

Reading and Writing Strategies for 2nd-5th Grade

WS# 64356

Wednesday, May 31, 2017

Elma Barrera Elementary
Santa Rosa ISD



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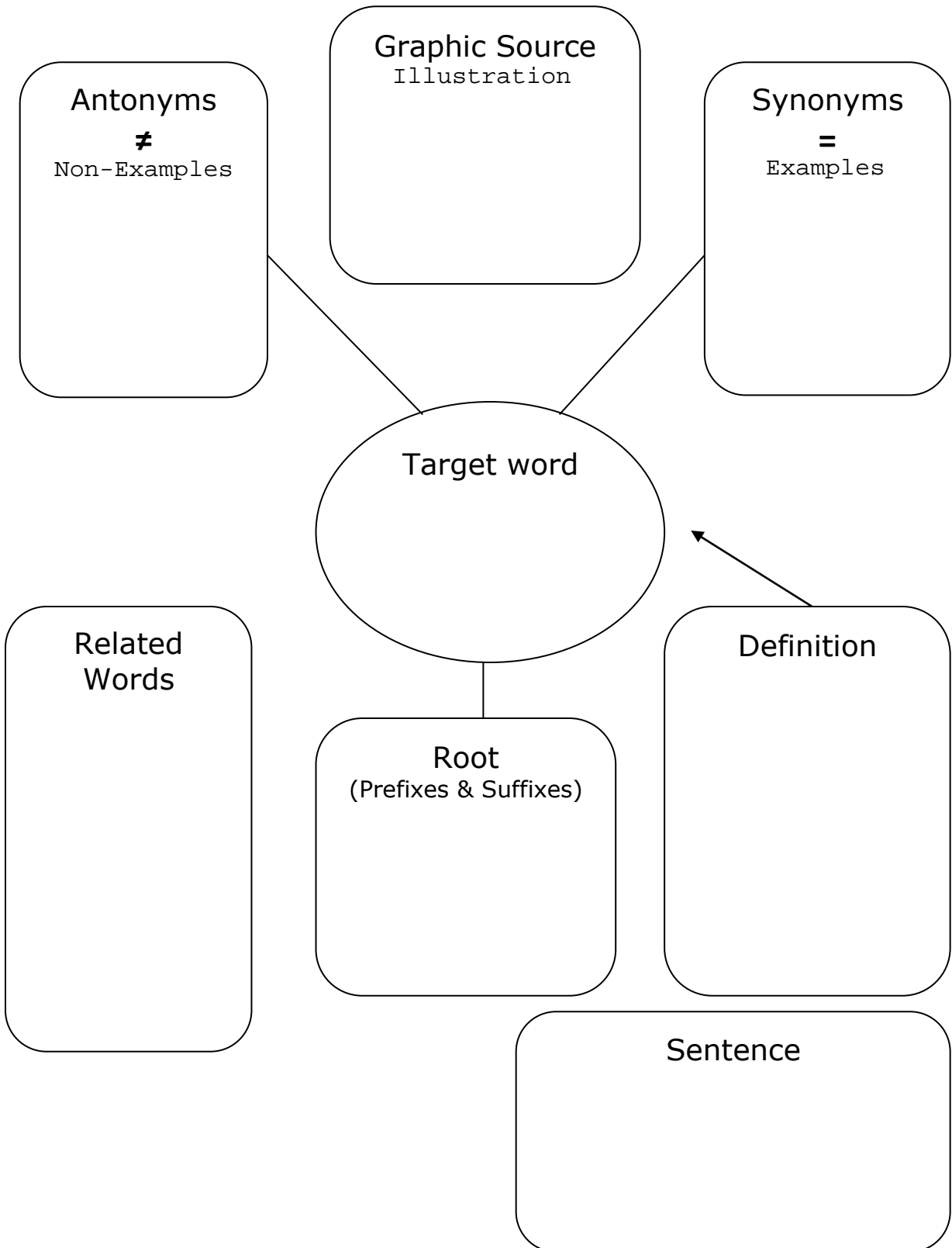
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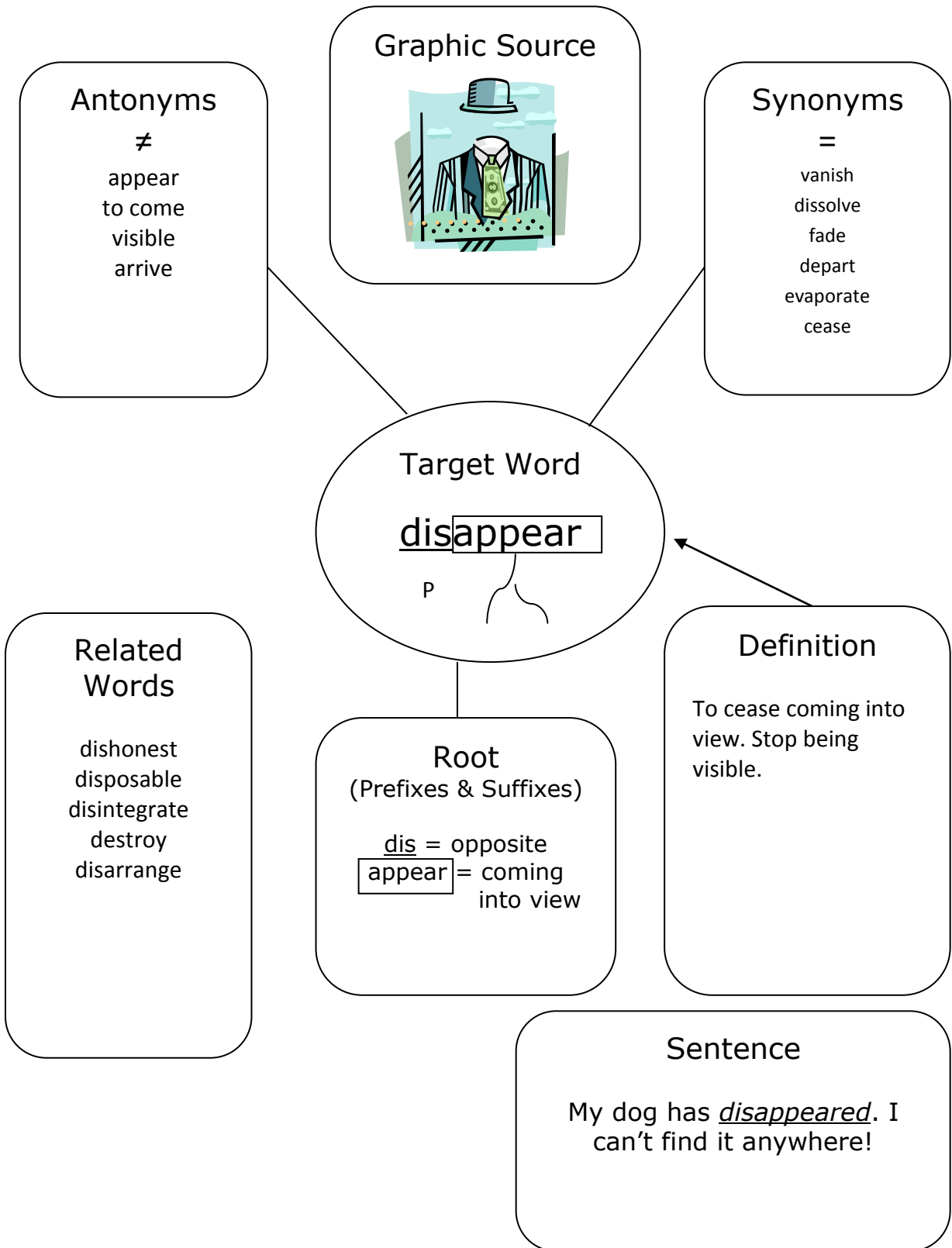
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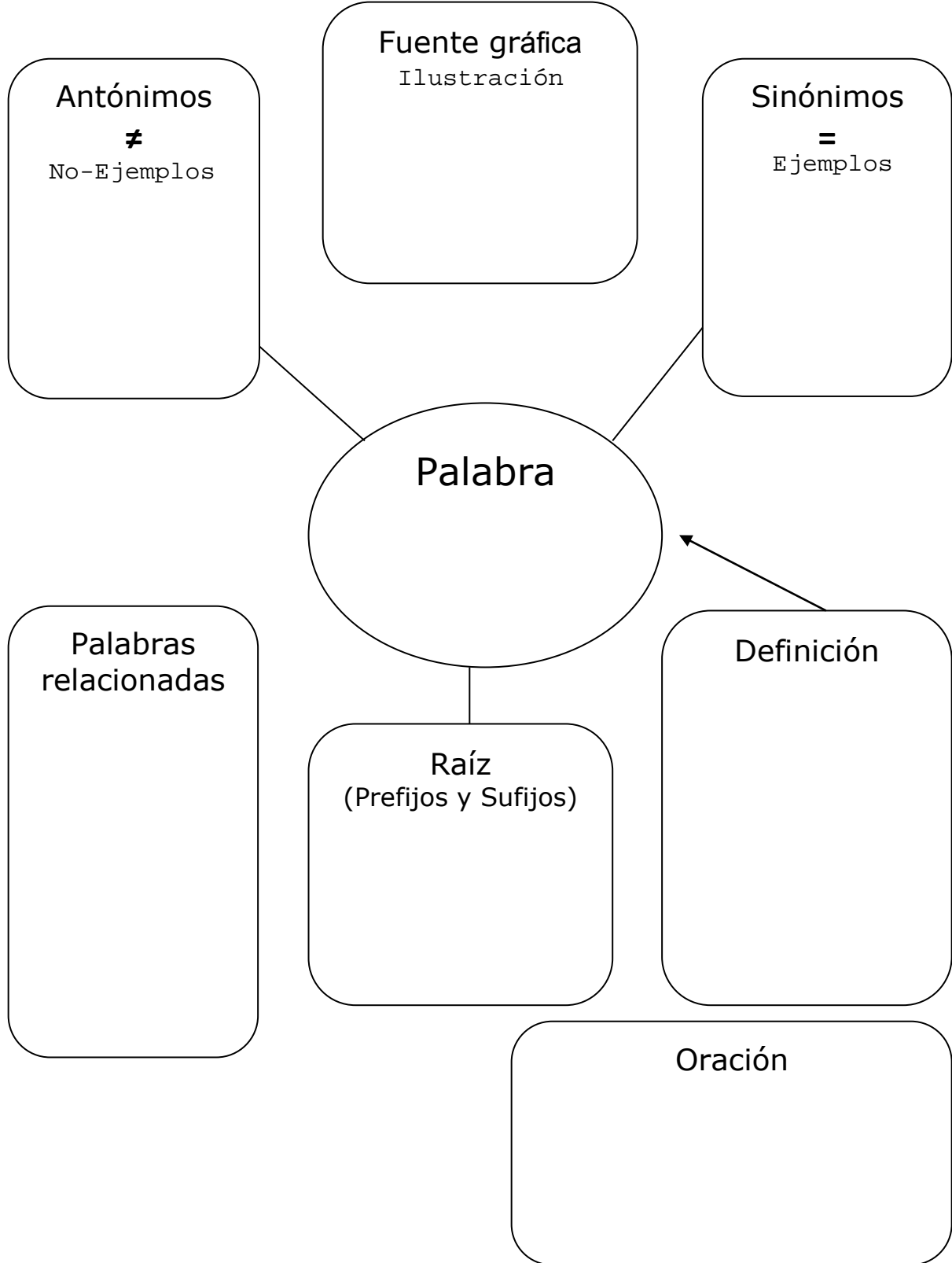
Morphological Web



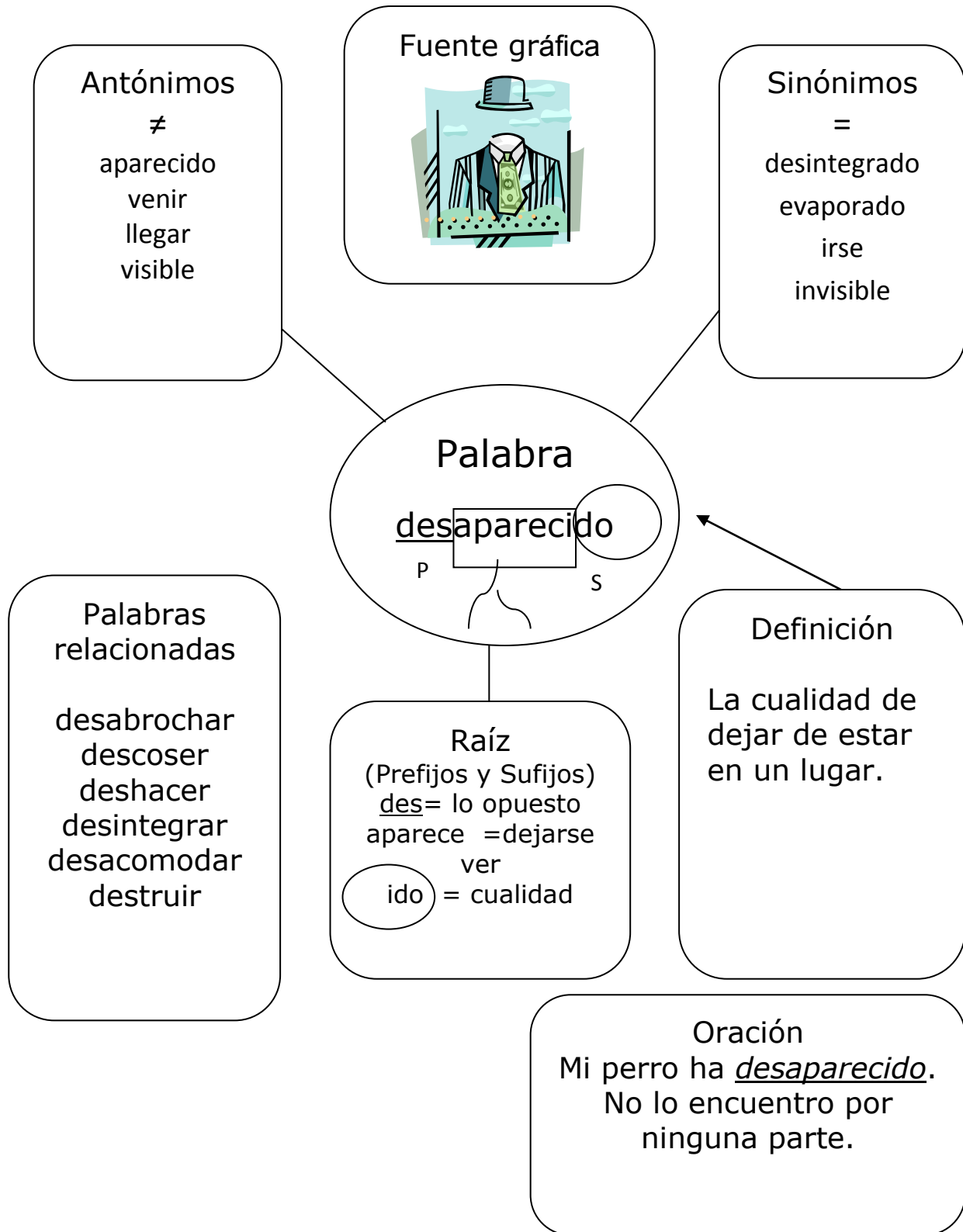
Morphological Web-Sample



Red morfológica



Red morfológica-ejemplo

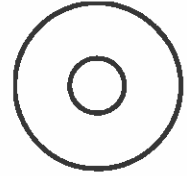




How are you defining this thing or idea? What is the context? What is your frame of reference?

DEFINING IN CONTEXT

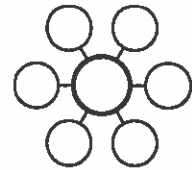
Circle Map



How are you describing this thing?
Which adjectives would best describe this thing?

DESCRIBING QUALITIES

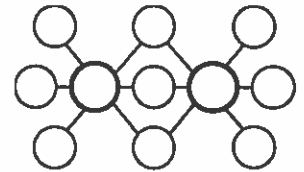
Bubble Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

COMPARING AND CONTRASTING

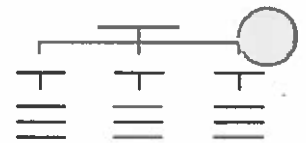
Double Bubble Map



What are the main ideas, supporting ideas and details in this information?

CLASSIFYING

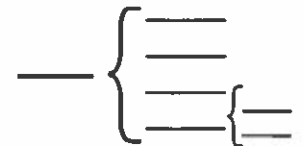
Tree Map



What are the component parts and subparts of this whole physical object?

PART-WHOLE

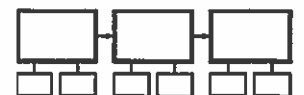
Brace Map



What happened? What is the sequence of events?
What are the substages?

SEQUENCING

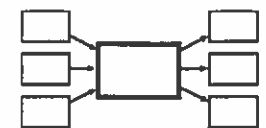
Flow Map



What are the causes and effects of this event?
What might happen next?

CAUSE AND EFFECT

Multi-Flow Map



What is the analogy being used? What is the guiding metaphor?

SEEING ANALOGIES

Bridge Map



Preguntas del Maestro, Examen o Textos

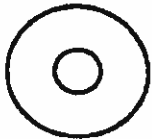
Proceso de Pensamiento

Thinking Maps as Tools
(Mapas de pensamiento como instrumentos)
Mapas cognitivos?

¿Cómo se define esta situación o idea? ¿Cuál es el contexto?
¿Cuál es su marco de referencia?

DEFINIR EN CONTEXTO

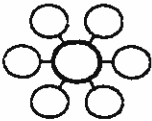
Mapa de círculo



¿Cómo describes esta situación o idea? ¿Cuáles adjetivos describirían mejor esta situación?

DESCRIBIR

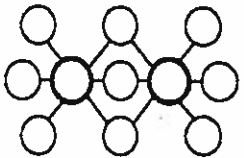
Mapa de burbuja



¿Cuáles son las cualidades diferentes y similares de esta situación? ¿Cuáles cualidades tienen el mayor valor? ¿Por qué?

COMPARAR-CONTRASTAR

Mapa de Doble Burbuja



¿Cuáles son las ideas principales, ideas que prestan apoyo y detalles en esta información?

CLASIFICAR

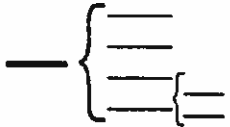
Mapa de árbol



¿Cuáles son las partes mayores y partes menores del objeto físico?

ENTERO-PARTES

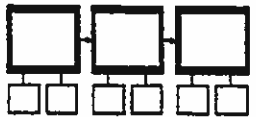
Mapa de tirante



¿Qué sucedió? ¿Cuál es la secuencia de los eventos?
¿Cuáles son las etapas del evento?

SECUENCIA

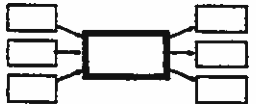
Mapa de flujograma



¿Cuáles son las causas y Efectos de este evento?
¿Qué sucederá después?

CAUSA-EFECTO

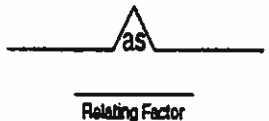
Mapa de multi-flujograma



¿Cuál es el factor que los relaciona? ¿Cuál es la metáfora que guía?

VER ANALOGIAS

Mapa de puente



Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Becky Schroeder, Young Inventor

- 1 Do you ever wish for a tool that would make your life easier? Becky Schroeder didn't just wish for such a tool—she *invented* one! And she was only 10 years old when she got the idea for her invention.
- 2 One day Becky was waiting inside her family's car while her mother was shopping. Becky was trying to finish her math homework, but it was getting dark outside. Since there was no flashlight in the car, she wondered how she could solve her problem.
- 3 "So I thought it would be neat to have my paper light up somehow, and that's when the idea came to me," Becky said.
- 4 Becky was certain she had a good idea; she just needed to turn it into a good plan. She thought about her glow-in-the-dark toys and tried to figure out how they worked and what made them glow. She studied a Frisbee and decided that it must be made of a material that reflected light.
- 5 Becky's father took her to a hardware store, where they bought a special paint that glows after it has been exposed to light for a short time. Becky tried an experiment in her bathroom. It was the ideal place to test her idea because it was the darkest room in the house. First she applied the special paint to a piece of paper and held the paper up to a lightbulb. When she turned the light off, the paint on the paper glowed.
- 6 Next Becky applied the special paint to a plastic board. Her plan was to make the board glow. She hoped that if she could get it to glow, the light would shine through a piece of paper placed on top of the board. She held the board up to the light for several seconds and found that her conclusion was correct—the painted board glowed. She would be able to write on a piece of paper even in the dark!



Becky shares her invention.

© AP Images/John Duricka # 750209189

- 7 Soon a big-city newspaper published a story about Becky's invention, which she had named Glo-Sheet. People and businesses began ordering Glo-Sheets. They loved her simple new tool because they could use it anytime they needed to write in the dark. Medical workers used it when they needed to make notes while caring for patients during nighttime. Theater critics used it to write notes while they watched plays in dark theaters. Scientists at NASA heard about the Glo-Sheet and wondered whether its inventor had ever worked for the space agency. They had trouble imagining how a 10-year-old could have invented this amazing tool.
- 8 Becky became the president of her own company and the youngest girl ever to receive a U.S. patent. Her patent made Becky the only person who had the right to make Glo-Sheets and prevented anyone else from producing them. Becky worked to improve her invention and tested new uses for Glo-Sheets. She experimented with materials such as plastic and cloth. She also tried using different colors and sizes of Glo-Sheets. Eventually, she earned patents for other types of Glo-Sheets. Her invention wasn't just for math homework anymore.

38 Becky studied her glow-in-the-dark toys most likely because they —

- F** could be used in rooms without windows
- G** were not popular before Glo-Sheets were invented
- H** provided light when no other source was available
- J** were invented for use by NASA astronauts

39 The author describes events in sequential order mainly to —

- A** show that inventing something requires time and patience
- B** explain how Becky thought of and created her invention
- C** get readers interested in trying Becky's invention
- D** show readers how to create their own Glo-Sheets

- 40** What effect did the newspaper article about Becky’s invention have?
- F** It helped people learn about a useful new product.
 - G** It gave Becky ideas for ways to use plastic and other materials.
 - H** It encouraged Becky to think about how others could benefit from her invention.
 - J** It prevented other people from copying Becky’s idea.

-
- 41** Which words from paragraph 8 help the reader understand the meaning of right?
- A** *became the president*
 - B** *worked to improve*
 - C** *prevented anyone else from producing them*
 - D** *experimented with materials*

42 An important idea presented in this selection is that —

- F** patience is required for success
- G** difficult questions are not easy to answer
- H** receiving an award is an honor
- J** young people can be quite creative

43 The photograph included with the selection shows —

- A** the reason people were surprised by Becky’s invention
- B** which companies purchased Becky’s invention
- C** the process Becky followed to create her invention
- D** that people were interested in Becky’s invention

44 Read this sentence from paragraph 5.

Becky's father took her to a hardware store, where they bought a special paint that glows after it has been exposed to light for a short time.

What does this sentence suggest about Becky's father?

- F** He was familiar with the methods used by successful scientists.
- G** He wanted to share the credit for his daughter's invention.
- H** He was willing to support his daughter's idea.
- J** He was the person responsible for his daughter's success.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

