Literature Text: Fiction

ELD Standards:

ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Essential Questions: Why is it valuable to learn to read? How can I make sense of what I am reading?

Timeline	Eligible Content	Reading &	Speaking &	Assessment	
	Knowledge & Skills	Listening	Writing		
1 st MP And 3 rd MP	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the	CC.1.3.3.A Through reading determine the central message, lesson,	CC.1.3.3.A Determine the central message, lesson, or moral in literary text;	Weekly FUNDATIONS skill assessment FUNDATIONS Unit Test	
5	answers. E03.A-K.1.1.2	or moral in literary text; explain how it is	through speaking and writing explain how it is	Teacher Observation	
	Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message,	conveyed in text	conveyed in text. CC.1.3.3.B Through	Ticket Out the Door	
	lesson, or moral and explain how it is conveyed through key details in the text.		speaking and writing ask and answer questions	Student Work	
	E03.A-K.1.1.3 Describe characters in a story (e.g., their		about the text and make inferences from text;	Running Records	
	traits, motivations, feelings) and explain how their actions contribute to the sequence of events.		referring to text to support responses	DIBELS Writing Samples	So
			CC.1.3.3.C Through speaking and writing describe characters in a story and explain how their actions contribute to the sequence of events.		Rea
	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.		CC.1.3.3.D Through speaking and writing explain the point of view of the author		
	E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	CC.1.3.3.H Through Reading compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	CC.1.3.3.H Through speaking and writing compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		

Resources

FUNDATIONS

FUNDATIONS Story Set 1 and 2

FUNDATIONS Fluency Pack

Reading A to Z ELL

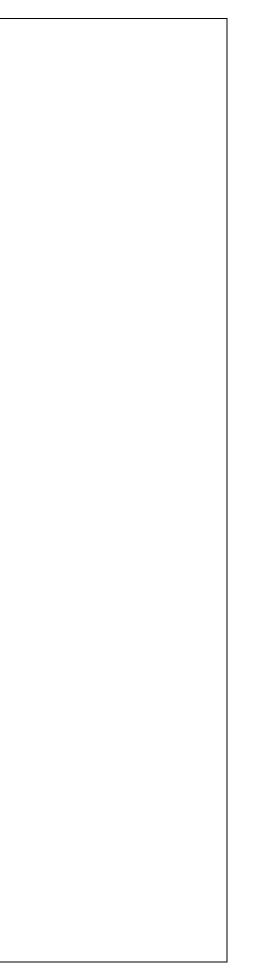
Starfall.com

BrainPop

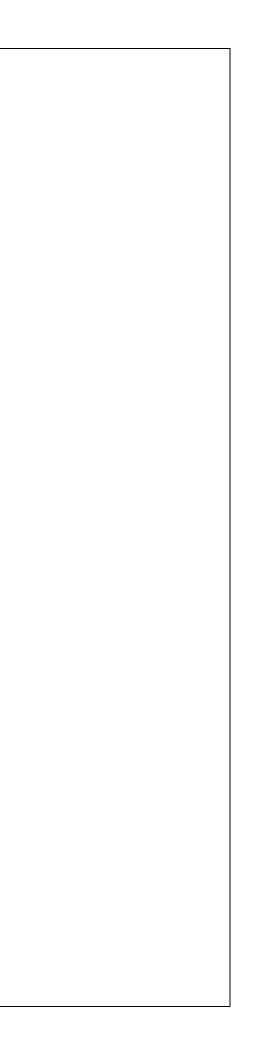
Imagine Learning

Scholastic (Teacher Store) Leveled Reading Passages Fiction/Nonfiction

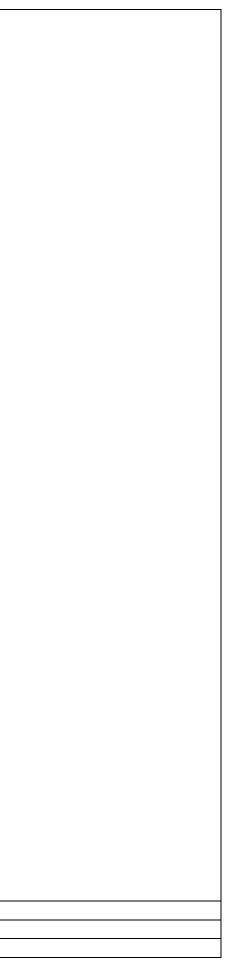
E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or phrase Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable,</i> <i>care/careless, heat/preheat).</i> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion).</i>	CC.1.3.3.1 Through Reading and Listening determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.		
E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps)</i> . Distinguish shades of meaning among related words (e.g., <i>knew, believed, suspected, heard, wondered</i>).	CC.1.3.3.F Through Reading and Listening determine the meaning of words and phrases as they are used in grade- level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. CC.1.3.3.J Through Reading and Listening acquire and use accurately grade- appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships.		



E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an	CC.1.4.3.N Through writing and speaking establish a situation and	
event sequence that unfolds naturally to support the writer's purpose	introduce a narrator and/or characters.	
E03.C.1.3.2	CC.1.4.3.0 Through writing and speaking use dialogue	
Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to	and descriptions of actions,	
develop experiences and events or to show the response of characters to situations	thoughts, and feelings to develop experiences and	
	events or show the	
	response of characters to situations	
E03.C.1.3.3	CC.1.4.3.P Through writing	
Use temporal words and phrases to signal event order	and speaking organize an event sequence that	
	unfolds naturally, using	
E03.C.1.3.4	temporal words and phrases to signal event	
Provide a sense of closure	order; provide a sense of	
	closure	
E03.D.1.1.1	CC.1.4.3.F Through writing	
Explain the function of nouns, pronouns, verbs,	and speaking demonstrate a grade-appropriate	
adjectives, and adverbs in general and their functions in particular sentences	command of the	
E03.D.1.1.2	conventions of standard English grammar, usage,	
E03.D.1.1.2 Form and use regular and irregular plural nouns	capitalization, punctuation,	
	and spelling.	
E03.D.1.1.3 Use abstract nouns (e.g., <i>childhood</i>)	CC.1.4.3.K Through	
	writing and speaking use a variety of words and	
E03.D.1.1.4 Form and use regular and irregular verbs	sentence types to appeal to the audience.	
E03.D.1.1.5 Form and use the simple verb tenses (e.g., <i>I walked</i> ;	CC.1.4.3.L Through writing and speaking demonstrate	
l walk; l will walk).	a grade-appropriate	
E03.D.1.1.6	command of the conventions of standard	
Ensure subject-verb and pronoun-antecedent agreement.*	English grammar, usage,	
	capitalization, punctuation,	
E03.D.1.1.7 Form and use comparative and superlative	and spelling.	
adjectives and adverbs, and choose between them	CC.1.4.3.R Through writing	
depending on what is to be modified.	and speaking demonstrate a grade-appropriate	
	command of the	



	 E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences. 	conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
	 E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness)</i>. E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words 	 CC.1.4.3.F Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.L Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.R Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.R Through writing and speaking demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	
	E03.D.2.1.1 Choose words and phrases for effect	CC.1.4.3.E Through writing and speaking choose words and phrases for effect. CC.1.4.3.K Through writing and speaking use a variety of words and sentence types to appeal to the audience. CC.1.4.3.Q Through writing and speaking choose words and phrases for effect.	
2 nd MP	See Non-Fiction Template		
3 rd MP	See 1 st Marking Period		
4 th MP	See Non-Fiction Template		1



Academic Vocabulary: (FICTION) Caption Cause/effect, When, then, if, since, because, title, setting, character, character trait, compare/contrast, in the same way, at the same time, as, event, fact, fiction, genre, because, since, above all, more important, surely, indeed, in fact, without a doubt, for example, even though, that is, specifically, a case in point, in other words, for instance, to illustrate, as proof, Fairy tale, fractured, play, script, narrator, first, second, next, finally, last, before, after, I believe, I think

Instructional Supports: Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. "I do, We do, You do")

Proficiency Level 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4	Profic
Entering	Emerging	Developing	Expanding	Bridgi
Visual support	Visual support	Visual support	Visual support	Video
Sensory support	Sensory support	Realia	Video	Graphic o
Realia	Realia	Video	Graphic organizers	Rubrics
Video	Video	Graphic organizers	Rubrics	Checklists
Graphic organizers	Graphic organizers	Rubrics	Checklists	Thesauru
Tiered assignments	Tiered assignments	Checklists	Thesaurus	Front load
Partner	Partner	Thesaurus	Partner/ group work	Modeling
Flexible grouping	Flexible grouping	Tiered assignments	Front load vocabulary	Writing co
Reteaching/Preteaching	Reteaching/Preteaching	Partner	Modeling Writing conferences with teacher	Build bacl
Modeling	Modeling Writing conferences with the	Flexible grouping	Build background knowledge and	connectio
Writing conferences with the teacher	teacher	Reteaching/Preteaching	connections to topic	Reciproca
Chunking for the writing process with	Chunking for the writing process with	Modeling Writing conferences with the	Reciprocal teaching opportunities within	groups an
explicit graphic organizers	explicit graphic organizers	teacher	groups and the class as a whole	Practical I
		Build background knowledge and		Real Wor
		connections to topic		

rtunities for student do, You do") iciency Level 5 ging

organizers

sts

- rus Partner/group work
- oad vocabulary
- ng
- conferences with teacher
- ackground knowledge and
- tions to topic
- ocal teaching opportunities within
- and the class as a whole
- al Examples
- orld Application

Informational Text: Non-Fiction

ELD Standards:

ELD Standard 1: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

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

ELD Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

ELD Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions: How do I learn new information from what I'm reading?

Timeline	Eligible Content	Reading &	Speaking &	Assessment
	Knowledge & Skills	Listening	Writing	
1 st MP	See Fiction Template			TBD
2 nd MP And 4 th MP	E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
	E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	CC.1.2.3.A Through Reading and Listening determine the main idea of a text; recount the key details and explain how they support the main idea	CC.1.2.3.A Determine the main idea of a text; through writing and speaking recount the key details and explain how they support the main idea. CC.1.2.3.B Through writing and speaking ask and answer questions about the text and make	
	E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect		inferences from text; refer to text to support responses. CC.1.2.3.C Through writing and speaking explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	

Resources

TBD

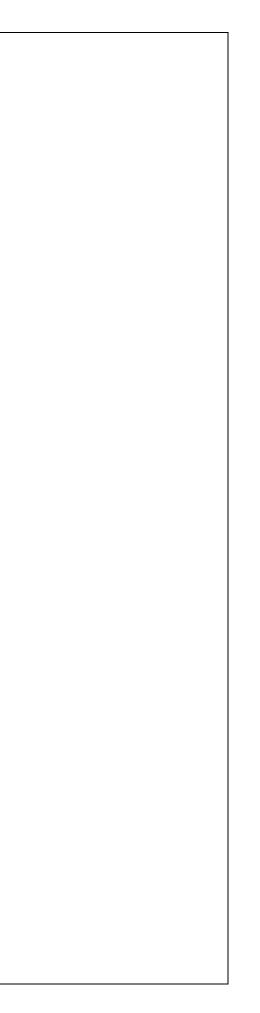
Scholastic

Reading A to Z

03.B-C.2.1.1				
explain the point of view from which a text is vritten.		CC.1.2.3.D Through speaking and writing explain the point of view of the author.		
raphics, charts) and search tools (e.g., key words, idebars, hyperlinks) to efficiently locate information elevant to a given topic	CC.1.2.3.E Through reading use text features and search tools to locate and interpret information.			
E03.B-C.3.1.1 Describe the logical connection between particular tentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, irst/second/third in a sequence).		CC.1.2.3.G Through writing and speaking use information gained from text features to demonstrate through speaking and writing understanding of a text.		
		CC.1.2.3.H Through speaking and writing describe how an author connects sentences and paragraphs in a text to support particular points.		
E03.B-C.3.1.2 Compare and contrast the most important points and tey details presented in two texts on the same topic.		CC.1.2.3.I Through speaking and writing compare and contrast the most important points and key details presented in two texts on the same topic.		
03.B-C.3.1.3				
Jse information gained from illustrations, maps, photographs, and the words in a text to lemonstrate understanding of the text (e.g., where, when, why, and how key events occur).				
Determine or clarify the meaning of unknown and nultiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or ohrase Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,	CC.1.2.3.F Through reading and listening determine the meaning of words and phrases as they are used in grade- level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.			
	 D3.B-C.2.1.2 Use text features (e.g., headings, aphics, charts) and search tools (e.g., key words, debars, hyperlinks) to efficiently locate information levant to a given topic D3.B-C.3.1.1 escribe the logical connection between particular intences and paragraphs to support specific points a text (e.g., comparison, cause/effect, st/second/third in a sequence). D3.B-C.3.1.2 D3.B-C.3.1.2 organe and contrast the most important points and ey details presented in two texts on the same topic. D3.B-C.3.1.3 se information gained from illustrations, maps, hotographs, and the words in a text to smonstrate understanding of the text (e.g., here, when, why, and how key events occur). D3.B-V.4.1.1 etermine or clarify the meaning of unknown and ultiple-meaning words and phrases based on ade 3 reading and content, choosing flexibly from range of strategies. se context as a clue to the meaning of a word or mrase etermine the meaning of the new word formed hen a known affix is added to a known word (e.g., greeable/disagreeable, comfortable/uncomfortable, precable/disagreeable, comfortable/uncomfortable, precable/disagreeable/disagreeable, comfortable/uncomfortable, precable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagreeable/disagre	D3.B-C.2.1.2 Use text features (e.g., headings, aphics, charts) and search tools (e.g., key words, debars, hyperlinks) to efficiently locate information levant to a given topic CC.1.2.3.E Through reading use text features and search tools to locate and interpret information. D3.B-C.3.1.1 Secribe the logical connection between particular information. Information. D3.B-C.3.1.1 Secribe the logical connection between particular information. Information. D3.B-C.3.1.2 Secribe the logical connection between particular information gained from illustrations, maps, biolographs, and the words in a text to emonstrate understanding of the text (e.g., here, when, why, and how key events occur). CC.1.2.3.F Through reading and listening determine or clarify the meaning of unknown and ultiple-meaning words and phrases based on rase is context as a clue to the meaning of a word or insee termine the meaning of the new word formed here a known affix is added to a known word (e.g., <i>treesbic/disagreeable, comfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/uncomfortable/unco</i>	 Pitten. explain the point of view of the author. Pitten. <l< td=""><td>x11 Enc. cuplan the point of view of the author. x13 B-C.2.12 Use text features (e.g., headings, ghics, that's) and search tools (e.g., key words, adding use text features and search tools to locate and interpret information. cC.1.2.3.G. Through withing and speaking use information glined from text features to support specific points on taxet tools to locate and interpret information. x13 B-C.3.11 cC.1.2.3.G. Through withing and speaking use information glined from text features to domonstrate the support specific points at tox (e.g., compatible, cuplents), cupport specific points and text (e.g., cupport specific points and view of withing and speaking and writing use information glined from text features and contrast the most important points and upper and contrast the most important points and upper and contrast the support particular points. cC.1.2.3.I. Through speaking and writing too support specific points and upper and contrast the most important points and upper and contrast the important points and upper and contrast the important points and upper examples in a text to support particular points. x3.B-C.3.13 cC.1.2.3.F. Through reading and itterning derivers in a tot to important points and upper examples in a text to important points and the words in a tot to advise and the words in a tot to advise and to advise and from text (e.g., may, then, why, and the words in a tot to advise and term in the meaning of the text (e.g., may, then, why, and the words in a tot to advise and torm and itterning determine the meaning of the meaning of a word or advise advise advise and contrast the meaning of a word or advise advise advise advise advise advise advise advis</td></l<>	x11 Enc. cuplan the point of view of the author. x13 B-C.2.12 Use text features (e.g., headings, ghics, that's) and search tools (e.g., key words, adding use text features and search tools to locate and interpret information. cC.1.2.3.G. Through withing and speaking use information glined from text features to support specific points on taxet tools to locate and interpret information. x13 B-C.3.11 cC.1.2.3.G. Through withing and speaking use information glined from text features to domonstrate the support specific points at tox (e.g., compatible, cuplents), cupport specific points and text (e.g., cupport specific points and view of withing and speaking and writing use information glined from text features and contrast the most important points and upper and contrast the most important points and upper and contrast the support particular points. cC.1.2.3.I. Through speaking and writing too support specific points and upper and contrast the most important points and upper and contrast the important points and upper and contrast the important points and upper examples in a text to support particular points. x3.B-C.3.13 cC.1.2.3.F. Through reading and itterning derivers in a tot to important points and upper examples in a text to important points and the words in a tot to advise and the words in a tot to advise and to advise and from text (e.g., may, then, why, and the words in a tot to advise and term in the meaning of the text (e.g., may, then, why, and the words in a tot to advise and torm and itterning determine the meaning of the meaning of a word or advise advise advise and contrast the meaning of a word or advise advise advise advise advise advise advise advis



Use a known nord wide his same root (e.g., company, companio). C1.12.34. Through reading and iscarding the meaning of and manacis in word meanings of meaning of unknown and (e.g., know, balened, augusted, heard, wordword). C1.12.34. Through reading and iscarding the meaning of unknown and meaning words and phrases. Located is the unknown balened, augusted, heard, wordwords and phrases. C1.12.34. Through reading and issamp and phrases. E83.C.1.10 Instructure that loss reasons to support the writer's purpose CC.1.4.31. Through reasons. CC.1.4.31. Through relationships. E93.C.1.12 Instructure that upsport the opinion and reasons. CC.1.4.31. Through writing and spacking oresta and essons instructure the writer's purpose CC.1.4.31. Through writing and spacking oresta and essons instructure the unknew writer is purpose. E93.C.1.12 Instructure that upsport the opinion and reasons. CC.1.4.31. Through writing and spacking oresta and essons instructure the unknew writer's purpose. CC.1.4.30. Through writing and spacking oresta and spacking oresta				_
E93.B-V.41.2 Demonstrate understanding of word relationships and numers in word meanings Distinguish the literal and nonitrate meanings of words and phrases is not text (e.g., <i>BKS</i> 1950). Distinguish thatase of meaning among visualed words (e.g., <i>Knew, believed, suggested, head, wonderdor,</i> (e.g., <i>Knew, believed, s</i>	an unknown word with the same root (e.g.,			
Introduce the topic or text for the intended audience, state an opinion and situation or spatial structure that lists reasons to support the writer's purpose CC.1.4.3.1 Through writing and spaking infroduce the topic and state an opinion on the topic. E03.C.1.1.2 Provide reasons that support the opinion CC.1.4.3.1 Through writing and spaking support an opinion on the topic. E03.C.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. CC.1.4.3.1 Through writing and spaking support an opinion with reasons. E03.C.1.1 Provide a concluding statement or section CC.1.4.3.1 Through writing and spaking support an opinion with reasons. E03.C.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons linked in a logical order with a concluding statement or section CC.1.4.3.1 Through writing and spaking support an opinion with reasons. E03.C.1.1 Provide a concluding statement or section CC.1.4.3.1 Through writing and spaking create an opinion with reasons linked in a logical order with a concluding statement or section. E03.C.1.2 CC.1.4.3.2 Through reasons linked in a logical order with a concluding statement or section. CC.1.4.3.0 Through writing and speaking create an organizational structure that includes information group related information, specific the topic with facts, definitions, and/or definiting and listening decing and listening decing and listening decing	Demonstrate understanding of word relationships and nuances in word meanings Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Distinguish shades of meaning among related words	reading and listening determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of	writing and speaking acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal	
Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasonsCC.1.4.3.J Through writing and speaking create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.CC.1.4.3.B Through reading and listening identify and introduce the topic.CC.1.4.3.D Through writing and speaking create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.E03.C.1.2.1 Develop the topic with facts, definitions, and/or detailsCC.1.4.3.C Through reading and listening identify and introduce the topic.CC.1.4.3.C Through reading and listening identify and introduce the topic.E03.C.1.2.3 Use linking words and phrases (e.g., <i>also, another, and, more, but)</i> to connect ideas within categories of informationCC.1.4.3.CThrough writing and speaking create an organizational structure that includes information grouped and connected logically with a concluding statement or sectionE03.C.1.2.4Use linking words and phrases (e.g., <i>also, another, and, more, but)</i> to connect ideas within categories of informationCC.1.4.3.C	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose E03.C.1.1.2	reading and listening support an opinion with	writing and speaking introduce the topic and state an opinion on the topic. CC.1.4.3.I Through writing and speaking support an	
Introduce a topic for the intended audience, and group related information together to support the writer's purpose.CC.1.4.3.B Through reading and listening identify and introduce the topic.CC.1.4.3.D Through writing and speaking create an organizational structure that includes information grouped and connected logically with a concluding statement or sectionE03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of informationCC.1.4.3.C Through reading and listening develop the topic with facts, definitions, details, and illustrations, as appropriate.CC.1.4.3.D Through writing and speaking create an organizational structure that includes information grouped and connected logically with a concluding statement or sectionE03.C.1.2.4E03.C.1.2.4E03.C.1.2.4	Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect an opinion and reasons E03.C.1.1.4		and speaking c reate an organizational structure that includes reasons linked in a logical order with a concluding statement or	
	Introduce a topic for the intended audience, and group related information together to support the writer's purpose. E03.C.1.2.2 Develop the topic with facts, definitions, and/or details E03.C.1.2.3 Use linking words and phrases (e.g., <i>also, another,</i> <i>and, more, but</i>) to connect ideas within categories of	reading and listening i dentify and introduce the topic. CC.1.4.3.C Through reading and listening develop the topic with facts, definitions, details, and illustrations, as	writing and speaking create an organizational structure that includes information grouped and connected logically with a concluding	
Provide a concluding statement or section				
	Provide a concluding statement or section			



			1
3 rd MP	See Fiction Template		
4 th MP	See 2 nd MP		1

Academic Vocabulary: (Nonfiction) For these reasons, in conclusion, all in all, overall, opinion, in other words, that is to say, in short, for example, for instance, to illustrate, as proof, specifically

Instructional Supports: Instructional Support (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. "I do, We do, You do")

Proficiency Level 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4	Profic
Entering	Emerging	Developing	Expanding	Bridgi
Visual support	Visual support	Visual support	Visual support	Video
Sensory support	Sensory support	Realia	Video	Graphic o
Realia	Realia	Video	Graphic organizers	Rubrics
Video	Video	Graphic organizers	Rubrics	Checklists
Graphic organizers	Graphic organizers	Rubrics	Checklists	Thesaurus
Tiered assignments	Tiered assignments	Checklists	Thesaurus	Front load
Partner	Partner	Thesaurus	Partner/ group work	Modeling
Flexible grouping	Flexible grouping	Tiered assignments	Front load vocabulary	Writing co
Reteaching/Preteaching	Reteaching/Preteaching	Partner	Modeling Writing conferences with teacher	Build back
Modeling	Modeling Writing conferences with the	Flexible grouping	Build background knowledge and	connectio
Writing conferences with the teacher	teacher	Reteaching/Preteaching	connections to topic	Reciproca
Chunking for the writing process with	Chunking for the writing process with	Modeling Writing conferences with the	Reciprocal teaching opportunities within	groups an
explicit graphic organizers	explicit graphic organizers	teacher	groups and the class as a whole	Practical E
		Build background knowledge and		Real Worl
		connections to topic		

iciency Level 5 ging

organizers

ts

- us Partner/group work
- ad vocabulary
- ng
- conferences with teacher
- ckground knowledge and
- ions to topic
- cal teaching opportunities within
- and the class as a whole
- l Examples
- orld Application