



Language Functions in SEAL

Tools, Templates & Resources
TK – 3rd Grade

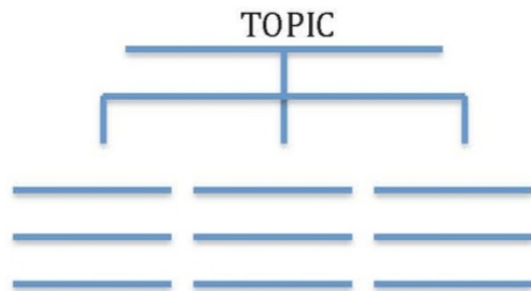
Description / Descripción

Summary

Graphic organizers for **description** include the Web (La ed), 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 circle. Descriptors, examples, behaviors and characteristics are linked to the topic through spokes that emanate from the circle, 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.



Looks like	Sounds like
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-----	-----
-----	-----



Single-line Categorical Matrix:

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

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
Prompts/questions	Tell me about _____. What does it look like? What does it do? Describe _____. What are some of the characteristics of _____? Identify some components of _____.
<i>Indicaciones y preguntas</i>	<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>
Sentence Frames	The _____ is/are/has _____ (and _____). It has/they have _____. _____ consists of _____. _____ can be defined by its _____ and _____. The characteristics of _____ are _____ (and _____).
<i>Ejemplos de frases</i>	<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>

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.*

Desired Results Developmental Profile

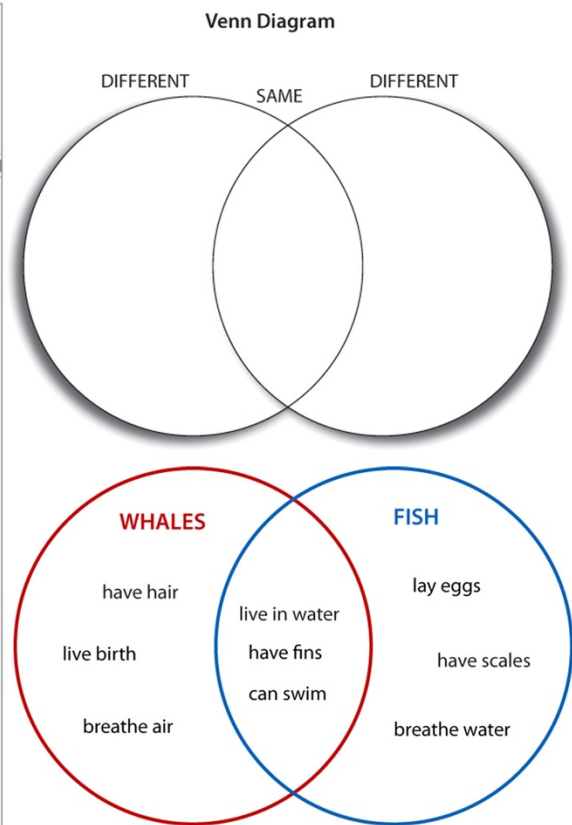
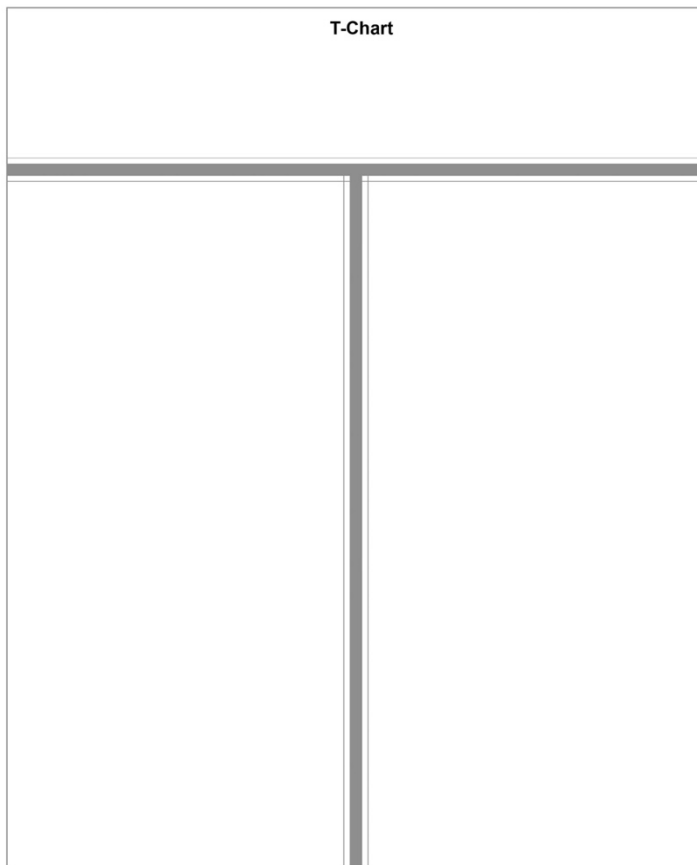
- 📄 Measure 18: Comprehension of age-appropriate text: *Demonstrates understanding of text by describing*
- 📄 Measure 15: Expression of self through language: *Uses more complex language or vocabulary to describe events that are imaginary, to explain, etc.*

Notes

Compare and Contrast / *Comparar y contrastar*

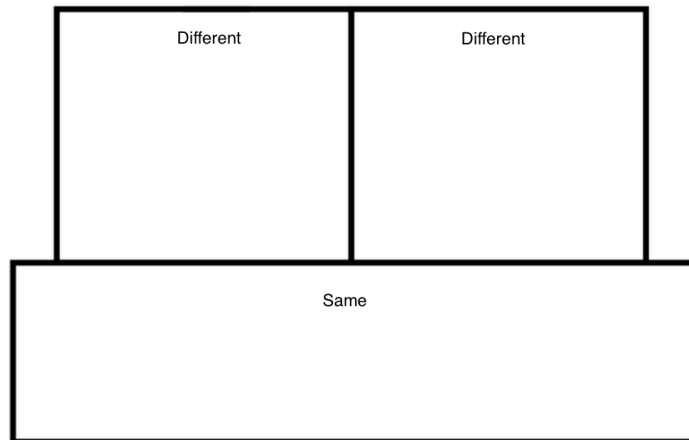
Summary

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 grid, 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.



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

Top Hat



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
Prompts/questions	<p>Tell me/show me one way that ___ and ___ are the same. Tell me/show me one way that ___ and ___ are different. How are ___ and ___ similar? How are ___ and ___ different? What are two similarities between ___ and ___? How would you compare ___ and ___? Compare and contrast ___ and ___.</p>
<i>Indicaciones y preguntas</i>	<p><i>Díme / muéstrame una manera de que ___ y ___ son similares. Díme / muéstrame una manera de que ___ y ___ son diferentes. ¿Cómo son ___ y ___ similar? ¿Cómo son ___ y ___ diferentes? ¿Cuáles son dos similitudes entre ___ y ___? ¿Cómo compararía ___ y ___? Compare y contraste ___ y ___.</i></p>
Sentence Frames	<p>___ is ___. ___ is not _____. ___ and ___ are the same. They both have/are _____. ___ is _____. By comparison, ___ is _____. Both ___ and ___ are/have _____. However, they differ in that ___ is/has ___, but ___ does not. Whereas ___ is ___, ___ is _____. While ___ and ___ are similar in that they share ___, a key distinction is _____.</p>
<i>Ejemplos de frases</i>	<p><i>_____ y _____ son similares / diferentes porque _____ . Una característica única de _____ es _____ . Tanto _____ y _____ son _____ . _____ es _____ ; sin embargo , _____ es _____ .</i></p>

Key Standards

In addition to all “description” related 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.*

Desired Results Developmental Profile PreK

- ☞ Measure 18:
Understand and respond to details from age appropriate text, and demonstrate that understanding by describing, summarizing and comparing and contrasting information.

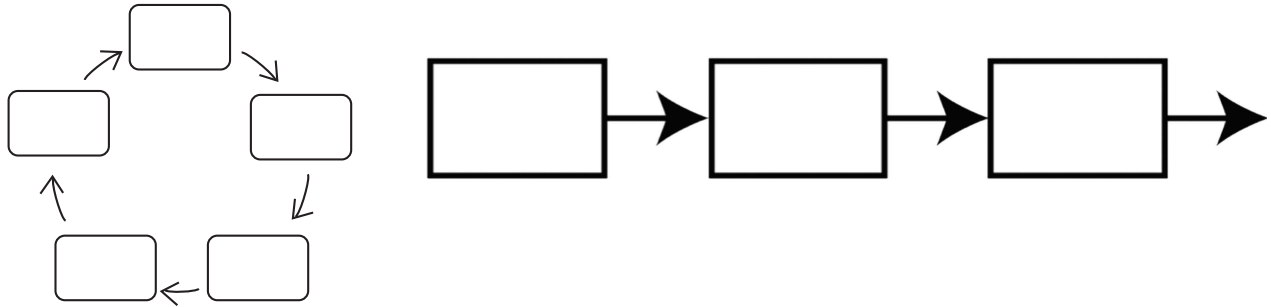
Notes

Sequencing/ *Secuencia*

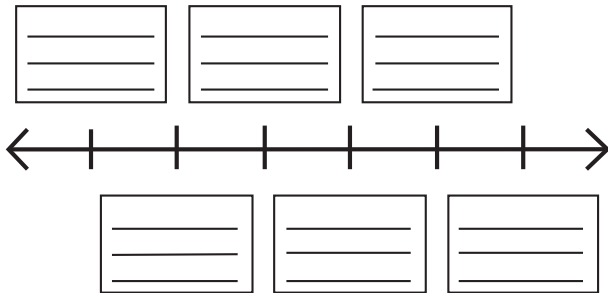
Summary

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.

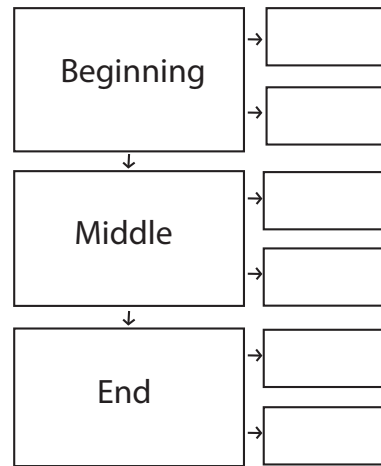
Flow Charts



Timeline



Story Map



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>
	<i>Además</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
Prompts/questions	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?
Indicaciones y preguntas	<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>
Sentence Frames	_____ 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.
Ejemplos de frases	<i>Al principio, _____. Luego _____. Más tarde _____. Después _____ . Por último , _____ . Al principio, _____. Después de _____ . Hacia el final _____ . El cuento se terminó cuando _____ .</i>

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).*

Desired Results Developmental Profile PreK

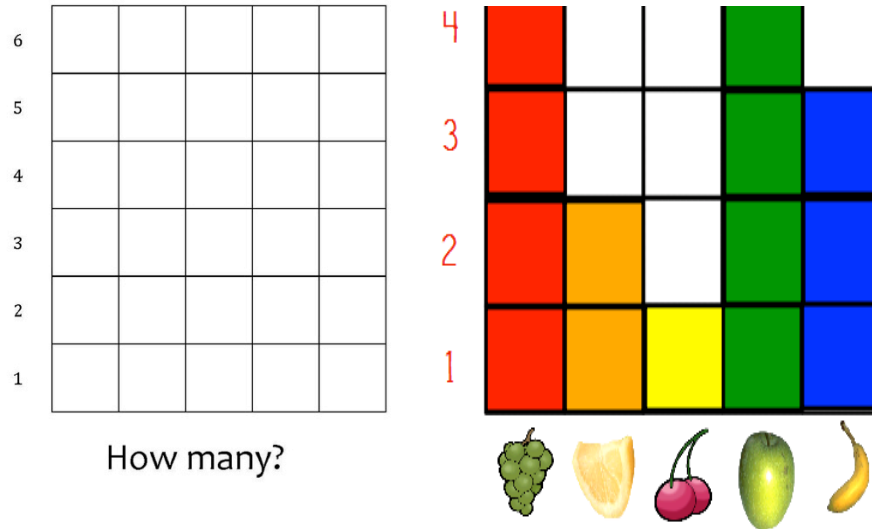
- ☞ Measure 18. *Demonstrate knowledge and understanding of details and sequencing in fictional and non-fictional text.*
- ☞ Measure 29. *Communicate memories about a sequence of related events that happened in the past. Follow three-step directions.*

Notes

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.



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,</i>
Data	<i>solamente, solo</i>
Classify	<i>Los datos</i>
Category names	<i>Clasificar</i>
	<i>Nombres de las categorías</i>

Grammatical Aspects

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

Scaffolds

	From simple to complex
Prompts/questions	How many ____ are there? Which are there more of? Which are there the least of? Are there more ____ than blank?
Indicaciones y preguntas	¿Cuántas/os ____ hay? ¿Cuál tiene más? ¿Cuál tiene la menor cantidad? Hay más ____ que ____?
Sentence Frames	There are more ____ than ____. There are ____ number of ____, but only ____ number of ____. Altogether, there are ____.
Ejemplos de frases	<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>

Key Standards

Desired Results Developmental Profile PreK

- Measure 32: Number sense of quantity, and counting. *The child uses number names to represent quantities. The child counts at least 10 objects correctly, and understands that the number name of the last object counted is the total number of objects.*
- Measure 33: Number sense of mathematical operations. *The child compares by matching or counting two small groups of objects, and identifies which has more, fewer or the same quantity. The child can group and compare objects by quantity.*

California Math Standards

The new California Math Standards, require kindergarten children to know the number names and the count sequence, be able to count to tell the number of objects, classify objects and count the number of objects in categories, answer “how many?” questions, identify whether the number of objects in one group is greater than or less than or equal to another group.

- Students know the number names and the count sequence, can count to tell the number of objects and to compare. They understand the relationship between numbers and quantities, and connect counting to cardinality. They understand that each successive number name refers to a quantity that is one larger. They are able to count to answer “how many?” questions about as many as 20 things arranged in a line or a rectangular array.*
- Students can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.*

- ☞ *Students are able to classify objects and count the number of objects in categories.*
- ☞ *Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set, counting out a given number of objects, comparing sets or numerals, and modeling simple joining and separating situations with sets of objects.*
- ☞ *Students choose, combine and apply effective strategies for answering quantitative questions, including counting and producing sets of given sizes, counting the objects in combined sets, or counting the number of objects that remain in a set after some are taken away.*

In First grade, students are expected to learn to organize, represent and interpret data with up to three categories, and to ask and answer questions about the total number of data points (how many in each category, how many more or less are in one category or another, etc.).

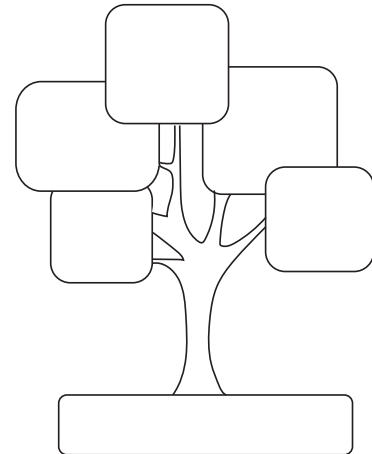
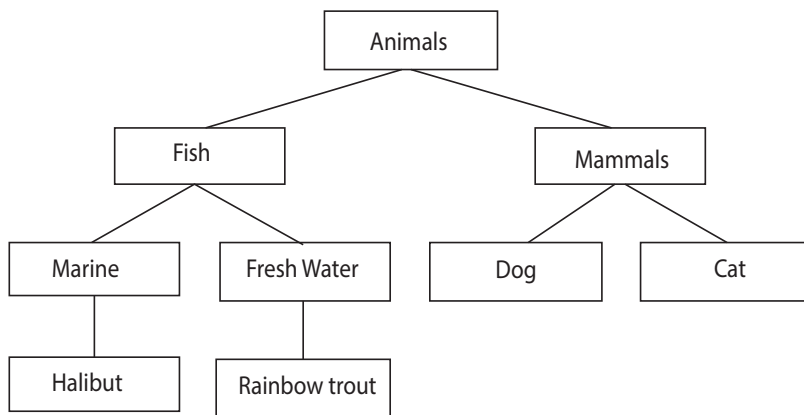
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Classification & Categorization/ *Clasificación y categorización*

Summary

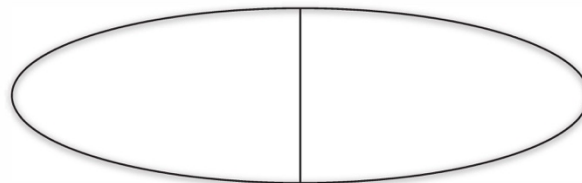
Graphic organizers for **classification** and **categorization** enable students to visualize how objects or ideas can be grouped according to main characteristics. It involves defining the category and the characteristics or rules that govern what belongs to that category. A Classification Tree shows 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.

Classification Tree



Categorical Matrix

Animal	Habitat	Food	Body Temp.	Interesting Facts
--------	---------	------	------------	-------------------



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
Prompts/questions	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?
<i>Indicaciones y preguntas</i>	<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>
Sentence Frame	_____ 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 _____.
<i>Ejemplos de frases</i>	<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>

Key Standards

Desired Results Developmental Profile PreK

- ☞ Measure 34: *The ability to compare, match and sort objects into groups according to some common attributes such as color, size, shape.*

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).*

Notes

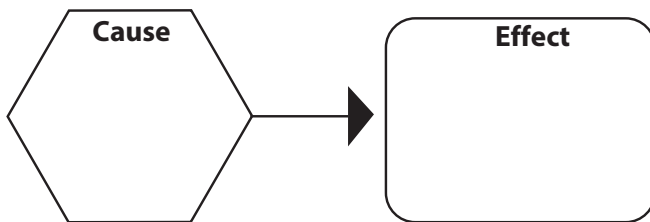
Cause and Effect / *Causa-efecto*

Summary

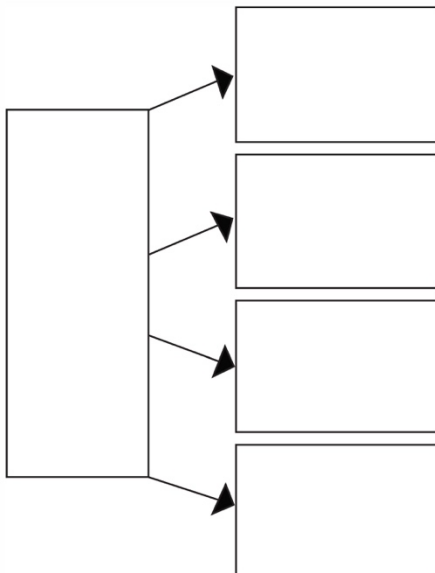
Cause and effect describe the relationship between events where the second event is understood as a consequence of the first. A cause is the reason, or the “why” something happens. An effect is what happens as a result of the cause. When students are figuring out causes and effects, they are investigating 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.

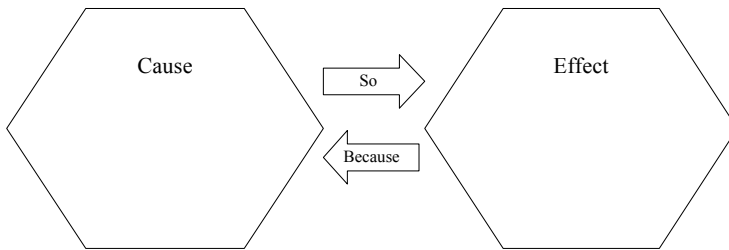
1. An example of one cause leading to one effect



2. An example of one event with numerous effects



3. Reciprocal Flow Chart.



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 either must 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
Prompts and Questions	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 _____?
Indicaciones y preguntas	<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>
Sentence Frames	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 _____.
Ejemplos de frases	<i>Si yo _____, entonces _____.</i> <i>Por _____, yo puedo _____.</i> _____ causa _____. _____ efecto _____. _____ causa/hace _____ que _____. <i>Nosotros/ Yo puedo _____ para _____.</i> _____ lleva a _____ que _____. _____ es causado por _____.

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

3.2 Students describe the American Indian nations in their local region long ago and in the recent past. Discuss the ways in which physical geography, including climate, **influenced** how the local Indian nations adapted to their natural environment

3.4 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement **left its mark on** the land. Describe the economies established by settlers and their **influence** on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time.

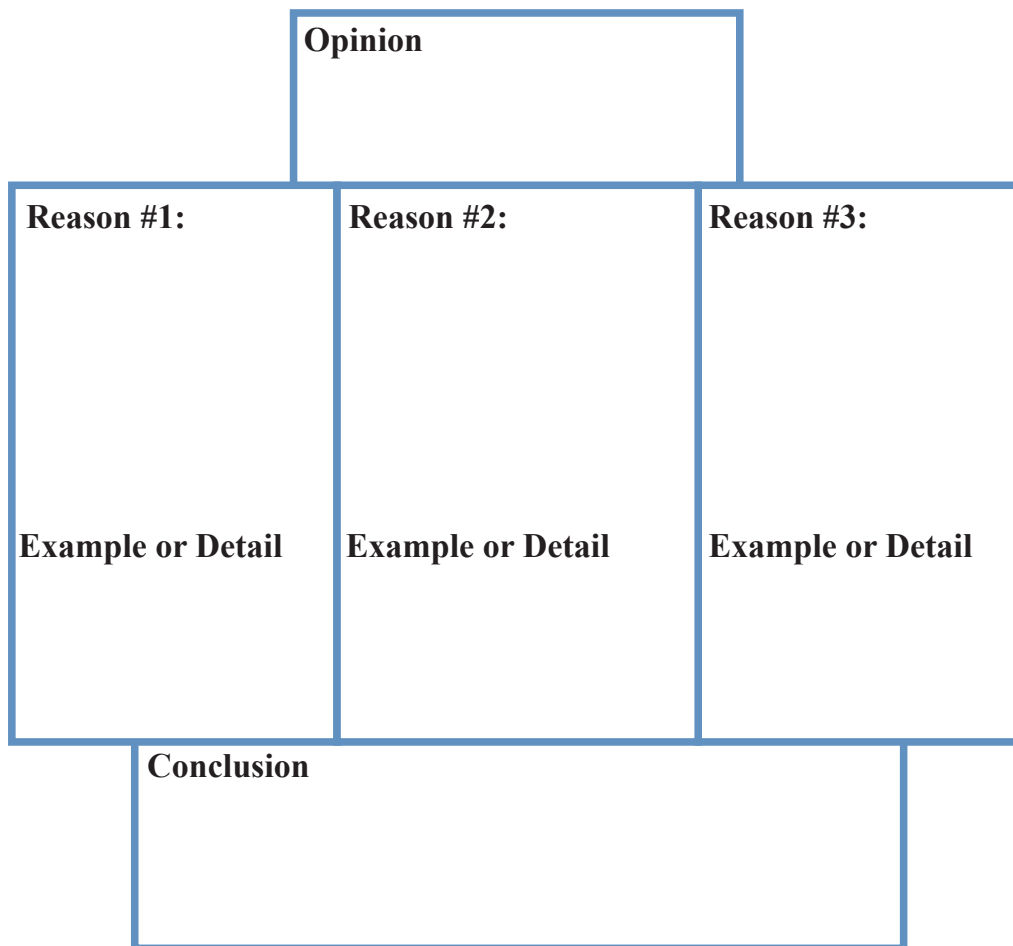
Notes

Opinion/Persuasion / *Opinión/Persuasión*

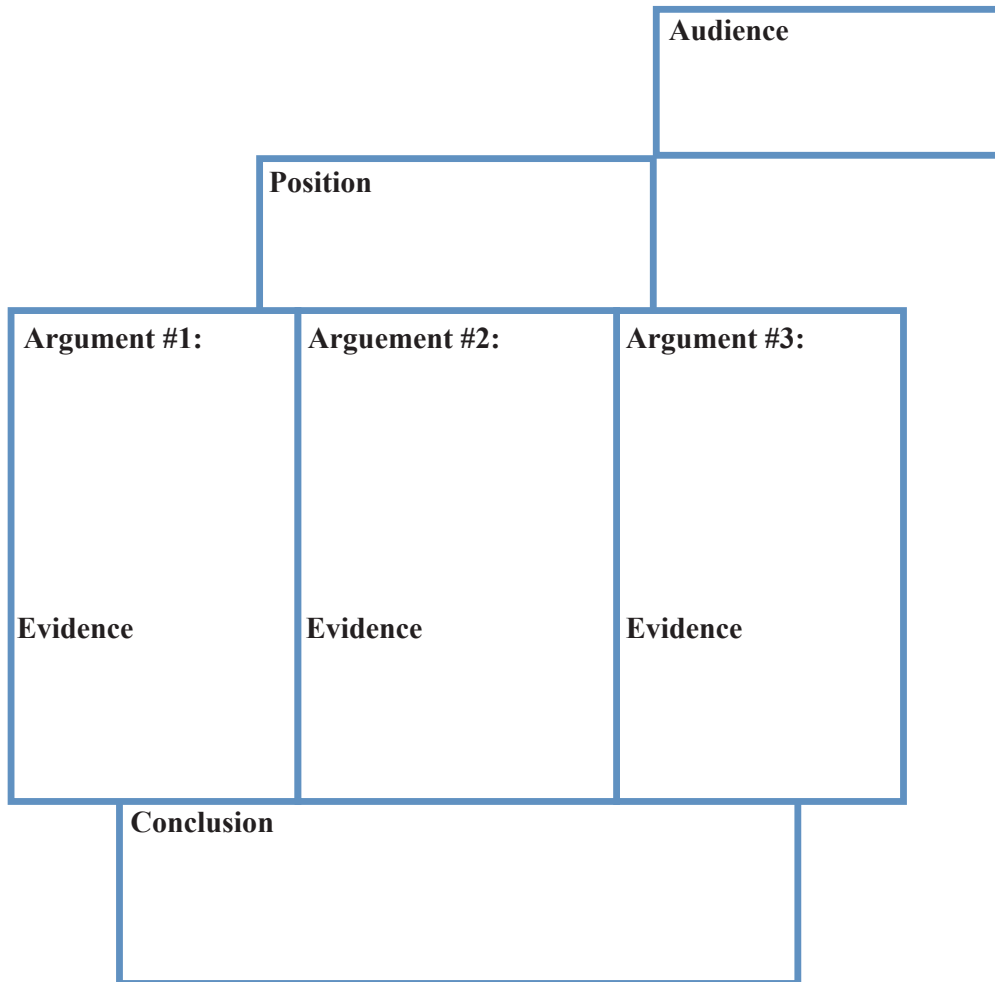
Summary

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.

Opinion: Reason Map



Position: Argument Map



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>

English	Spanish
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
Prompts/questions Examples	State your opinion and give reasons What is your opinion? Which do you think is preferable? What is your point of view about.....
<i>Indicaciones y preguntas</i>	<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>
Sentence Frames	I like _____ because _____.

From simple to complex	
Examples	<p>I think _____ for the following reasons: _____, _____ and _____.</p> <p>In my opinion, _____.</p> <p>The advantage of _____ outweighs the disadvantages because _____.</p> <p>My opinion is _____.</p> <p>Some people say.... this makes sense because.....</p> <p>I disagree because.....</p>
<i>Ejemplos de frases</i>	<p><i>Me gusta _____ porque _____.</i></p> <p><i>Creo que _____ por los siguientes razones : _____, _____ y _____.</i></p> <p><i>En mi opinión, _____.</i></p> <p><i>La ventaja de _____ vale mas que las desventajas porque _____.</i></p>

Key Standards

- ✓ Integration of Knowledge and Ideas/Reading Standards for Informational Text 8:
Describe how reasons support specific points the author makes in a text.

- ✓ Text Types and Purpose/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. (2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Notes

Language Function Chants / *Canciones de las funciones del lenguaje*

English:

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.

The _____ is _____, _____ and _____,
The _____ has _____, _____ and _____,
It's characterized by _____ and _____,
If you tell its qualities - you describe.

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.

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.

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.

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.



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!

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 you 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.

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.

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.

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!

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.

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,
Concluamos,
Damos la despedida,
Decimos adiós.

Graphic Organizers / Organizadores gráficos (TK – 3rd Grade)

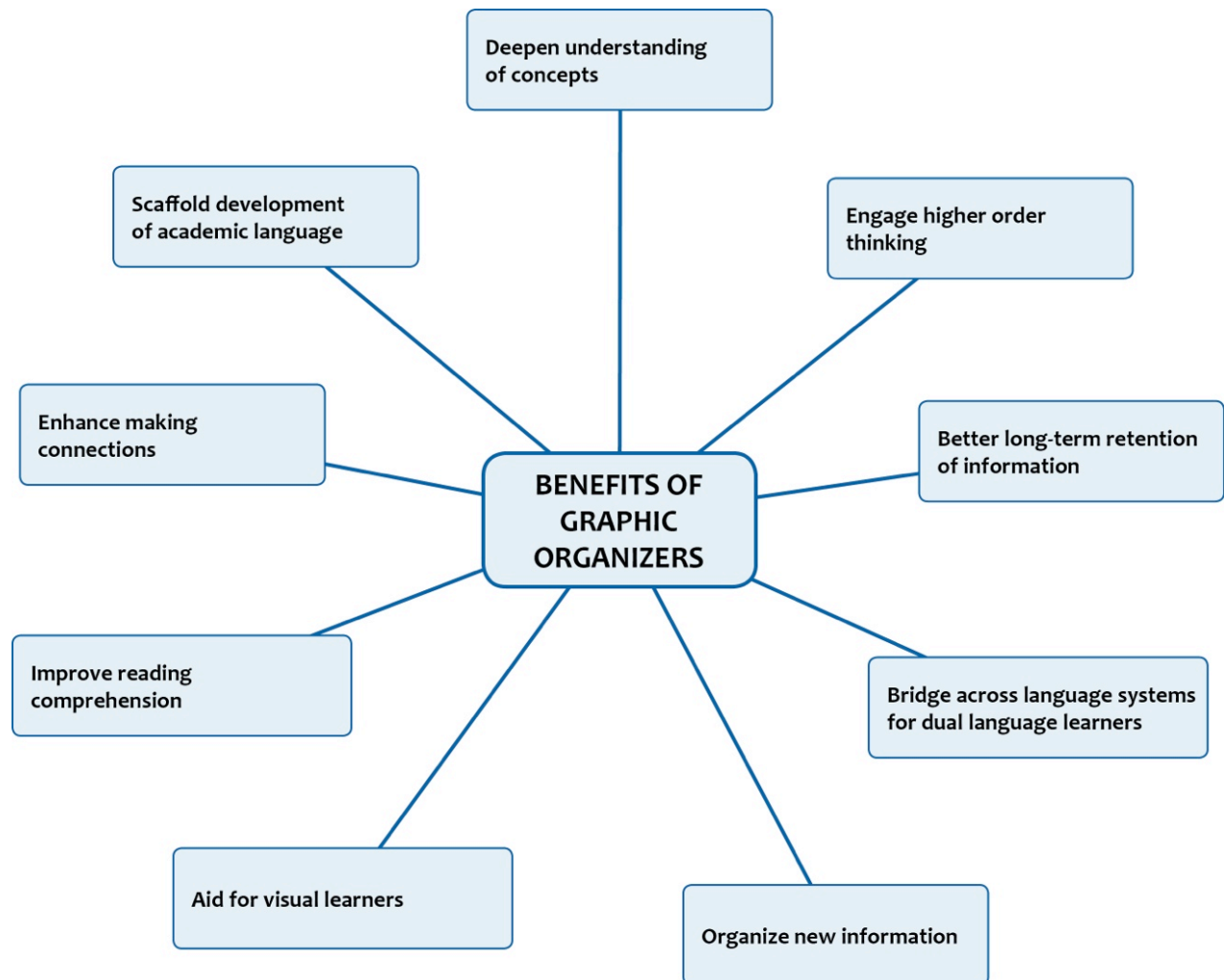
CCSS: RL1, RL2, RL 3, RI 1, RI 2, RI 3, RI 8, W1, W2, W3, SL2, SL6, L5
Preschool Foundations: Listening & Speaking: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2;

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.

Brain 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 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 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 graphic organizer on next 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

The use of graphic organizers begins in preschool, where they are used for simple classification, categorization, description, and quantification (counting). Those same graphic organizers are used in kindergarten and first grade (along with additional graphic organizers), while the information that is presented and analyzed through the use of the graphic organizers becomes more complex, and student’s capacity to use them for analysis grows deeper. While there are numerous graphic organizers, SEAL has selected just a few that are connected to the selected key academic analytical functions 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. (See Table below)

Language Function	Related Graphic Organizers	Grammatical Aspects
Description	<ul style="list-style-type: none"> ☐ Web ☐ T-chart ☐ Tree map ☐ Categorical matrix 	<ul style="list-style-type: none"> • 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
Compare & Contrast	<ul style="list-style-type: none"> ☐ Venn Diagram ☐ Categorical matrix ☐ Top Hat ☐ T-Chart 	<ul style="list-style-type: none"> • Adjectives, conjunctions • Comparative adjectives • Superlatives • Adverbs
Classification & Categorization	<ul style="list-style-type: none"> ☐ Categorical matrix ☐ Classification Tree 	<ul style="list-style-type: none"> • Nouns, adjectives, connecting phrases
Sequencing	<ul style="list-style-type: none"> ☐ Flow chart ☐ Timeline ☐ Story map 	<ul style="list-style-type: none"> • 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
Quantification	<ul style="list-style-type: none"> ☐ Column chart/ Bar graph 	<ul style="list-style-type: none"> • Counting system, cardinal and ordinal numbers, comparative adjectives and adjective phrases
Cause and Effect	<ul style="list-style-type: none"> ☐ Reciprocal Flow Chart 	<ul style="list-style-type: none"> • Coordinating conjunctions, transitional phrases, adjectives indicating order, adverb clauses, commas, verbs
Opinion & Persuasion	<ul style="list-style-type: none"> ☐ Opinion: Reason Map ☐ Position: Argument Map 	<ul style="list-style-type: none"> • Dependent clauses, relative clauses • connecting words, subordinating conjunctions • use of commas, colons, semi-colons • adverb openers, prepositional phrases

Implementation

Step 1. Decide when and how to use graphic organizers:

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:

- **Intro:** A teacher can use a graphic organizer *before presenting* new information as a structure for accessing students' prior knowledge. For example, a simple web 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.
- **Through:** Graphic organizers are powerful as a means of or accompaniment to the teacher presenting new information. 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. Graphic organizers can also be used at key points and pauses in the presentation of new information to allow students to process or organize the information they have just heard or read.

Two examples include:

- (1) as students recall a story, the information can be put into a story-map or flow-chart, or
 - (2) the teacher could ask students, what are the similarities and differences between the giraffe and elephant based on what they have learned so far in the study of zoo animals – using a Venn Diagram to chart their responses.
- **Beyond:** 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 narrative writing using story-map templates. The graphic organizers can also be moved into "centers," enabling students to independently organize information. For example, a laminated column graph or bar chart template with a basket of mixed plastic animals can be a data analysis center: categorizing the animals by type, stacking them into columns by type, comparing the numbers of each, figuring out what there is more or less of, etc.
 - **Connections/Inquiry:** Graphic organizers can provide a template for creating a collective picture of children's experiences related to the theme. They build connections for students between their lives and the topic. At any point that a teacher feels the need to help students see their own connections, introduce an inquiry using a graphic organizer to display and analyze the information. For example, in an "All About Me" unit, a categorical grid can be constructed that enables each student to have their information entered "name, eye color, hair color, height."

That information, once inputted, can be analyzed: “How many of us in this class have brown eyes?” or, a unit on “Pets” can use a column graph quantifying the number of children in the class who have dogs, cats, fish, etc.

Step 2. Select the appropriate graphic organizers to use:

A graphic organizer should be selected based on the content to be taught, the learning objectives associated with it, the kind of knowledge the teacher wants students to be developing, the purpose of the activity in the arc of a lesson, and the kind of analytic language students would need to use to talk about the content.

- **Look at the standards to determine key learning objectives:** Often, an analytic function is explicitly stated within the content standards for a unit. For example, “*students should be able to distinguish between...*” suggests a compare and contrast or categorization function, implying that a Venn Diagram or categorical grid might be most appropriate. Or, “*place important events in their lives in the order in which they occurred...*” suggests a sequencing function, and that a timeline or flow-chart would be an appropriate graphic organizer.
- **Think about the purpose of the activity in the arc of a lesson:** While the main thrust of a unit may be building towards comparing and contrasting, at the start of the unit it may be important to begin with description of the specific things that will later be compared and contrasted. So, while a Venn Diagram or Categorical Grid may be the appropriate graphic organizer later in a unit, a simple Web or T-Chart is more appropriate at the start of a unit.

Step 3. Be intentional about the language demands and opportunities:

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 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.

Step 4. Plan for extension activities in which students are using the graphic organizers themselves.

Graphic organizers are a tool that we want students to “make their own,” using them to organize information and for their own planning and analytic tasks. Copies of blank graphic

organizer templates should be available to students at writing centers and resource centers, appropriate to the theme. Laminated templates should be regular features as part of center

activities and free choice activities. Homework assignments and home-school connections should also incorporate the use of graphic organizers.

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.