

<b>Strategy</b>	Visualizing	<b>Grade Level</b>	3/4/5
<b>Curriculum Area</b>	Reading	<b>Time Frame</b>	Follow Long-Term Planning Guide
<b>Developed By</b>	Julie Hansen, Anne Chobot & Genevieve McMahon		

**Identify Desired Results**

**Standards:**

- Check all that apply.**
- CCSS.ELA-Literacy.CCRA.R.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
- WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
- WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations.

<b>Knowledge:</b> Students at all levels of language proficiency interact with grade-level words and expressions, such as...	<b>Skills:</b> Students at all levels of English language proficiency will MAKE connections and JUSTIFY them with specific evidence from the text.  Students will be able to...
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Vocabulary associated with visualizing: sight, smell, touch, taste, hear, feel (emotions), matters of the heart, movie in mind/walk in the park, mental images	<ul style="list-style-type: none"> <li>• Categorize words or phrases from a text that invoke mental images by senses</li> <li>• Illustrate mental images drawn from a text</li> <li>• Explain personal “movie in mind” stimulated by text</li> <li>• Model how mental images increase comprehension of text chosen and read independently</li> </ul>
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Evidence of Desired Result:						
	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging	
<b>Reading &amp; Writing</b>	<input type="checkbox"/> Match phrases from text to sensory icons. <input type="checkbox"/> Copy words, phrases and short sentences from text that provoke visual images onto <u>Visualizing Chart</u> . <input type="checkbox"/> Communicate visual images provoked by text through drawings. <input type="checkbox"/> Explain in native language.	<input type="checkbox"/> Identify words from text that provoke visual images. <input type="checkbox"/> Make lists of words or phrases that provoke visual images using the <u>Visualizing Chart</u> . <input type="checkbox"/> Complete/Produce sentences from word phrase banks like “I smelled...I saw..., etc.” <input type="checkbox"/> Explain in native language.	<input type="checkbox"/> Identify details in texts that provoke visual images using <u>Visualizing Chart</u> . <input type="checkbox"/> String related sentences together to describe visual images. <input type="checkbox"/> Produce simple expository text explaining visual images. <input type="checkbox"/> Explain in native language	<input type="checkbox"/> Generate visual images with little to no prompting <input type="checkbox"/> Find details from text that support visual images. <input type="checkbox"/> Differentiate phrases from text that invoke mental images according to the five senses. <input type="checkbox"/> Take notes on <u>Visualizing Chart</u> . <input type="checkbox"/> Explain how details from text provoked visual images.	<input type="checkbox"/> Draw mental images from explicit and implicit text at or near grade level. <input type="checkbox"/> Answer analytical questions about how visual images increase comprehension of text. <input type="checkbox"/> Identify, explain and give examples of text that invoke mental images. <input type="checkbox"/> Produce extended responses explaining visual images approaching grade level.	<b>Level 6 - Reaching</b>

Visualizing Chart: Teachers may use Visualizing Chart found in Appendix A or create their own graphic support.