

Date:

Name:

Ms. Edwards

Goal:

READING

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/ expository text and/or literary/narrative text. W

State both literal and/or inferred main ideas and provide supporting text-based details. State the theme/message and supporting details in culturally relevant literary/narrative text.

Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.

2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.

Organize images and information into a self-created graphic organizer to enhance text comprehension.

2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize text. W

Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoids interpretation or judgment.

Organize summary information for informational/expository, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.

2.4.1 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. W

WRITING

1.1.1 Applies more than one strategy for generating ideas and planning writing. Gathers information from a range of resources and uses an organizer to analyze, synthesize, and/or evaluate information to plan writing.

3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

Narrows topic with controlling idea (e.g., thesis statement or sentence that states the narrowed topic. Selects details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, anecdotes, statistics).

Uses personal experiences, observations, and research to support opinions and ideas

3.1.2 Uses an effective organizational structure. Organizes clearly:
- explanations (e.g., cause and effect, point-by-point comparisons)

2.1.1 Applies understanding of multiple and varied audiences to write effectively. Identifies an intended audience. Identifies and includes information audience needs to know (e.g., defines scientific terms, makes no assumptions about audiences prior knowledge). Identifies audiences interest and knowledge of topic to determine emphasis. Anticipates readers questions and writes accordingly.

3.2.2 Analyzes and selects language appropriate for specific audiences and purposes. Selects and uses precise and specialized language

BROSTER PROJECT

Create a broster to summarize and illustrate your understanding of the theme (your own title), main idea (gist statement and graphic illustration and supporting details (facts,vocabulary, and labels for illustration).

Broster (a brief poster)

Create an **artistically** organized 8 1/2” by 11” poster which includes

_____ **Title:** your own title which represents the theme of the text

_____ **Gist Statement:** a summary statement of the main idea using spe text vocabulary in 20-25 words.

_____ **Illustration(s)** of main idea (may be stick figures/sketch) with labe explain

_____ **Facts:** at least three supporting details to briefly provide evidence the main idea/theme using key vocabulary

_____ Write a **compound sentence** response to one of these:

1. What inspiration might be drawn from the selection?

2. Who might benefit from reading the selection?

_____ **Question:** What question do you still have (prediction or inference what question does your broster answer?

_____ Your **name** and **date** neatly and **artistically** placed on the broster