

CRISSSM Strategic Learning Plan

Content Standard from WIDA:

Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Reading 9-12 Level 1

- identify text features or web resources used for assignments (such as titles or authors)
- preview visually supported text to glean basic facts

Reading 9-12 Level 2

- match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics)
- connect information from visually supported text to self

Reading 9-12 Level 3

- match types of books or web resources with information needed for assignments
- scan material to verify information

Writing Reading 9-12 Level 2

- test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries)

Writing Reading 9-12 Level 3

- create or form paragraphs stating who, what, when, and why
- reflect on use of newly acquired language or language patterns (such as through self-assessment checklists)

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

Listening 9-12 Level 1

- process information from speakers who use visual or graphic support (Media Center)

Reading 9-12 Level 1

- match key vocabulary within graphic supported texts to visuals
- identify facts from pictures and sentences

Reading 9-12 Level 2

- locate key facts in graphics and texts

Writing 9-12 Level 2

- extract key phrases or sentences from written texts

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Reading 9-12 Level 1

- organize graphically displayed data from a set of written directions and models

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Listening 9-12 Level 1

- identify regions of political, economic, or historical significance to U.S. history from oral statements and maps
- identify distribution of natural resources in the U.S. from maps or graphs and oral statements

Speaking 9-12 Level 1

- name elements of major historical, cultural, or economic themes depicted in illustrations

Reading 9-12 Level 1

- match people and places with significant periods in world history through illustrations and timelines

Writing 9-12 Level 1

- label significant individuals, through illustrations or photographs, in history, politics, economics, or society

Reading 9-12 Level 2

- identify features of significant periods in world history from written statements and timelines

Writing 9-12 Level 2

- outline the contributions of significant individuals in history, politics, economics, or society in the US

Above standards will be assessed with checklists and rubrics.

Enduring Understandings: (See Descriptors and Assessments)

Process: To engage students in actively transforming information while listening, reading, speaking, and writing as they research and create both a report and a PowerPoint presentation to present to peers and parents. Students will use a variety of sources including but not limited to a book, a database (Culturegrams), a WWW site, and vertical files to prepare and document their presentations.

Content: All students need an understanding of the dynamics of the states that are *The United States*.

- What about the state is similar to your homeland?

- Identify
 - What are the most distinguishing characteristics of each state and how does it contribute to the success of the United States? (Products (economy), geography, place in history)
 - What one historical event happened in your state and what was going on in the United States at the same time? (Timeline)
 - What makes the state you have selected great or not so great?

Assessments:

- * **For learning:** Exit slips, Round robin to identify state location, I Cans
- * **Of Learning:** Rubric that measures Content Accuracy of information, Comprehensive Communication, Writing & communication mechanics

Content: 50 States

Conclusion - What are the most distinguishing characteristics of your state and how does it contribute to the success of the United States?

Preparing for Understanding (bringing out and building background knowledge, setting purposes for learning):

Read and Reflect: Teachers read Our Flag (a children's book on the American Flag), The Pledge of Allegiance. Students reflected on the flag from their home country and then discussed what the American flag and pledge means to them personally. Other readings included Statue of Liberty and the American Eagle.

Round Robin - Many students have been in or passed through many different states on their way to Addison, IL. This intro activity gives students an opportunity to use a US map or globe to name a variety of states and to affectively connect with their journey to Addison. Use a _____ to toss from one to another to say – I have been to _____.
Day 2, Use came activity, but have student identify the state on a US map.

You ought to be IN PICTURES – Provide a selected picture for each group of four students.

Directions for students:

- First, examine the location of this photograph and try to detect as much detail as possible. What do you observe about the countryside? About the land? The plants and vegetation? The road? What time of year might it be? What does the climate appear to be like? What type of day does it seem to be?
- Now focus very closely on each person in the photograph. Pay careful attention to what each person is wearing. Look at the way the family members carry themselves, their posture, and their facial expressions.
- Next, choose one of the individuals in the photograph and imagine you are this person. What might you be thinking if this was happening to you? Describe what you might be feeling; what emotions you might be experiencing. What has this day been like for you? Imagine what might have happened before the scene presented in the photo. What do you see happening later on, during this day and

the following days?
 (Source: <http://www.weac.org/News/1999-00/april00/read.htm>)

Engaging Students with Content and Transforming Information:

- ***Author's Craft:** Help students get inside of the "author's head" by understanding the author's style of presentation. This will provide a potential framework for the student's presentation outline as well as a transferable skill for studying and writing strategies. (See the project PP.)
- * Teacher modeling by **think alouds** to demonstrate the search for information. This is a review because the students have used books and a variety of resources to do research during the past semester.
- * Teacher modeling by showing finished products: PowerPoint on Illinois.

Reflecting on Content and the Learning Processes. Ask your students the following questions:

1. **Metacognition:** How did you evaluate your comprehension?
2. **Background Knowledge:** Did I assist you in thinking about what you already knew?
3. **Purpose Setting:** Did you have clear purposes?
4. **Active Involvement:** How were you actively engaged?
5. **Discussion:** How did discussion clarify your thinking?
6. **Writing:** How did you use writing to help you learn?
7. **Transformation:** What were the different ways you transformed information? How did this help you?
8. **Teaching Modeling:** Did I do enough modeling?

Alphabetical Listing of Project CRISSSM Strategies:

ABC Brainstorming	Main Idea-Detail Notes	Selective Underlining or
Anticipation Guide	Mental Imagery	Highlighting
Carousel Brainstorming	Mind Streaming	Semantic Feature Analysis
Cause-Effect Two-column	One-sentence Summaries	Sentence & Word
Notes	Pattern Puzzles	Expansion
Concentric Circle	Persuasive Paragraph	Spool Papers
Discussion	Picture Notes	Sticky-note Discussions
Concept of Definition Map	Power thinking	Story Plans
Conclusion-Support Notes	Pre- and Post-reading	Summarizing
Content Frames	Maps	Think-Pair-Share
Context Clues (Used with	Problem Analysis	Three-Minute Pause
Vocabulary Words)	Problem-Solution-	Triangular Comparison
Contrast and Compare	Consequences	Diagram

<p>Chart</p> <p>Discussion Web</p> <p>Double-entry Reflective Journals</p> <p>Fruer Model</p> <p>Free-Write Entries</p> <p>History-Change Frame</p> <p>Hypothesis-Evidence</p> <p>Know-Want to Know-Learn</p> <p>Plus (K-W-L Plus)</p> <p>Magnet Summaries</p>	<p>Problem-Solution Notes</p> <p>Problem-Solving Organizer</p> <p>Process Notes</p> <p>Proposition-Support</p> <p>Question-Answer Relationships (QARs)</p> <p>Questioning the Author (QtA)</p> <p>RAFT</p> <p>Read-and-Say-Something</p> <p>Read-Recall-Check-Summarize</p> <p>Roles Within Cooperative Teams</p>	<p>Twelve-Minute Study</p> <p>Two-column Notes</p> <p>Venn Diagram</p> <p>Vocabulary Flash Cards in a folder</p> <p>Vocabulary Mapping</p> <p>Word Combining (Formerly Sentence Synthesis)</p> <p>Word Elaboration (Formerly Capsule Vocabulary)</p> <p>Writing Templates (Formerly Framed Paragraphs)</p> <p>You Ought to Be in Pictures</p>
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