

Language and Literacy Supports

PDF/Universally Accessible Versions

Grades 3-5





CAUSE-EFFECT



Causes and effects help us understand events in history and explain why people, ideas, and places change over time.

Less complex ⇌	More complex ⇌	Most complex ⇌
___, so ___. (cause) → (effect)	Because (of) ___, ___. (cause) → (effect)	___ and ___ led to ___. (cause + cause) → (effect)
___ because ___. (effect) → (cause)	___ was caused by ___. (effect) → (cause)	___ and ___ because (of) ___. (effect + effect) → (cause)
<u>It was raining,</u> so <u>they wore boots.</u> <u>They wore boots</u> because <u>it was raining.</u>	<u>Because of the rain,</u> <u>there were big puddles.</u> <u>Big puddles</u> were caused by <u>the rain.</u>	<u>The rain and puddles</u> <u>led to wet kids.</u> <u>The kids got wet and cold</u> because of <u>the rain.</u>



CLAIM-EVIDENCE



We make claims to share what we think and explain how evidence supports our ideas.

Less complex ⇨	More complex ⇨	Most complex ⇨
I think (claim).	I think (claim) because ____.	I think (claim) because ____ and ____.
One reason is ____.	One piece of evidence is ____.	One fact that shows this is ____.
Another reason is ____.	A second piece of evidence is ____.	Another fact that shows this is ____.
This shows ____.	These examples show ____.	This evidence supports the claim because ____.



CLAIM-EVIDENCE-REASONING



We make claims to share what we think, explain how evidence supports our ideas, and make sure our reasoning is clear.

	SENTENCE STARTERS	EXAMPLE
A CLAIM answers an inquiry question	Write a statement that answers the question. Use part of the question in your answer. • (claim = question stem + your answer)	Question: Why do most Canadians live in the southern part of the country? Claim: Most Canadians live in the southern part of the country because the land is better for farming.
	Add facts or details from a source that support your claim. • The quote from ___ tells us ___. • One piece of evidence from ___ is ___. • An additional piece of evidence from ___ is ___. • This idea is also supported by ___.	Evidence #1: One piece of evidence from <u>the Canada article</u> is <u>that flat plains with good soil are found in the south</u> . Evidence #2: An additional piece of evidence from <u>the article</u> is <u>that farmers can't grow crops in the northern parts of Canada because it is too cold</u> .
	Explain how the evidence supports your claim. • This evidence shows ___. • This is an example of (explain the big idea) ___.	Reasoning: This evidence shows <u>most Canadians live on the warmer, flat plains in the south because it is easier to grow food</u> .

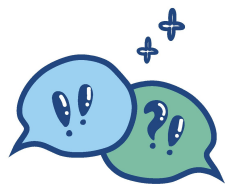


CLAIM-EVIDENCE-REASONING



We make claims to share what we think, explain how evidence supports our ideas, and make sure our reasoning is clear.

	SENTENCE STARTERS	EXAMPLE
A CLAIM answers an inquiry question	Write a statement that answers the question. Use part of the question in your answer. • (claim = question stem + your answer)	Question: Why did the colonists and the British disagree about ruling the colonies? Claim: The colonists and the British disagreed about ruling the colonies because each side wanted control.
	Add facts or details from multiple sources that support your claim. • The quote from ___ tells us ___. • One piece of evidence from ___ is ___. • Additional evidence from ___ is ___. • This idea is also supported by ___.	Evidence #1: The quote from <u>The Salem Gazette</u> article tells us <u>that colonists believed they should rule themselves without British laws or threats.</u> Evidence #2: Additional evidence from <u>The London Gazette</u> article is <u>that British soldiers believed the King had lawful power to control the colonies.</u>
	Explain how the evidence supports your claim. • This evidence shows ___. • This is an example of (explain the big idea) ___.	Reasoning: This evidence shows <u>that each side believed they had the right to rule and how the disagreement put the colonies in the middle of a fight over their control.</u>



CONNECT



We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇨	More complex ⇨	Most complex ⇨
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



OBSERVE



We observe a source by looking for details that help us understand it better.

Less complex ⇌	More complex ⇌	Most complex ⇌
In this source I see ____.	An important detail I see in this source is ____.	I notice ____. This is important because ____.
In this source I notice ____.	Something I notice and want to know more about is ____.	I see / <i>don't</i> see ____, which makes me wonder ____.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys Features of sources: title, author, headings, images, captions, charts, maps, vocabulary definitions	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website Source details: author, audience, date, title, location, materials used in an artifact, size of an artifact	- In this source I see <u>a ruler by the coin that shows its size</u>. - I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.



QUESTION



We ask questions about what we see, think, and wonder.

	Less complex ⇌	More complex ⇌	Most complex ⇌
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?

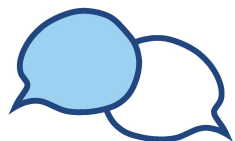


SUMMARIZE

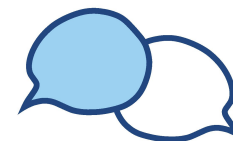


We summarize to understand and share the main idea and supporting details.

Less complex ⇨	More complex ⇨	Most complex ⇨
This is about ____.	The main idea of this source is ____.	<i>“Title”</i> by <i>Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand ___, but I want to know ___.	Add on • I'd like to add to what ___ said. I think ___. • I agree with you and ___. • Another example is ___.
Inquire • Can you tell us more about ___? • What do you think about ___? • What are some other perspectives?	Challenge ideas • I respectfully disagree because ___. • Why do you think that? • What is your evidence for ___?

Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

word

definition

 Illustrate: Draw a picture or diagram to help you remember the meaning of the word.	 Word Family: Write down different forms of the word.
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb?	 Translanguage: Translate the word and write it here

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