



Acceleration Model Planning Form

Date _____ Unit _____

Days/Times of Support _____

Student (s) _____

Text/Book Title _____

Essential Questions and Information for the unit (refer to standards):

Key Vocabulary Words/Phrases from the book

-
-
-
-
-
-
-
-
-



Grammatical Structures/Sentence Level from the book.

You need to find sentence structures in the book that match a language function on page 3 or 4.

(Ex. Sentences combining with "so"- "Adam is tired, so he goes to bed." This matches the language function of Cause/Effect.)

1. _____

2. _____

Word Work from the book (Ex. Words with soft and hard "c" sounds-city, mice vs. country, color).

1. _____

2. _____



Academic or Social Language Function (choose one that matches the sentence structures in the book).

The numbers in parentheses tell you which number it corresponds to on pages 7 -10.

Levels	Academic/Social Language Functions	Definitions
<p>Beginning/ Advanced Beginning-Level 1</p>	<ul style="list-style-type: none"> ○ Classify (#5) ○ Predict (#18) ○ Sequence (#4) ○ Tell time ○ _____ 	<p>group objects or ideas according to their characteristics</p> <p>suggest cause or outcome</p> <p>put objects, ideas, numbers, or events into particular order through role-playing, visuals, or retelling</p> <p>use pointing, gestures, words and expressions to talk about calendar and tell time</p>
<p>Intermediate-Level 2</p>	<ul style="list-style-type: none"> ○ Compare and Contrast (#3) ○ Describe(#14) ○ Express position ○ Inquire (#1) ○ Report/Inform (#2) ○ Cause and Effect ○ _____ 	<p>describe similarity and/or differences in objects, ideas, or between print, visual, and electronic media</p> <p>name/label; describe immediate surroundings; give and account of an event/action, object, person, and/or characteristics</p> <p>tell where something is; use prepositional phrases of location</p> <p>ask questions to obtain information or directions</p> <p>share or recount personal or other factual information</p> <p>identify relationships between different events or parts</p>



Advanced-Level 3	○ Analyze (#6)	Separate whole into parts; identify relationships and patterns; identify cause and effect; interpret important events and ideas
	○ Evaluate (#11)	Assess and verify the worth of an object, idea, or decision
	○ Explain (#16)	Express an understanding of a process, an event, or idea; give the “why” when providing information
	○ Justify/ Persuade (#8)	Give reasons for action, decision, point of view; convince others by clarifying and supporting with evidence, elaborations, and examples
	○ Solve problems (#9)	Define and represent a problem and determine a solution
	○ Synthesize (#10)	Combine or integrate spoken or written ideas to form a new whole; summarize; draw conclusions from information gathered from multiple sources
	○ _____	

Additional Sentence Frames to provide to students to use orally when answering questions (i.e. ELD Review or Assessment).

These sentence frames should match your Language Function, but they might be different from the sentence structures in the book. You can use pages 7-10 to find some examples of sentence frames that match the Language Function. Write appropriate sentences for your students below.

1. _____

2. _____



GLAD /ELD Strategies (choose the ones that apply)

Strategy	Notes/Comments
<p>ELD Review of a narrative text – either from the book or on the wall. ELL Support staff asks leveled questions on the text.</p>	
<p>ELD Group Frame on narrative-students give oral retell of a narrative. ELL Support staff writes it down.</p>	
<p>Sentence Patterning Chart (Adjectives, Nouns, Verb , Adverb, Prepositional phrase). Teacher gives plural noun. Students brainstorm adj, verb, adverb, and prep phrases. They use the words to make sentences or put into a poetry frame (like <i>Here, There</i> chant).</p>	<p>Noun will be: _____ (plural)</p>
<p>ELD Review of informational text – Informational text includes pictorial input, informational book, or chant. ELL Support staff asks leveled questions on the text.</p>	
<p>ELD Group Frame on informational text-students orally give facts about information from pictorial, book or chant. ELL Support staff writes it down.</p>	
<p>Process Grid</p>	



Assessment appropriate for ELD Levels (How will you know that the students mastered the skills and strategies taught?)

Comments

Additional Resources



Academic Language Function	Academic Language Forms: Examples of Sentence Frames that you might provide to students to use orally when answering questions (i.e. ELD Review or Assessment).
1. Inquire / Seek Information	<p>Who is _ ?</p> <p>What is _____?</p> <p>Where did _____ come from?</p> <p>When did _____ ?</p> <p>Where do we find _____ ?</p> <p>Who discovered _____?</p> <p>How does _____ (affect/impact) what we are doing? How do you use _____?</p> <p>When was ____ (invented/discovered)?</p> <p>How did you figure out _____?</p> <p>I will look for _____ in the _____.</p> <p>I will research for _____ in the _____.</p>
2. Report/ Inform	<p>This looks like _____.</p> <p>This appears to be _____.</p> <p>It feels like _____.</p> <p>_____ sounds like _____.</p> <p>_____ happens when _____.</p> <p>I learned that _____.</p> <p>Characteristics of _____ are _____.</p> <p>When we did __ experiment, _____ happened.</p> <p>I read a book about _____ and learned that _____.</p> <p>The characteristics of _____ are _____.</p> <p>I will tell you about _____.</p> <p>I will inform _____ about _____.</p>
3. Compare	<p>These ____ are (similar/different) because _____.</p> <p>The (differences/similarities) are _____.</p> <p>Things ____ have in common are ____, ____, and ____.</p> <p>_____ is (the same as/similar to/different from) _____ because ____.</p> <p>_____ and _____ have the following in common: _____. _____ is (bigger/smaller/heavier/darker/lighter/softer/ louder/longer/shorter) than _____.</p> <p>_____ and _____ are (the same/similar/different) because ____.</p> <p>_____ is most like me because _____ ..</p> <p>(Compare and contrast words and phrases – similarly, but, however, conversely, even so, otherwise, even though, on the other hand, in the same way)</p>
4. Sequence	<p>First _____ and then _____.</p> <p>First _____. Next __. Last __.</p> <p>In the beginning _____. This was followed by _____. Finally _____.</p> <p>_____ did _____ then _____.</p> <p>The first thing we did was _____. Then, we _____. After that, we _____.</p>



	(before, after, then, next, during, finally, sometimes, often, first, second, third, earlier, later, now, last, at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, in time, in turn, later on, meanwhile, soon, in the meantime, while, simultaneously, afterward)
5. Classify	<p>This one belongs in this group because _____.</p> <p>We should put these together because _____.</p> <p>We classified these as _____ because _____. I sorted these into these groups because _____.</p> <p>_____ (belongs/doesn't belong) to this group because _____.</p> <p>_____ (fits/does not fit) in this group because _____.</p> <p>A _____ (is/is not) a _____ because _____.</p> <p>_____ and _____ (do/do not) go together because _____.</p> <p>If _____ (has/does not have) then it belongs.</p> <p>_____ (is/is not) in this group.</p> <p>_____ and _____ go together because _____.</p> <p>_____ and _____ are classified in the same group because _____.</p>
6. Analyze	<p>What happened was _____.</p> <p>I think that _____.</p> <p>This is why _____ because _____. After _____ we found that _____.</p> <p>The data shows _____.</p> <p>We found out that _____.</p> <p>The main ideas and details are _____, _____ and _____.</p> <p>The different parts are _____, _____ and _____.</p>
7. Infer	<p>This looks like _____.</p> <p>This appears to be _____.</p> <p>It feels like _____.</p> <p>_____ sounds like _____.</p> <p>_____ happens when _____.</p> <p>I learned that _____.</p> <p>The _____ means _____.</p> <p>_____ will happen because _____.</p> <p>We predict that _____ will occur because _____.</p> <p>Because _____, _____ will happen.</p> <p>I think _____ will happen first.</p>
8. Justify and Persuade	<p>You should consider this _____ because _____. This is better than _____ because _____.</p> <p>I decided on this _____ because _____.</p> <p>_____ is important because _____.</p> <p>My evidence will support that _____ is important because _____.</p> <p>I think _____ will happen because _____.</p>



9. Solve Problems	<p>We solved the problem by doing _____ first, _____ next, and finally _____.</p> <p>I solved the problem by doing _____ and _____ and I came up with _____.</p> <p>We noticed _____. So we _____ and _____ to solve the problem.</p> <p>I would _____ to solve _____.</p> <p>I would _____, _____.</p>
10. Synthesize	<p>The main idea of what I (read) is _____.</p> <p>This reminds me of _____.</p> <p>A _____ which is similar to (this) is _____.</p> <p>I learned that _____ because _____. For example, _____.</p> <p>When _____ and _____ happened I knew that _____ and _____ would happen.</p> <p>I know _____ happened so _____ will happen next.</p> <p>I know _____ so _____.</p>
11. Evaluate	<p>I believe _____ is valid because _____.</p> <p>It was evident that _____.</p> <p>_____ is the most important reason because _____.</p> <p>A good _____ looks like this _____.</p> <p>This could be improved if _____.</p> <p>I should not have _____ because _____.</p> <p>I like the story because _____.</p>
12. Give an Opinion or Personal Response	<p>I think _____.</p> <p>I think _____ because _____.</p> <p>I feel _____ is (similar, better, different) than _____ because _____.</p> <p>This (will, won't) work because _____.</p> <p>I (agree/disagree) with _____ because _____.</p> <p>_____ Made the (right/wrong) choice when _____.</p> <p>This reminds me of _____.</p> <p>I do/don't like _____ because _____.</p> <p>I thought that _____ was _____.</p>
13. Narrate * see also <i>Sequence</i>	<p>When I _____.</p> <p>In the (beginning, then, next, after that, in the end, etc) _____.</p> <p>There once was _____.</p> <p>Once upon a time _____.</p> <p>I remember _____.</p> <p>I remember when _____.</p> <p>One time _____.</p>
14. Describe	<p>The story was about _____.</p> <p>It seemed to _____.</p> <p>The _____ is (above, under, next to, between) the _____.</p> <p>It (smelled, looked, tasted, felt, sounded) like _____.</p> <p>These are the steps I followed: _____.</p> <p>I observed that _____.</p> <p>In the picture, the _____ has _____ and _____.</p>



	<p>I put the _____ on the _____.</p> <p>The character was _____.</p>
15. Give Instructions	<p>First you _____ next/then you _____ and finally you _____ .</p> <p>You must _____ prior to _____ in order that _____ happens.</p> <p>The (first/next/then) step is _____.</p> <p>To (action words) the _____.</p> <p>You (should/must) _____.</p> <p>When you (finished/do/etc) the (process/steps/etc) you have _____.</p>
16. Explain	<p>I know that _____ because _____.</p> <p>My hypothesis is _____.</p> <p>I (multiply, added) and the (result, product) was _____. The conclusion is _____ because _____.</p> <p>I think _____ because _____.</p> <p>The reason _____ happened is because _____.</p> <p>The solution to this problem is _____. I know this because _____.</p> <p>_____ happened because _____.</p> <p>My observation shows that _____ occurred because _____.</p>
17. Present and Support and argument	<p>I think _____ because _____.</p> <p>We should _____ because _____. There are a lot of reasons for _____.</p> <p>For example _____, _____, _____. Because of all these reasons, I think _____.</p> <p>I would like to tell you why I think _____.</p> <p>I (believe/know) _____ because _____.</p> <p>When _____ happened I knew that _____ would occur because __ and _____.</p> <p>_____ is the best/worst because _____.</p> <p>It is apparent that _____ is the most/least beneficial because _____.</p>
18. Predict / Hypothesize	<p>I (think/predict) that _____ will happen when we _____.</p> <p>If we _____ then _____ will happen. When we _____ then _____.</p> <p>I (think/predict/hypothesize) _____ will happen because _____.</p> <p>Let's try _____ because then _____.</p> <p>I (think/predict) _____ will occur.</p> <p>Based on _____, I think _____ will happen.</p>



Guide to Using the Form

- Read text stopping frequently to talk about concepts/pictures. Ask students **leveled questions**; emphasize **key vocabulary**. Use **GLAD ELD review** strategy.
- Have students join you in reading as they are comfortable-do this choral reading activity more than once if needed.
- Write **key vocabulary** on sticky notes and have students come up and place them in text as the words are read.
- Use the **GLAD ELD Group Frame** to assess their language and content knowledge.
- When students are comfortable with text, move into sentence level activities (**grammatical structures/sentence level**). Always connect with text. Make word cards and sentence frames with blanks; have students fill out the blanks with appropriate word cards. Use **Sentence Patterning Chart** if appropriate.
- **Word work**-have students identify words with patterns listed in text (it is important that they do a word hunt and discover words by themselves opposed to you giving them a list). Make sure you provide many opportunities for students to encode the words (put the words back into text).