthesize and draw conclusions

- **Preparing for Effective Expression:** Graphic organizers are a powerful bridge to writing and to oral presentation, helping students organize their thoughts and plan how to communicate those thoughts. This can be modeled by the teacher, and then become an independent or small group activity. For example, students can plan out a piece of writing using story-map templates or a Categorical Matrix.

➤ **Purpose: To develop sophisticated academic language and higher-order thinking skills**

Be intentional about teaching the language and meeting the language demands.

Graphic organizers combine a focus on conceptual, analytic thinking and a scaffold to conceptual, analytic talk. Review the vocabulary and language structures associated with each graphic organizer and its language function. Select the inherent academic vocabulary you want students to learn, and the range of language structures you want to scaffold them into. Post a template of the graphic organizer, and post the key vocabulary and language forms associated with it. Model that language intentionally as you present the graphic organizer and talk about the information contained within the graphic organizer.

Use sketches and Picture File Cards to support comprehension as you place information in the graphic organizer. Remember to insert plentiful choral responses and Think-Pair-Shares as you develop the graphic organizer with the students – giving them the opportunity to use the language. Select a range of sentence frames to offer to your students as starters for Think-Pair-Shares. In responding to and amplifying student comments, use the more sophisticated vocabulary and language structures to repeat back their thoughts – remembering your role as language coach.

## Critical Aspects of Graphic Organizers

- ✓ **Teach the function of the graphic organizer and the analytic language that students will need in order to discuss it.**
- ✓ **Populate the graphic organizer with the students.** This will help them process and synthesize their learning.
- ✓ **Keep the graphic organizers organized.** Lines and arrows should be visible. Text should be inside designated areas.
- ✓ **Use color coding to chunk information.** This will help students process information.
- ✓ **Record key words or phrases, rather than whole sentences.** Students will use this information to develop their analytic language and for their own effective expression through oral presentations and/or writing. This opportunity is lost if students are simply repeating or copying prewritten sentences.
- ✓ **Sketch!** Sketching provides a non-linguistic representation for our brain and is critical for language learners.