Inclusive Planning: Language, Literacy & Content

Timeframe _____   **Unit/Theme/Genre** _____

Days/Times of Support _____

Text _____

| Student(s)						
Profile						
*Goal(s)						
Progress Monitoring *Reader's behavior/ repertoire of strategies						

Language & Literacy	*Formal Semantics*
Purpose: To develop comprehension beyond the text	What do I need to consider and execute to ensure all of my students have full comprehension of big concepts and ideas that are necessary to fully engage in <u>higher level thinking that goes beyond the theme/concept/text</u>?

Formal Semantics: Essential Questions and Key Information (genre/purpose) for the unit/text (refer to standards**):**

Ask: When finished with this text, what big concepts do I want my students to understand and communicate orally and in writing?
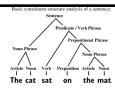
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Activate & Build: Conceptual & Lexical Semantics

Oral Language: Speaking & Listening *Pre Assessment as Learning*	*Schematic*	*Pragmatic*	*Lexical*
Purpose: To enter students' funds of knowledge, identify strengths, build on those assets to the language level of the text by lifting it from the text and using scaffolding strategies to elevate students' schema, pragmatic and lexical cueing systems.	What do I need to consider and execute as a teacher to ensure all students have <u>schema</u> for the theme/concept/text? How do I elevate and involve my students who have this experience? (Including pre assessment, comprehensible input, process, output)	What do I need to consider and execute to ensure all of my students have been exposed to the languages/concept/theme in <u>authentic settings</u>, outside of the classroom? How did the teacher make the language <u>relevant</u> to students?	What do I need to consider and execute to ensure all of my students have the <u>KEY words/phrases</u> in the theme/concept/text as a part of their lexical cueing system?

Big Concepts, Key Vocabulary Words/Phrases	Scaffolding Strategies: Asking questions, providing visuals/realia, demonstrating, repeating, labeling, matching/sorting/categorizing, connecting to students dominant language, moving from concrete to abstract and from known to unknown

Accelerate & Transfer

Reading & Writing	Syntactic
Purpose: Provide students with opportunities to practice/recycle academic language using proper grammatical forms and functions	What do I need to consider and execute to ensure all of my students have an understanding and are able to use the syntax and grammar that dominates this theme/concept/text?

Grammatical Structures/Sentence Level from the book.

**Find sentence structures in the text. (Reference Academic Language Functions & Forms document. *Ex. Sentences combining with "so"- "Adam is tired, so he goes to bed." This matches the language function of Cause/Effect.)*

1._____

_____

2._____

_____

Reading & Writing	*Graphophonic*
Purpose: Provide students with opportunities to **discover** sounds and sound patterns in <u>familiar</u> words from text.	What do I need to **consider and execute** to ensure all of my students have an **opportunity to discover** sounds and sound patterns in this text?

Choose 2-4 groups of words with the same sound pattern from the text (Ex. Words with <mark>soft and hard "c"</mark> sounds-<mark>c</mark>ity, mi<u>c</u>e vs. <mark>c</mark>ountry, <mark>c</mark>olor).

1._____

_____

2._____

_____

3._____

_____

Inclusive Assessment(s): What big concepts did I want my students to understand and communicate orally and/or in writing? What words do I want my students to be able to recognize? Assessments must be differentiated and include pictures, words, labels, sentence frames, color coding used throughout the small group work.

Academic Language Functions & Forms

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

	(before, after, then, next, during, finally, sometimes, often, fist, 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	This one belongs in this group because _____. We should put these together because _____. We classified these as _____ because _____. I sorted these into these groups because _____. This (belongs/doesn't belong) to this group because _____. _____ (fits/does not fit) in this group because _____ . A _____ (is/is not) a ____ because _____ . _____ and _____ (do/do not) go together because _____ . If _____ (has/does not have) then it belongs. _____ (is/is not) in this group. _____ and _____ go together because _____. _____ and _____ are classified in the same group because _____.
6. Analyze	What happened was _____. I think that _____. This is why _____ because _____. After _____ we found that _____. The data shows _____. We found out that _____ The main ideas and details are _____, _____ and _____. The different parts are _____, _____ and _____.
7. Infer	This looks like _____. This appears to be _____. It feels like _____. _____ sounds like _____. _____ happens when _____. I learned that _____. The _____ means _____ . _____ will happen because _____. We predict that _____ will occur because _____ . Because _____, _____ will happen. I think _____ will happen first.
8. Justify and Persuade	You should consider this _____ because _____. This is better than _____ because _____. I decided on this _____ because _____. _____ is important because _____ . My evidence will support that _____ is important because _____ . I think _____ will happen because _____.
9. Solve Problems	We solved the problem by doing _____ first, _____ next, and finally _____. I solved the problem by doing _____ and _____ and I came up with _____ . We noticed _____. So we _____ and _____ to solve the problem. I would _____ to solve _____. I would _____, _____.

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

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