

# Louisiana Believes

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Apoyar a su hijo  
Artes del Lenguaje Inglés

Mini sesión 1: Conocimiento contextual

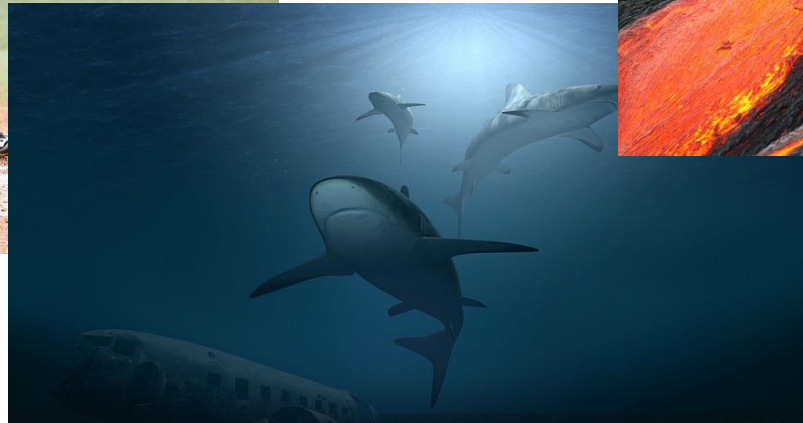
# Objetivos

- Entender la importancia del conocimiento contextual en la comprensión lectora
- Hablar sobre estrategias que puede usar en casa para apoyar a desarrollar el conocimiento contextual

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and minimalist.

¿Qué es el conocimiento contextual?

# Establecer relaciones



# El Estudio de Béisbol

## "Efecto del conocimiento previo en la memoria del texto de los buenos y malos lectores"

- Se comparó el impacto relativo de la capacidad de lectura con el impacto del conocimiento de un tema en la comprensión de la lectura.



**A**

Elevada capacidad de lectura  
Elevado conocimiento de  
béisbol

**B**

Elevada capacidad de lectura  
Bajo conocimiento de béisbol

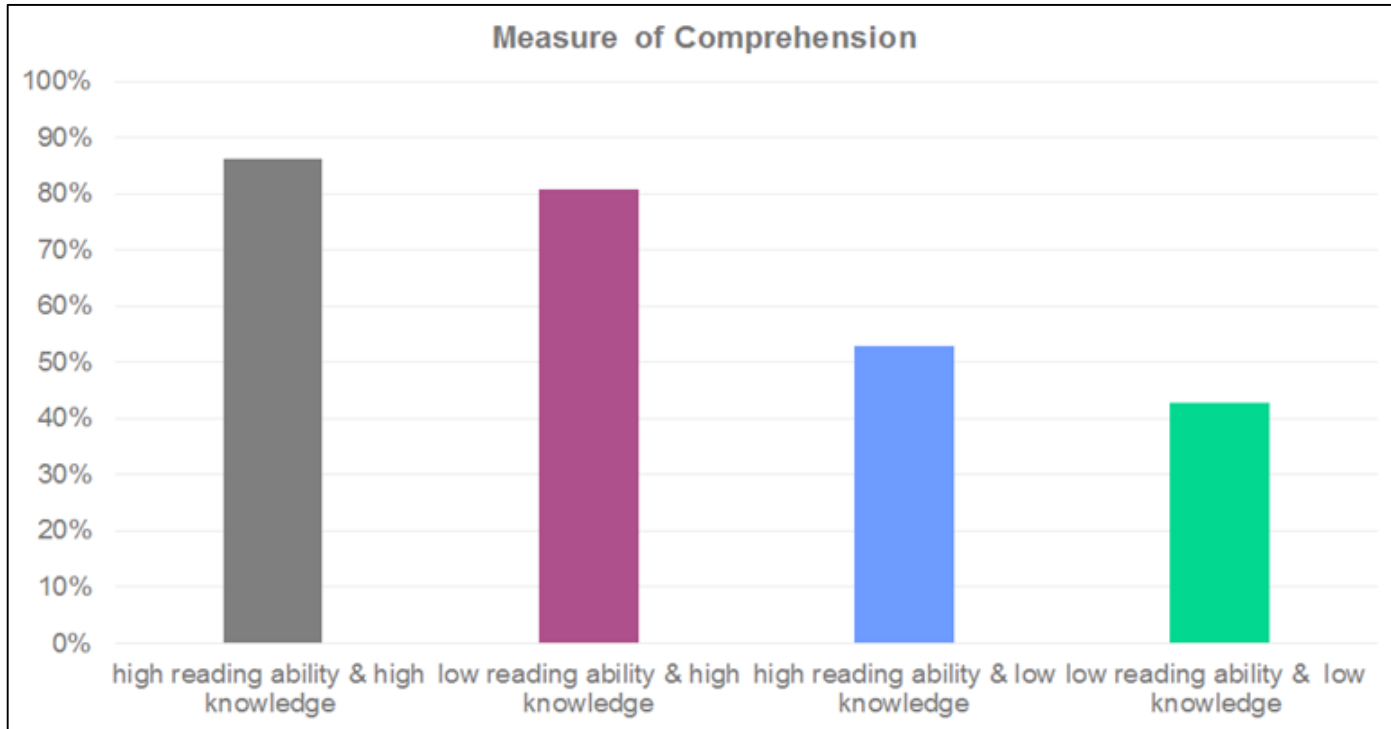
**C**

Baja capacidad de lectura  
Elevado conocimiento de  
béisbol

**D**

Baja capacidad de lectura y  
bajo conocimiento de béisbol

# Los Resultados



# Estrategias para apoyar el conocimiento contextual

# Guías para Padres de los Manuales ELA

## ¡Nuevo recurso!

- Guías para Padres de los Manuales de Louisiana
  - Descripciones de la Unidad
  - Listas de Texto de la Unidad
  - Apoyo para el conocimiento contextual
  - Apoyo para el lenguaje
  - Apoyo para la lectura
  - Apoyo para la organización
  - Apoyo para la escritura

The screenshot displays the 'Parent Overview' for Grade 3, specifically for the unit 'Stories Julian Tells'. The page is titled 'Louisiana's ELA Guidebooks Parent Overview - Grade 3'. It includes a 'Parent Overview' section for Grade 4 and a 'Book Parent Overview' section for Grade 5. The main content for 'Stories Julian Tells' is as follows:

**Stories Julian Tells**

**About this Unit**

By the end of this unit, students will have read literary and informational texts to learn how reading and storytelling can be adventures that connect them to diverse people and places.

The main text students will read in this unit is *Stories Julian Tells* by Ann Cameron which contains six different stories that the narrator, Julian, tells about his life. Students will see how Julian's life is affected by his family, his imaginative mind, and his ability to get himself into trouble. Throughout the unit, Julian is growing up and learning from his mistakes. He learns how to take responsibility for his actions, how to be a better big brother, and that anyone can be a friend. At the end of the unit, students will be asked to write an essay about the central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*.

**Unit Texts**

In this unit, students will read the following texts:

- *The Stories Julian Tells* by Ann Cameron
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- *More Stories Julian Tells: "I Learn Firefighting" ("I Wish for Smokey the Bear"; "Superboy and Me"; and "Huey Makes the Leap")* by Ann Cameron

**Possible Supports**

**Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about countries in *My Librarian is a Camel*, narrative writing, and oral storytelling can be found here: <https://teambillion.com/wiki/136633-stories-julian-tells-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

**Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - adventure, adventuring, adventurous
  - habit, habits, habitual, habiting, habited
  - trouble, troubled, troubling, in trouble

The page also features the Louisiana Department of Education logo and the slogan 'Louisiana Believes' at the bottom. The page number '2' is visible in the bottom right corner.



# Descripciones de la Unidad y Listas de Texto

## Descripción de la Unidad y Listas de Texto

- Descripciones de la Unidad
- Listas de Texto

### About this Unit

By the end of this unit, students will have read an assortment of fiction texts and used them to help recognize the features of the fantasy genre. Students will also uncover their themes.

The main text students will read in this unit is *The Lion, the Witch and the Wardrobe* by C. S. Lewis, where a girl named Lucy finds a wardrobe that transports her to a magical world called Narnia. Throughout the unit, students will explore the motivations of various characters and recognize how storytelling can change with different narrative points of view. At the end of the unit, students will be asked to write a scene from the point of view of a new narrator.

### Unit Texts

In this unit, students will read the following texts:

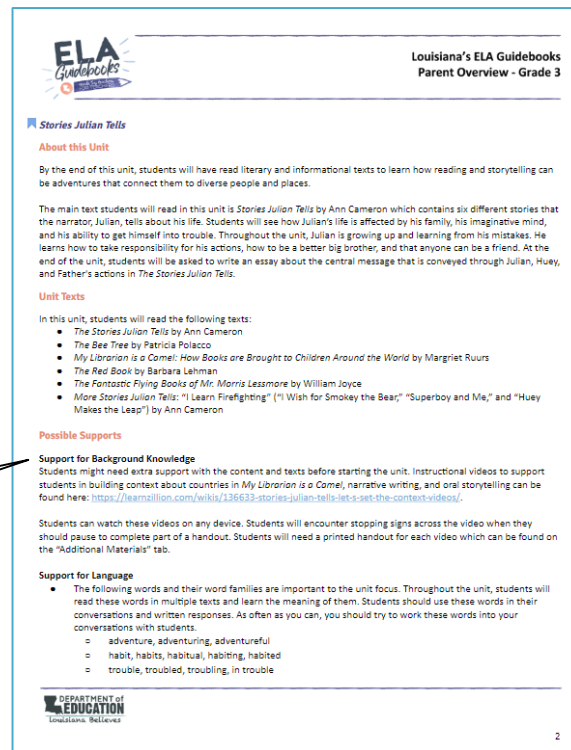
- *The Lion, the Witch and the Wardrobe* by C. S. Lewis
- *The Secret Garden: "The Robin Who Showed the Way"* by Frances Hodgson Burnett
- *Alice's Adventures in Wonderland: "Chapter I: Down the Rabbit-Hole"* and *"Chapter XII: Alice's Evidence"* by Lewis Carroll
- "The History of Special Effects" by NOVA Online (PBS.org)
- "A Brief History of Movie Special Effects" by TIME
- "Alice in Wonderland – Visual Effects Highlights" from YouTube
- "Adventures of Isabel" by Ogden Nash
- "How Special Effects Artists Work" by Dave Roos

# Apoyos posibles

## Apoyos posibles

- Conocimiento contextual
- Lenguaje
- Fluidez lectora
- Organización
- Escritura

Apoyos para el  
conocimiento  
contextual



**ELA Guidebooks**

Louisiana's ELA Guidebooks  
Parent Overview - Grade 3

**Stories Julian Tells**

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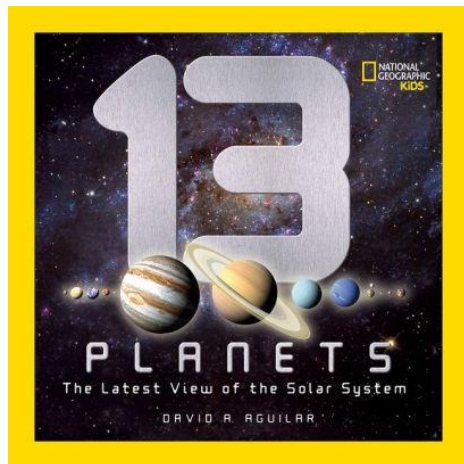
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# Cómo generar conocimiento

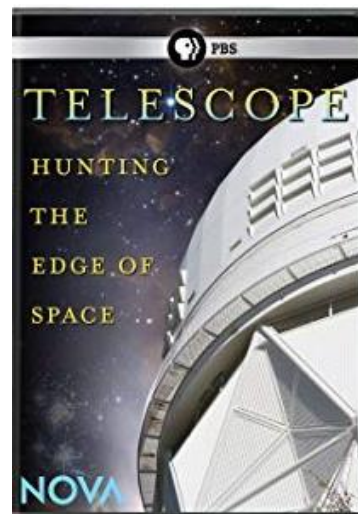
*Textos de Grado 5, Unidad de Manuales ELA, "La Creación de un Científico"*



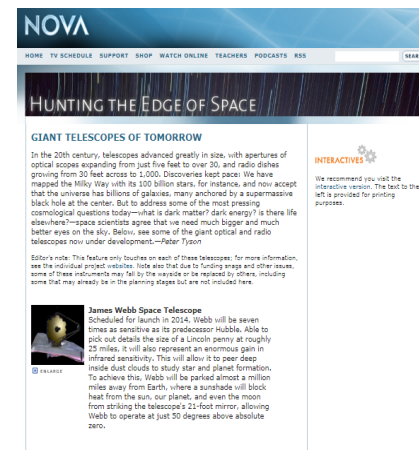
Libro de no ficción



Libro de ficción



Video



Artículo web

# Apoyos para el conocimiento contextual

## Apoyos para el conocimiento contextual

- Videos sobre el tema de la unidad

### Video 1

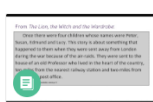


#### How to Recognize Patterns in Sentences

From LDOE

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the...

### Video 2



#### Historical Setting of the Novel, "The Lion, The Witch, and the Wardrobe"

From LDOE

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the...

### Video 3



#### Words and Phrases People Use in England

From LDOE

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the...

# Conjuntos de conocimiento

## Apoyos para el conocimiento contextual

- Conjuntos de conocimiento CommonLit

### GEORGE WASHINGTON CARVER

by Barbara Radner • 2006 5th Grade Lexile: 740 FONT SIZE A A A A

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver's personality.

[1] George Washington Carver lived from 1864 to 1943. When he was young, Carver enjoyed art, but he couldn't afford paint. Instead, he used blackberry juice. He used the hair from a horse's tail as his paintbrush. He even studied art when he was in college, but he also studied plant life. 21

It's a good thing that he did. He spent much of his life helping people by showing them better ways to farm. His ideas have improved the lives of farmers in many countries around the world.

Booker T. Washington 1 was a very important and famous African-American educator. He invited Carver to teach at Tuskegee Institute, 2 a college in Alabama. Carver was in charge of farm research. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land. 32



"George Washington Carver" by Mala C is licensed under CC BY-NC-ND 2.0.

**ELA**  
Guidesbooks  
GRADE 5

Knowledge Packs  
Grade 5

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Knowledge Pack One Text Set: "The Making of a Scientist"

**Text One**  
"The Life and Achievements of Thomas Edison" by Jessica McBirney

Thomas Edison (1847-1931) was an American inventor and businessman whose inventions include the phonograph, the motion picture camera, and, perhaps most notably, the light bulb. He was one of the first inventors to mass produce his products and ensure that teamwork was employed on a large scale. For this reason, he is credited with transforming the state of research laboratories. As you read, take notes on the features that defined Edison's character.

**Text Two**  
"George Washington Carver" by Barbara Radner

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver's personality.

**Text Three**  
"The Peanut Man" by America's Library

George Washington Carver (1860s-1943) was an African American inventor and scientist who studied plants. Carver was born into slavery as it did not officially end in Missouri until 1865. In this informational text, the author discusses how Carver showed farmers the benefits of planting peanuts. As you read, take notes on how George Washington Carver helped African American farmers.

**Text Four**  
"A Slick Little Robot" by Harry T. Roman

Harry T. Roman is an educational adviser, author, and inventor. In this article, Roman discusses one of the many robots he helped design and the impact it has made in the world. As you read, take notes on how OTIS changes work for humans.

**Text Five**  
"Today's Telephone" by Barbara Radner

Alexander Graham Bell (1847-1922) was a scientist, engineer, and inventor who was born in Scotland but became an American citizen in 1882. He invented the telephone in 1876, after years of putting in effort and proving his determination to technology. In his later years, he famously considered his invention a distraction, refusing to keep a telephone in his study. As you read, take notes on how communication technology has changed over time.

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# Conjuntos de conocimiento

The screenshot shows the CommonLit interface for a reading passage titled "GEORGE WASHINGTON CARVER" by Barbara Radner. The page includes a navigation bar with "LIBRARY", "Text", "Paired Texts", "Related Media", "Teacher Guide", and "Parent Guide". Below the title, there are social media sharing icons and a "DOWNLOAD PDF" button. The passage text is on the left, and an "ACTIVITIES" sidebar is on the right. Callouts point to specific features: "READ ALoud" (top right), "FONT SIZE" (below the title), "TRANSLATE" (top right), and a pencil icon (bottom right).

COMMONLIT LOGIN | SIGN UP

LIBRARY Text Paired Texts Related Media Teacher Guide Parent Guide CommonLit District Solutions

Library → George Washington Carver

DOWNLOAD PDF

## GEORGE WASHINGTON CARVER

by Barbara Radner • 2006 5th Grade Lexile: 740 FONT SIZE A A A A

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Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls [4] for fertilizer. Carver even found a way to make paper from the peanut shells. He also found new ways to use soybeans and sweet potatoes.

**ACTIVITIES**

Annotation Tool Guiding Questions Assessment Questions Discussion

**New: Students can now annotate assignments!**

Teachers can:

- View student annotations from the assignment dashboard
- Try out the annotation tool on this page

*Please Note: Student annotations save on assignments, but teacher annotations do not save. Annotations cannot currently be created on touchscreen devices.*

**READ ALoud**

**FONT SIZE** A A A A

**TRANSLATE**

# Apoyos para el conocimiento contextual

## Apoyos para el conocimiento contextual

- Diario de conocimiento evolutivo

¿Qué nuevos conocimientos obtuve sobre el tema mientras leía este texto?

Título del texto

¿Cómo contribuyó este texto al conocimiento que ya tenía sobre este tema?

**ELA**  
Guidesbooks  
Louisiana

Knowledge Packs  
Grade 3

Rolling Knowledge Journal Template

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Title of Text One	•	•
Title of Text Two	•	•
Title of Text Three	•	•

NOTE: Adjust the template to represent the number of text you assign to students.

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# Diario de conocimiento evolutivo

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Title of Text One	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



# Cómo aumentar conocimiento

- Hable con su hijo sobre sus áreas de interés (por ejemplo, béisbol, mamíferos marinos, castillos, el sistema solar, etc.).
- Visite la biblioteca local para encontrar diversos textos sobre un tema de interés para su hijo. No tema pedirle ayuda al bibliotecario.
- Revise los textos para determinar cuál será el menos y el más difícil de entender para su hijo.
- Lea en voz alta y/o haga que su hijo lea por sí mismo los textos. Preséntelos en un orden que permita a su hijo desarrollar la comprensión de los textos más complejos.

# Claves para Llevar a casa

- Lea una amplia variedad de textos sobre el mismo tema para aumentar el conocimiento contextual.
- Hable de los intereses con su hijo y establezca relaciones entre el conocimiento y los textos que se leen.
- Utilice los videos de conocimiento contextual incluidos en las Guías para Padres para aumentar el conocimiento contextual dentro de la unidad.
- Acceda a los Conjuntos de Conocimientos en CommonLit para leer más sobre el tema de la unidad.
- Llevar un diario del conocimiento evolutivo para captar conocimiento de un texto al otro.

The image shows a screenshot of the Louisiana's ELA Guidebooks Parent Overview for Grade 3. The main content is for the 'Stories: Julian Tells' unit. It includes sections for 'About this Unit', 'Unit Tests', and 'Possible Supports'. The 'About this Unit' section states that students will learn how reading and storytelling can be adventures that connect them to diverse people and places. The 'Unit Tests' section lists several texts students will read, including 'The Stories Julian Tells' by Ann Cameron, 'The Bee Tree' by Patricia Polacco, 'My Librarian is a Camel: How Books are Brought to Children Around the World' by Margaret Ruess, 'The Red Book' by Barbara Lehman, 'The Fantastic Flying Books of Mr. Morris Lessmore' by William Joyce, and 'More Stories Julian Tells: "I Learn First/Strong" "I'm Won for Smokey the Bear" "Superboy and Me," and "Husky Meets the Bear" by Ann Cameron'. The 'Possible Supports' section includes 'Support for Background Knowledge', 'Support for Language', and 'Support for Reading Comprehension'. The 'Support for Language' section lists words like 'adventure', 'adventuring', 'adventurous', 'noble', 'noblely', 'noblely', 'noblely', 'trouble', 'troubled', 'troubling', and 'troubled'. The 'Support for Reading Comprehension' section lists 'adventure', 'adventuring', 'adventurous', 'noble', 'noblely', 'noblely', 'noblely', 'trouble', 'troubled', 'troubling', and 'troubled'. The page number 2 is visible at the bottom right.

# Louisiana Believes

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Apoyar a su hijo  
Artes del Lenguaje Inglés  
Mini sesión 2: Vocabulario

# Objetivos

- Entender la importancia del vocabulario en la comprensión lectora.
- Hablar sobre estrategias que puede usar en casa para apoyar el desarrollo del vocabulario



¿Qué es vocabulario?

# Establecer relaciones

Read the paragraph below.

Italian [redacted] [redacted] provided a number of [redacted] insights that laid the [redacted] for future [redacted]. His [redacted] of the [redacted] and [redacted] on the [redacted] helped further the understanding of the [redacted] and [redacted] around him. Both led him to [redacted] the current [redacted] of the time — that all things [redacted] around the [redacted].

What is the text about?

## Establecer relaciones

Italian astronomer Galileo Galilei provided a number of scientific insights that laid the foundation for future scientists. His investigation of the laws of motion and improvements on the telescope helped further the understanding of the world and universe around him. Both led him to question the current belief of the time — that all things revolved around the Earth.

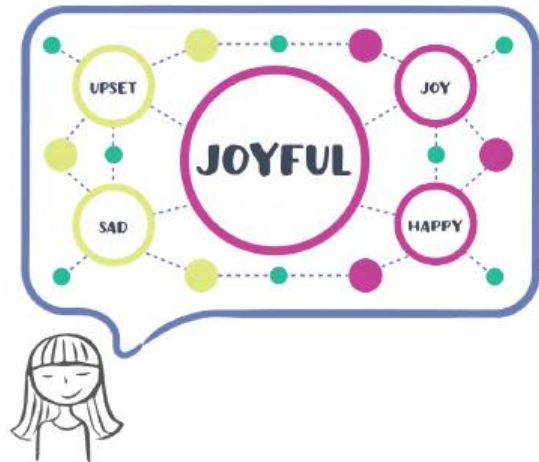
# Cómo aumentar vocabulario

- Los estudiantes adquieren vocabulario **hasta cuatro veces más rápido** cuando leen una serie de textos relacionados. (Launder y Dumais, 1997)
- La lectura de varios textos dentro de un tema aumenta el conocimiento y el vocabulario mucho más rápido que cualquier otro enfoque.



# Vocabulario y comprensión lectora

- Generar vocabulario es esencial para mejorar la comprensión lectora.
- La investigación muestra que la forma más eficiente de desarrollar vocabulario es a través de la lectura.
- Para acelerar el crecimiento del vocabulario de su hijo,
  - lea en voz alta textos que estén escritos con un nivel superior al que su hijo pueda leer por sí solo;
  - haga que su hijo lea un gran volumen de textos; y
  - anímelo a leer una serie de textos sobre el mismo tema. ¡Aliente sus intereses!



The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and balanced.

# Estrategias para apoyar el vocabulario

# Guías para Padres de los Manuales ELA

## ¡Nuevo recurso!

- Guías para Padres de los Manuales de Louisiana
  - Descripciones de la Unidad
  - Listas de Texto de la Unidad
  - Apoyo para el conocimiento contextual
  - Apoyo para el lenguaje
  - Apoyo para la lectura
  - Apoyo para la organización
  - Apoyo para la escritura

The image shows a screenshot of the Louisiana Department of Education's ELA Guidebooks Parent Overview for Grade 3. The page is titled "Louisiana's ELA Guidebooks Parent Overview - Grade 3" and features a logo for "ELA Guidebooks". The main heading is "Stories Julian Tells".

**About this Unit**

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**Possible Supports**

**Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about countries in *My Librarian is a Camel*, narrative writing, and oral storytelling can be found here: <https://team4million.com/wiki/136633-stories-julian-tells-set-the-context-videos/>.

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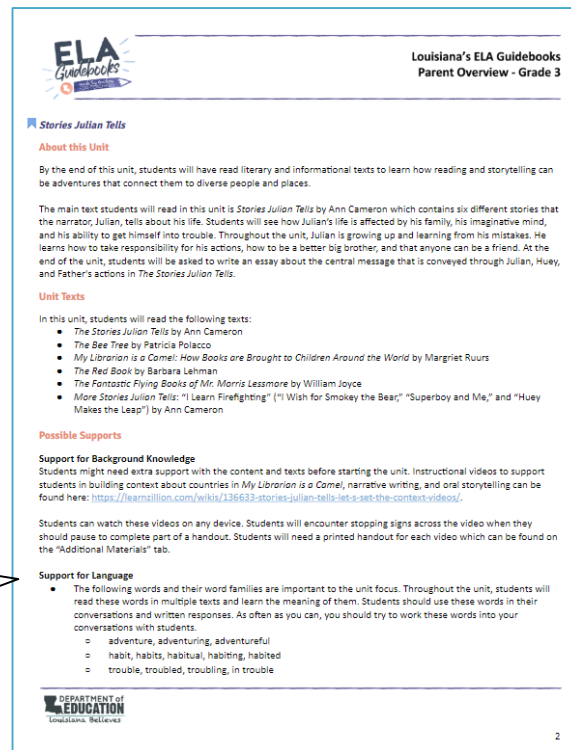
The page also includes a "Parent Overview Grade 4" and "Parent Overview Grade 5" section on the right side, which are partially visible. The Louisiana Department of Education logo is at the bottom left, and the page number "2" is at the bottom right.

# Apoyos posibles

## Apoyos posibles

- Conocimiento contextual
- Lenguaje
- Fluidez lectora
- Organización
- Escritura

Apoyos para  
el lenguaje



**ELA Guidebooks**

Louisiana's ELA Guidebooks  
Parent Overview - Grade 3

**Stories Julian Tells**

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- *The Red Book* by Barbara Lehman
- *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce
- *More Stories Julian Tells*: "I Learn Firefighting," "I Wish for Smokey the Bear," "Superboy and Me," and "Huey Makes the Leap" by Ann Cameron

**Possible Supports**

**Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about countries in *My Librarian is a Camel*, narrative writing, and oral storytelling can be found here: <https://www.million.com/wiki/336633-stories-julian-tells-let-s-see-the-content-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

**Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - adventure, adventuring, adventurous
  - habit, habits, habitual, habiting, habited
  - trouble, troubled, troubling, in trouble

**DEPARTMENT of EDUCATION**  
Louisiana. Believes

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# Apoyos para el vocabulario

## Apoyos para el lenguaje

- Seleccionar palabras del vocabulario

*Seleccionar palabras de Grado 5: El León, La Bruja, y El Roperero*

- valor, valiente, valentía, alentar, alentador
- curioso, curiosidad, curiosidades
- historia, historias, histórico, históricamente, historicidad, anti-histórico, anti-históricamente, anti-historicidad, no histórico

# Conjuntos de conocimiento

## Apoyos para el conocimiento contextual

- Conjuntos de conocimiento CommonLit

### GEORGE WASHINGTON CARVER

by Barbara Radner • 2006 5th Grade Lexile: 740 FONT SIZE A A A A

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver's personality.

[1] George Washington Carver lived from 1864 to 1943. When he was young, Carver enjoyed art, but he couldn't afford paint. Instead, he used blackberry juice. He used the hair from a horse's tail as his paintbrush. He even studied art when he was in college, but he also studied plant life. 21

It's a good thing that he did. He spent much of his life helping people by showing them better ways to farm. His ideas have improved the lives of farmers in many countries around the world.

Booker T. Washington 1 was a very important and famous African-American educator. He invited Carver to teach at Tuskegee Institute, 2 a college in Alabama. Carver was in charge of farm research. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land. 32



"George Washington Carver" by Mala C is licensed under CC BY-NC-ND 2.0.

**ELA**  
Guidesbooks  
GRADE 5

Knowledge Packs  
Grade 5

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Knowledge Pack One Text Set: "The Making of a Scientist"

**Text One**  
"The Life and Achievements of Thomas Edison" by Jessica McBirney

Thomas Edison (1847-1931) was an American inventor and businessman whose inventions include the phonograph, the motion picture camera, and, perhaps most notably, the light bulb. He was one of the first inventors to mass produce his products and ensure that teamwork was employed on a large scale. For this reason, he is credited with transforming the state of research laboratories. As you read, take notes on the features that defined Edison's character.

**Text Two**  
"George Washington Carver" by Barbara Radner

George Washington Carver was an African American scientist and inventor who spent a great deal of his life studying plants. He was also a leader in the environmentalism movement, which encouraged people to respect nature. He has been widely praised for his achievements and his perseverance during a period of extreme discrimination against African Americans. As you read, take notes on the characteristics that defined Carver's personality.

**Text Three**  
"The Peanut Man" by America's Library

George Washington Carver (1860s-1943) was an African American inventor and scientist who studied plants. Carver was born into slavery as it did not officially end in Missouri until 1865. In this informational text, the author discusses how Carver showed farmers the benefits of planting peanuts. As you read, take notes on how George Washington Carver helped African American farmers.

**Text Four**  
"A Slick Little Robot" by Harry T. Roman

Harry T. Roman is an educational adviser, author, and inventor. In this article, Roman discusses one of the many robots he helped design and the impact it has made in the world. As you read, take notes on how OTIS changes work for humans.

**Text Five**  
"Today's Telephone" by Barbara Radner

Alexander Graham Bell (1847-1922) was a scientist, engineer, and inventor who was born in Scotland but became an American citizen in 1882. He invented the telephone in 1876, after years of putting in effort and proving his determination to technology. In his later years, he famously considered his invention a distraction, refusing to keep a telephone in his study. As you read, take notes on how communication technology has changed over time.

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# Diario Sensacionales Seis

## Apoyos para el conocimiento contextual

- Diario de vocabulario Sensacionales Seis

Seis palabras

Título del texto

Seis oraciones  
(Nuevas oraciones)

**ELA**  
Guidedbooks  
Sensational 6

Knowledge Packs  
Grade 5

Sensational 6 Journal Template

	Six Words	Six Sentences (new sentences)
Title of Text One	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Two	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Title of Text Three	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
<b>Sensational 6</b>		
<b>Summary</b> Write a summary using the "Sensational 6." Be sure to underline the vocabulary words.		

NOTE: Adjust the template to represent the number of text you assign to students.

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# Diario Sensacionales Seis

	Six Words	Six Sentences (new sentences)
Title of Text One	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.



# Claves para Llevar a casa

- Lea una amplia variedad de textos sobre el mismo tema para aumentar el vocabulario.
- Utilice listas de vocabulario de las Guías para Padres a fin de generar vocabulario.
- Lleve un diario "Sensacionales Seis" para captar vocabulario de un texto a otro.

The image shows a screenshot of the Louisiana Department of Education's ELA Guidebooks Parent Overview for Grade 3. The page is titled "Louisiana's ELA Guidebooks Parent Overview - Grade 3" and includes a "Parent Overview Grade 4" sidebar on the right. The main content area is titled "Story: Julian Tells" and contains several sections: "About this Unit", "Main Texts", "Possible Supports", and "Support for Language". The "Support for Language" section lists several words and their meanings, such as "adventure", "trouble", "troubled", "troubling", "trouble", "troubled", "troubling", "trouble", "troubled", "troubling", "trouble". The sidebar on the right contains a "Parent Overview Grade 4" section and a "Parent Overview Grade 5" section. The page number "2" is visible at the bottom right.

**Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - adventure, adventuring, adventurous
  - nasty, nasty, nasty, nasty, nasty, nasty
  - trouble, troubled, troubling, in trouble

# Louisiana Believes

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Apoyar a su hijo  
Artes del Lenguaje Inglés

Mini sesión 3: Fluidez

# Objetivos

- Entender la importancia de la fluidez lectora en la comprensión lectora.
- Hablar sobre estrategias que puede usar en casa para apoyar a desarrollar la fluidez lectora.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall composition is balanced and visually appealing.

¿Qué es fluidez?

# Establecer relaciones

## **Ejemplo de oración 1**

El pro...ce...so de la cien...cia in...vo...lu...cra muchos nive...les de com...ple...ji...dad, pero los puntos cla...ves de ese pro...ce...so son di...rec...tos.

## **Ejemplo de oración 2**

El proceso de la ciencia involucra muchos niveles de complejidad, pero los puntos clave de ese proceso son directos.

# ¿Qué es fluidez?

## Accuracy

The ability to recognize or decode words correctly.

## Rate

The **speed and fluidity** with which a reader moves through connected text and demonstrates **word-level automaticity**.

## Expression

The **tonal and rhythmic aspects of speech**: Pitch (intonation), Stress patterns (syllable prominence), Duration (length of time).

# Los grandes lectores A.R.E. (fluidez)

## Accuracy

Read words accurately

## Rate

Not too fast, not too slow

## Expression

Not reading like a robot!

Twas the night before Christmas,  
and all through the house  
Not a creature was stirring,  
not even a mouse.

# ¿Por qué es importante la fluidez?

La fluidez no garantiza comprensión...  
...pero la falta de fluidez garantiza la falta de comprensión.



# Cómo generar fluidez

- Los estudiantes deben tener suficiente práctica con una variedad de textos
- Los estudiantes necesitan escuchar una lectura fluida modelada
- Los estudiantes necesitan practicar repetidamente la lectura de un texto
- Los estudiantes necesitan retroalimentación en su lectura

*"Generar fluidez lectora", Liben 2016*

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light, airy tones to deeper, more saturated blues. The colors blend together in a soft, painterly manner, with some darker blue shapes that look like ink splatters or brushstrokes. The overall effect is clean, modern, and visually appealing.

# Estrategias para apoyar la fluidez

# Guías para Padres de los Manuales ELA

## ¡Nuevo recurso!

- Guías para Padres de los Manuales de Louisiana
  - Descripciones de la Unidad
  - Listas de Texto de la Unidad
  - Apoyo para el conocimiento contextual
  - Apoyo para el lenguaje
  - Apoyo para la lectura
  - Apoyo para la organización
  - Apoyo para la escritura

The image shows a screenshot of the Louisiana Department of Education's ELA Guidebooks Parent Overview for Grade 3. The page is titled "Louisiana's ELA Guidebooks Parent Overview - Grade 3" and features a logo for "ELA Guidebooks". The main heading is "Stories Julian Tells".

**About this Unit**

By the end of this unit, students will have read literary and informational texts to learn how reading and storytelling can be adventures that connect them to diverse people and places.

The main text students will read in this unit is *Stories Julian Tells* by Ann Cameron which contains six different stories that the narrator, Julian, tells about his life. Students will see how Julian's life is affected by his family, his imaginative mind, and his ability to get himself into trouble. Throughout the unit, Julian is growing up and learning from his mistakes. He learns how to take responsibility for his actions, how to be a better big brother, and that anyone can be a friend. At the end of the unit, students will be asked to write an essay about the central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*.

**Unit Texts**

In this unit, students will read the following texts:

- *The Stories Julian Tells* by Ann Cameron
- *The Bee Tree* by Patricia Polacco
- *My Librarian is a Camel: How Books are Brought to Children Around the World* by Margriet Ruurs
- *The Red Book* by Barbara Lehman
- *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce
- *More Stories Julian Tells: "I Learn Firefighting" ("I Wish for Smokey the Bear"; "Superboy and Me"; and "Huey Makes the Leap")* by Ann Cameron

**Possible Supports**

**Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about countries in *My Librarian is a Camel*, narrative writing, and oral storytelling can be found here: <https://jeamillion.com/wiki/136633-stories-julian-tells-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

**Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - adventure, adventuring, adventurous
  - habit, habits, habitual, habiting, habited
  - trouble, troubled, troubling, in trouble

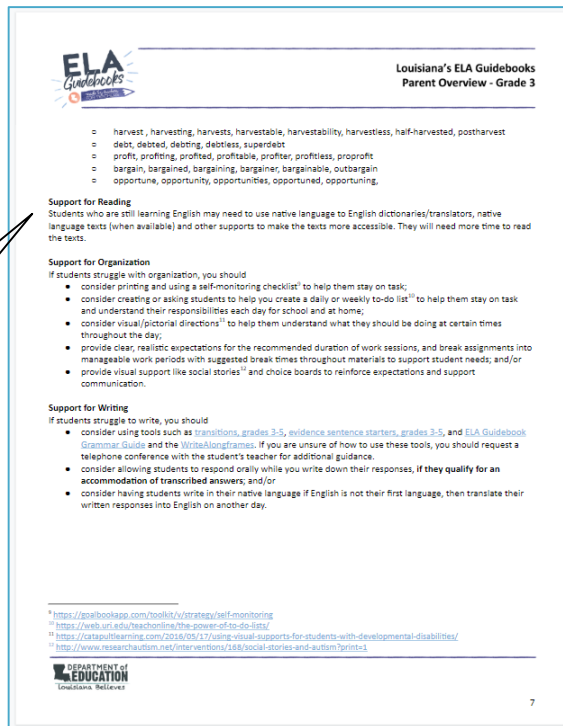
The page also includes a "Parent Overview Grade 4" and "Parent Overview Grade 5" section on the right side. At the bottom, there is a logo for the Louisiana Department of Education with the slogan "Louisiana Believes" and the page number "2".

# Apoyos posibles

## Apoyos posibles

- Conocimiento contextual
- Lenguaje
- **Fluidez lectora**
- Organización
- Escritura

## Apoyos para la lectura



**ELA Guidebooks**

Louisiana's ELA Guidebooks  
Parent Overview - Grade 3

- harvest, harvesting, harvests, harvestable, harvestability, harvestless, half-harvested, postharvest
- debt, debted, debting, debbles, superdebt
- profit, profiting, profited, profitable, profitter, profitless, prorprofit
- bargain, bargained, bargaining, bargainer, bargainable, outbargain
- opportune, opportunity, opportunities, opportuned, opportuning

**Support for Reading**  
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

**Support for Organization**  
If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>6</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

**Support for Writing**  
If students struggle to write, you should

- consider using tools such as transitions\_grades 3-5, evidence sentence starters\_grades 3-5, and ELA Guidebook Grammar Guide and the Write4Transformas. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, if they qualify for an accommodation of transcribed answers; and/or
- consider having students write in their native language if English is not their first language. Then translate their written responses into English on another day.

<sup>6</sup> <https://pselbookapp.com/booklet/v/strategies/self-monitoring>

<sup>10</sup> <https://areb.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://calmapulearning.com/2018/08/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/index.php/USA/social-stories-and-autism/term1>

DEPARTMENT of EDUCATION  
Louisiana Believes

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# Apoyos para la fluidez lectora

## Apoyos para la lectura

- Grabaciones de audio
- Lectura en eco
- Lectura coral
- Lectura repetida

### Support for Reading

An audio recording of *The Lion, the Witch and the Wardrobe* is available at

<https://www.amazon.com/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/B0009NS97Y>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

# Apoyos para la fluidez lectora

## Apoyos para la lectura

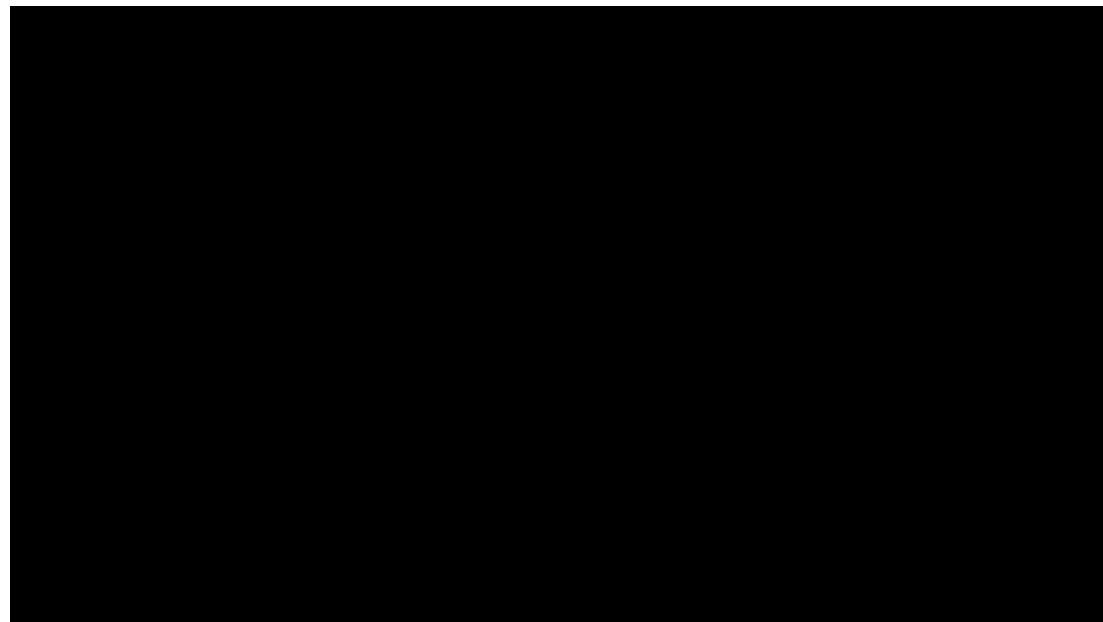
- Grabaciones de audio
- **Lectura en eco**
- Lectura coral
- Lectura repetida

Adulto	Estudiante
Si ha visto una película, es probable que haya visto una pintura mate.	Si ha visto una película, es probable que haya visto una pintura mate.
Una parte esencial de muchas películas producidas antes de la era de la CGI,	Una parte esencial de muchas películas producidas antes de la era de la CGI,
las pinturas mate eran proyecciones reales en pinturas colocadas detrás de objetos en primer plano	las pinturas mate eran proyecciones reales en pinturas colocadas detrás de objetos en primer plano
para engañar a la audiencia haciéndole creer que los actores estaban en un lugar diferente.	para engañar a la audiencia haciéndole creer que los actores estaban en un lugar diferente.

# Apoyos para la fluidez lectora

## Apoyos para la lectura

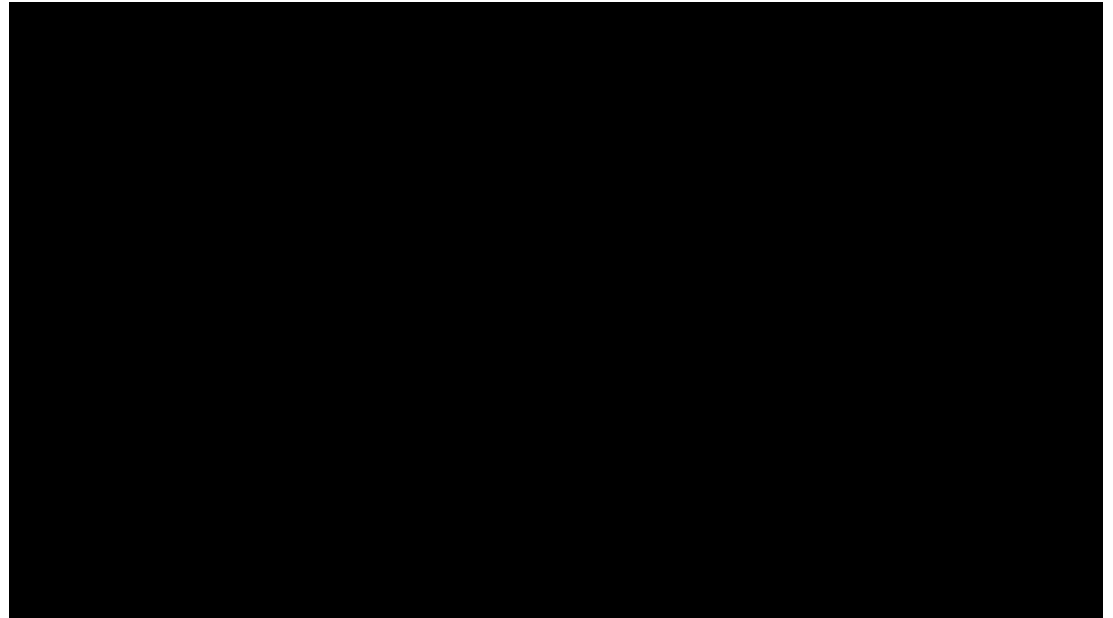
- Grabaciones de audio
- Lectura en eco
- **Lectura coral**
- Lectura repetida



# Apoyos para la fluidez lectora

## Apoyos para la lectura

- Grabaciones de audio
- Lectura en eco
- Lectura coral
- **Lectura repetida**





# Claves para llevar a casa

- Hacer que los estudiantes lean los textos varias veces para aumentar el reconocimiento de palabras.
- Utilizar estrategias de lectura en voz alta como la lectura en eco, la lectura coral y la lectura repetida en casa para mejorar la fluidez de su hijo.
- Utilizar las grabaciones de audio de los textos, como se indica en las Guías para Padres, cuando estén disponibles.

The screenshot displays the 'Parent Overview' for Grade 3, specifically for the 'Stories: Julian Tells' unit. The page is titled 'Louisiana's ELA Guidebooks Parent Overview - Grade 3'. It includes a 'Table of Contents' on the right side and a detailed overview on the left. The overview is organized into sections: 'About this Unit', 'The Main Texts', 'Unit Tests', 'Possible Supports', and 'Support for Language'. The 'About this Unit' section explains that students will read literary and informational texts to learn how reading and storytelling can be adventures that connect them to diverse people and places. The 'The Main Texts' section lists six different stories that the narrator, Julian, tells about his life. The 'Unit Tests' section lists five tests that students will read in this unit. The 'Possible Supports' section provides information on background knowledge, additional materials, and language support. The 'Support for Language' section lists key words and their meanings. The right side of the screenshot shows the 'Table of Contents' with links to various parts of the unit, including 'Parent Overview Grade 4', 'Parent Overview Grade 5', and 'Parent Overview Grade 6'. The Louisiana Department of Education logo is visible at the bottom of the page.

# Louisiana Believes

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Apoyar a su hijo  
Artes del Lenguaje Inglés

Mini sesión 4: Organización y escritura

# Objetivos

- Hablar sobre estrategias que puede usar en casa para apoyar a desarrollar la organización y la escritura.

# Estrategias para apoyar la organización

# Guías para Padres de los Manuales ELA

## ¡Nuevo recurso!

- Guías para Padres de los Manuales de Louisiana
  - Descripciones de la Unidad
  - Listas de Texto de la Unidad
  - Apoyo para el conocimiento contextual
  - Apoyo para el lenguaje
  - Apoyo para la lectura
  - Apoyo para la organización
  - Apoyo para la escritura

The screenshot displays the 'Parent Overview' for Grade 3, specifically for the unit 'Stories Julian Tells'. The page is titled 'Louisiana's ELA Guidebooks Parent Overview - Grade 3'. It includes a 'Parent Overview' section for Grade 4 and a 'Book Parent Overview' section for Grade 5. The main content for 'Stories Julian Tells' includes:

- About this Unit:** A paragraph explaining that by the end of the unit, students will have read literary and informational texts to learn how reading and storytelling can be adventures that connect them to diverse people and places.
- Main Texts:** A paragraph stating that the main text students will read is 'Stories Julian Tells' by Ann Cameron, which contains six different stories that the narrator, Julian, tells about his life. Students will see how Julian's life is affected by his family, his imaginative mind, and his ability to get himself into trouble. Throughout the unit, Julian is growing up and learning from his mistakes. He learns how to take responsibility for his actions, how to be a better big brother, and that anyone can be a friend. At the end of the unit, students will be asked to write an essay about the central message that is conveyed through Julian, Huey, and Father's actions in 'The Stories Julian Tells'.
- Unit Texts:** A list of texts students will read, including 'The Stories Julian Tells' by Ann Cameron, 'The Bee Tree' by Patricia Polacco, 'My Librarian is a Camel: How Books are Brought to Children Around the World' by Margriet Ruurs, 'The Red Book' by Barbara Lehman, 'The Fantastic Flying Books of Mr. Morris Lessmore' by William Joyce, and 'More Stories Julian Tells: "I Learn Firefighting" ("I Wish for Smokey the Bear"; "Superboy and Me"; and "Huey Makes the Leap")' by Ann Cameron.
- Possible Supports:** A section titled 'Support for Background Knowledge' explaining that students might need extra support with the content and texts before starting the unit. It lists instructional videos to support students in building context about countries in 'My Librarian is a Camel', narrative writing, and oral storytelling. A URL is provided: <https://jeamillion.com/wiki/136633-stories-julian-tells-set-the-context-videos/>. It also mentions that students can watch these videos on any device and will encounter stopping signs across the video when they should pause to complete part of a handout. A link to a printed handout for each video is also provided.
- Support for Language:** A list of words and their word families important to the unit focus, including 'adventure, adventuring, adventurous', 'habit, habits, habitual, habiting, habited', and 'trouble, troubled, troubling, in trouble'.

The page also features the Louisiana Department of Education logo and the slogan 'Louisiana Believes' at the bottom. The page number '2' is visible in the bottom right corner.

# Apoyos posibles

## Apoyos posibles

- Conocimiento contextual
- Lenguaje
- Fluidez lectora
- Organización
- Escritura

## Apoyos para la organización

**ELA Guidebooks**

Louisiana's ELA Guidebooks  
Parent Overview - Grade 3

- harvest, harvesting, harvests, harvestable, harvestability, harvestless, half-harvested, postharvest
- debt, debted, debting, debbles, superdebt
- profit, profiting, profited, profitable, profitter, profitless, prorprofit
- bargain, bargained, bargaining, bargainer, bargainable, outbargain
- opportune, opportunity, opportunities, opportuned, opportuning

**Support for Reading**  
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

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- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

**Support for Writing**  
If students struggle to write, you should

- consider using tools such as *Transitions, grades 3-5*, *Evidence sentence starters, grades 3-5*, and *ELA Guidebook Grammar Guide* and the *Write4Transitions*. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, if they qualify for an accommodation of transcribed answers; and/or
- consider having students write in their native language if English is not their first language. Then translate their written responses into English on another day.

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<sup>10</sup> <https://arab.ari.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://calmaplearning.com/2018/08/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/inter-ventions/aut-social-stories-and-autism-territo1>

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Louisiana Believes

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# Apoyos para la organización

## Apoyos para la organización

Si los estudiantes tienen problemas con la organización, usted debe:

- considerar la posibilidad de imprimir y utilizar una lista de verificación de autocontrol para ayudarles a cumplir con su tarea;
- considerar la posibilidad de crear o pedir a los estudiantes que le ayuden a crear una lista de tareas diarias o semanales para ayudarles a cumplir con sus tareas y comprender sus responsabilidades diarias en la escuela y en casa;
- considerar las instrucciones visuales/imágenes para ayudarles a entender lo que deben hacer en ciertos momentos del día;
- brindar expectativas claras y realistas respecto de la duración recomendada de las sesiones de trabajo, y dividir las tareas en períodos de trabajo manejables con tiempos de descanso sugeridos a lo largo de los materiales para apoyar las necesidades de los estudiantes; y/o
- proporcionar apoyo visual como historias sociales y tableros de elección para reforzar las expectativas y apoyar la comunicación.

# Apoyos para la organización

## Apoyos para la organización

- Lista de verificación de autocontrol

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Self-Monitoring Checklist

#### Academic

**Check off how well you think you did for each action.** Yes! I did it! I can do better

I had all the materials I needed including: paper, a pen/pencil, handouts, and books.	<input type="checkbox"/>	<input type="checkbox"/>
I asked for help if I didn't understand something.	<input type="checkbox"/>	<input type="checkbox"/>
I tried my best to complete the assignment.	<input type="checkbox"/>	<input type="checkbox"/>
I checked my work before I turned it in.	<input type="checkbox"/>	<input type="checkbox"/>

**Reflect on your Checklist**  
Choose one action that you would like to improve upon and one strategy you can use next time.

One action I can improve upon for next time is...	One strategy I will use to help improve upon my behavior for next time is...
<input type="checkbox"/> Having all of my materials	<input type="checkbox"/> Check for all my materials before starting my assignment.
<input type="checkbox"/> Asking for help	<input type="checkbox"/> I will ask my teacher for help.
<input type="checkbox"/> Trying my best to complete my work	<input type="checkbox"/> I will skip problems I don't know and keep going.
<input type="checkbox"/> Checking my work	<input type="checkbox"/> Other: _____

GOALBOOK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Time Management Planning Graphic Organizer

*I can prioritize my work in the classroom.*

Check One:  Project  Class Activity  Writing Task  Other: \_\_\_\_\_

#### My Time Management Plan

	Plan What are the steps you need to take to complete the project? Check off each step when it's done.	Predict How long do you think it will take?	Check How long did it actually take?
1.	<input type="checkbox"/>		
2.	<input type="checkbox"/>		
3.	<input type="checkbox"/>		
4.	<input type="checkbox"/>		
5.	<input type="checkbox"/>		
6.	<input type="checkbox"/>		

**Reflect on Your Time Management**

Did you manage your time effectively during this project?  Yes, I did!  I can do better

Describe one way you can improve how to manage your time for the next activity.

\_\_\_\_\_

\_\_\_\_\_

GOALBOOK Find more resources at <https://goalbookapp.com>



# Apoyos para la organización

## Apoyos para la organización

- Listas de cosas para hacer

BASIC TO-DO LIST		Time Management
<input type="checkbox"/>	<i>Write 1st GWS 150 online discussion post</i>	
<input type="checkbox"/>	<i>Write 2nd GWS 150 online discussion post</i>	
<input type="checkbox"/>	<i>Complete reading Chs 1-3 for GWS 150</i>	
<input type="checkbox"/>	<i>Go grocery shopping</i>	
<input type="checkbox"/>	<i>Do laundry</i>	
<input type="checkbox"/>	<i>Meet Sarah for lunch</i>	
<input type="checkbox"/>	<i>Read for PSY 399</i>	
<input type="checkbox"/>	<i>Write essay for PSY 399</i>	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

DAILY TO-DO LIST			Time Management
Week of: <i>5/18/15 - 5/24/15</i>			
<b>Monday</b> <input type="checkbox"/> <i>Access online course on Sakai</i> <input type="checkbox"/> <i>Write intro post</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Tuesday</b> <input type="checkbox"/> <i>Read Ch 1 GWS 150</i> <input type="checkbox"/> <i>Do laundry</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Wednesday</b> <input type="checkbox"/> <i>Read Ch 2 GWS 150</i> <input type="checkbox"/> <i>Read Ch 2 PSY 399</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Thursday</b> <input type="checkbox"/> <i>Go grocery shopping</i> <input type="checkbox"/> <i>Write Post 1 GWS 150</i> <input type="checkbox"/> <i>Read Ch 2 PSY 399</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Friday</b> <input type="checkbox"/> <i>Write Post 2 GWS 150</i> <input type="checkbox"/> <i>Write Post 1 PSY 399</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Saturday</b> <input type="checkbox"/> <i>Respond to student posts GWS 150</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Sunday</b> <input type="checkbox"/> <i>Respond to student posts PSY 399</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Goals/Notes</b> <input type="checkbox"/> <i>Complete posts &amp; readings GWS 150</i> <input type="checkbox"/> <i>Complete posts &amp; readings PSY 399</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

# Estrategias para apoyar la escritura

# Apoyos posibles

## Apoyos posibles

- Conocimiento contextual
- Lenguaje
- Fluidez lectora
- Organización
- Escritura

Apoyos para  
la escritura

**ELA Guidebooks**

Louisiana's ELA Guidebooks  
Parent Overview - Grade 3

- harvest, harvesting, harvests, harvestable, harvestability, harvestless, half-harvested, postharvest
- debt, debted, debting, debbles, superdebt
- profit, profiting, profited, profitable, profitter, profitless, prorprofit
- bargain, bargained, bargaining, bargainer, bargainable, outbargain
- opportune, opportunity, opportunities, opportuned, opportuning

**Support for Reading**  
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

**Support for Organization**  
If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>6</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

**Support for Writing**  
If students struggle to write, you should

- consider using tools such as *Transitions, grades 3-5*, *Evidence sentence starters, grades 3-5*, and *ELA Guidebook Grammar Guide* and the *Writing Strategies*. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, if they qualify for an accommodation of transcribed answers; and/or
- consider having students write in their native language if English is not their first language. Then translate their written responses into English on another day.

<sup>6</sup> <https://pselbookapp.com/booklet/v/strategies/self-monitoring>  
<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>  
<sup>11</sup> <https://calmaplearning.com/2018/08/17/using-visual-supports-for-students-with-developmental-disabilities/>  
<sup>12</sup> <http://www.researchautism.net/inter-ventory/aut-social-stories-and-autism-termin1>

DEPARTMENT OF  
EDUCATION  
Louisiana Believes

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# Apoyos para la escritura

## Apoyos para la escritura

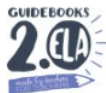
Si los estudiantes tienen problemas con la escritura, usted debe:

- considerar el uso de herramientas como las [transiciones, grados 3-5](#), [los iniciadores de oraciones de prueba, grados 3-5](#), y [la Guía de Gramática de la ELA](#) y [WriteAlongframes](#). Si no está seguro de cómo usar estas herramientas, debe solicitar una conferencia telefónica con el profesor del estudiante para obtener orientación adicional.
- considerar la posibilidad de permitir que los estudiantes respondan oralmente mientras usted escribe sus respuestas, **si es que cumplen con los requisitos para una adaptación de las respuestas transcritas**; y/o
- considerar la posibilidad de que los estudiantes escriban en su lengua materna si el inglés no es su primera lengua, y luego traducir sus respuestas escritas al inglés otro día.

# Apoyos para la escritura

## Apoyos para la escritura

- Transiciones



### Transitions<sup>1</sup>

Writers use transitions to signal how ideas relate in a text. Transitions connect words, phrases, and clauses in sentences. A common type of transition is a conjunction.

The headings at the top of the chart (e.g., cause and effect and sequence) are the most common relationships or connections that transitions signal. The words and phrases below the headings (e.g., “so” and “until”) are the words and phrases writers use to signal the relationship or connection.

Cause and Effect	Sequence/Order	Under Certain Conditions	Addition	Contrast
<p>Give a reason:</p> <ul style="list-style-type: none"><li>• because</li><li>• since</li><li>• as</li></ul> <p>Give a result:</p> <ul style="list-style-type: none"><li>• so</li><li>• therefore</li><li>• as a result</li><li>• thus</li></ul>	<ul style="list-style-type: none"><li>• in the (first, second, etc.) place</li><li>• first of all</li><li>• secondly/thirdly/lastly</li><li>• then</li><li>• next</li><li>• before</li><li>• after</li><li>• until</li><li>• eventually</li><li>• at first, at last</li><li>• in the end</li><li>• finally</li></ul>	<ul style="list-style-type: none"><li>• unless</li><li>• either/neither</li><li>• or/nor</li><li>• when</li><li>• so long as</li><li>• given that</li><li>• if/then</li></ul>	<ul style="list-style-type: none"><li>• and</li><li>• in addition/additionally</li><li>• as well/also/too</li><li>• moreover</li><li>• not only ____, but also ____</li><li>• in fact</li><li>• such as/like</li><li>• in particular/particularly</li><li>• especially</li><li>• including</li><li>• for example/for instance</li><li>• that is/in other words</li><li>• similarly</li><li>• in the same way</li><li>• likewise</li></ul>	<ul style="list-style-type: none"><li>• but</li><li>• however</li><li>• although/even though</li><li>• while</li><li>• whereas</li><li>• unlike</li><li>• on the other hand</li><li>• yet</li><li>• instead</li><li>• actually</li></ul>

# Apoyos para la escritura

## Apoyos para la organización

- Iniciadores de pruebas

Los efectos especiales han cambiado a lo largo de la historia. **Según la Historia de los Efectos Especiales "la tecnología de los efectos especiales ha avanzado a pasos agigantados desde la década de 1890".**



### Evidence Sentence Starters for Grades 3-4

Good writers use evidence to support their ideas. Evidence can be specific examples or details from a text or a summary of the ideas of a text. Include evidence from texts to develop and support your written opinions and explanations.

- According to <TEXT TITLE>, <EXAMPLE/DETAIL or SUMMARY OF TEXT>.
- In <TEXT TITLE>, <EXAMPLE/DETAIL or SUMMARY OF TEXT>.
- This is seen in <TEXT TITLE> when <EXAMPLE/DETAIL or SUMMARY OF TEXT>.
- This idea is supported by <AUTHOR NAME>, when he/she says that <EXAMPLE/DETAIL or SUMMARY OF TEXT>.
- For example, <TEXT TITLE> says that <EXAMPLE/DETAIL or SUMMARY OF TEXT>.
- <TEXT TITLE> discusses <SUMMARY OF TEXT>.

# Apoyos para la escritura

## Apoyos para la organización

- Guías de gramática

### Students should enter fifth grade being able to:

- Use parts of speech correctly (grades K-4)
- Use correct subject/verb and pronoun/antecedent agreement (grades 1 and 3)
- Produce complete simple, compound, and complex declarative, interrogative, imperative, and infinitive phrases and sentences (grades 1-4)
- Use commas in contractions, with quotation marks, to separate single words in a series, and in compound sentences (grades 1-4)
- Spell grade-level words correctly and consult reference materials to check spelling (grades 3-4)
- Choose phrases, and punctuation for effect and to convey ideas precisely (grades 3-4)
- Differentiate between formal and informal English (grade 4)

Lo que los estudiantes deben ser capaces de hacer

### END OF GRADE 4

Percy Jackson is on a quest to save his mother. He has to find Zeus's missing lightning bolt and give it back to Zeus in order to save his mom. This is a hard job for Percy to do, so he takes his two friends, Grover and Annabeth, on the quest with him.

Percy is immature and doesn't really know what he is doing at the beginning of the quest. He does not plan ahead.

Muestra de escritura del nivel de grado

Correct use of a comma before a coordinating conjunction

Use of a prepositional phrase

### Students should build on this foundation throughout fifth grade.

1. Reinforce the skills students gained in earlier grades. When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.
2. Expand student skills. Explicitly teach students how to:
  - a. Use verb tense to convey various times, sequences, states, and conditions
  - b. Recognize and correct inappropriate shifts in verb tense
  - c. Use correlative conjunctions
  - d. Use commas in a series of phrases or clauses
  - e. Use a comma to separate an introductory element from the rest of the sentence
  - f. Use a comma to set off the words yes and no and in direct address
  - g. Punctuate titles of works
  - h. Expand, combine, and reduce sentences for reader interest, meaning, and style

Lessons throughout the grade 5 guidebook units support this work. Access [additional lessons for grade 5](#) that can be used with individual students or during small-group instruction to support students in developing their writing skills.

Use of an auxiliary verb

Lo que los estudiantes harán en el nivel de grado actual

# Claves para llevar a casa

- Trate de utilizar herramientas de organización, como listas de verificación de autocontrol, para hacer listas, apoyos visuales, agendas diarias consistentes y tableros de opciones, para apoyar a su hijo.
- Intente utilizar herramientas de escritura, como la guía de transiciones, los iniciadores de pruebas y la guía de gramática, para apoyar la escritura de su hijo.
- Consulte la Guía para padres para obtener más ideas sobre cómo apoyar la organización y la escritura de su hijo.

