

ELP Standard	Teacher Actions	Student Actions	Strategies	DOK Sentence Frames
<p>ELP 1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing</p>	<p>Word board Graphic organizers CCD Flashcards Reading aloud Listening Sketch in margins Sentence frames PowerPoint Research, Model Socratic seminar Provide question prompts Fish bowl, teacher monitoring for reading with discussions Interactive Journals</p>	<p>Identification Guess, draw, Define, sentence Draw and write Active listening Reading Taking notes, numbering paragraphs, circling unknown words Oral Presentation Portfolios Internet, decipher, analyze Written responses Pair writing/peer editing discussions</p>	<p><input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads, PAX sticks) <input type="checkbox"/> Explicit vocabulary instruction <input type="checkbox"/> Visuals <input type="checkbox"/> Sketching <input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> Cornell Notes <input type="checkbox"/> Text and You <input type="checkbox"/> Visuals <input type="checkbox"/> Sentence frames</p>	<p>1) Can you select _____? 2) Can you explain how _____ affected _____? 3) How would you describe the sequence of _____? 4) What information can you gather to support your idea about _____? 1) How would you describe _____? 2) How would you summarize _____? 3) Can you elaborate on the reason _____? 4) Gather information to develop alternative explanations for _____.</p>
<p>ELP 2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comments and questions</p>	<p>Clarify, explain, model Providing introduction to texts and topics Check for understanding Introduce selection, model and scaffold Give prompts, check for understanding</p>	<p>Cloze reading Context clues Sentence structure Academic talk Student to student discourse Demonstrate the modeled prompt with grade-level written responses</p>	<p><input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> Journaling <input type="checkbox"/> Compare and Contrast Map <input type="checkbox"/> Mind map <input type="checkbox"/> CUBES</p>	<p>1) What is _____? 2) How would you compare _____? Contrast _____? 3) What conclusions can be drawn from these three texts? 4) Apply information from one text to another text to develop a persuasive argument.</p>
<p>ELP 3: Speak and write about grade-appropriate complex literary and informational texts and topics</p>	<p>Clarify and explain Define vocabulary – claim, reasoning, and evidence Check for understanding Model where to find the claim Model paraphrasing</p>	<p>Gather information Facts for support Write, draw, talk Express an opinion about a familiar topic or story Provide evidence for opinion Progressive responses depend on grade-level</p>	<p><input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Text-annotation <input type="checkbox"/> Accountable talk</p>	<p>1) Can you recall _____? 2) What would you use to classify _____? 3) What facts would you select to support _____? 4) Write a thesis, drawing conclusions from multiple sources.</p>
<p>ELP 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</p>	<p>Provide essential question Model effective research Rubrics for research Teacher makes approvals of topics Graphic organizers Use creative sentence stems, providing and explaining details and evidence Demonstrate how to use resources</p>	<p>Communicate findings written and orally Conduct research Organize ideas Note-taking Self-assessment using rubrics Reading materials Online resources Draw on student previous knowledge, lessons and materials</p>	<p><input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> 2-minute elevator speech <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journaling <input type="checkbox"/> Sentence frames <input type="checkbox"/> Cornell Notes</p>	<p>1) What might you include on a list about _____? 2) What steps are needed to edit _____? 3) Can you formulate a theory for _____? 4) Design and conduct an experiment.</p>
<p>ELP 5: Conduct research and evaluate and communicate findings to answer questions or solve problems</p>	<p>Provide essential question Model effective research Rubrics for research Teacher makes approvals of topics Graphic organizers Use creative sentence stems, providing and explaining details and evidence Demonstrate how to use resources</p>	<p>Communicate findings written and orally Conduct research Organize ideas Note-taking Self-assessment using rubrics Reading materials Online resources Draw on student previous knowledge, lessons and materials</p>	<p><input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> 2-minute elevator speech <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journaling <input type="checkbox"/> Sentence frames <input type="checkbox"/> Cornell Notes</p>	<p>1) What might you include on a list about _____? 2) What steps are needed to edit _____? 3) Can you formulate a theory for _____? 4) Design and conduct an experiment.</p>

ELP Standard	Teacher Actions	Student Actions	Strategies	DOK Frame
ELP 6: Analyze and critique the arguments of others orally and writing	Model Provide materials Student to Student discourse Pose leading conversational questions Formatted sentences / stems	Student generate analysis Use materials (real text) Offering opinions based on textual evidence Students defend arguments Asking questions, explaining their thinking, providing rationale	<input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> Journaling <input type="checkbox"/> Compare and Contrast Map <input type="checkbox"/> Mind map	<ol style="list-style-type: none"> 1) When did _____ happen? 2) What did you notice about _____? 3) Can you predict the outcome if _____? 4) Apply information from one text to another text to develop a persuasive argument.
ELP 7: Adapt the language choices to purpose, task, and audience when speaking and writing	Vocab posted in classroom Purposeful in use of content and language (vocab) Provides opportunities to express thoughts in a variety of settings Learning targets Read aloud, Sentence Patterning Chart	Adapt language to fit content/audience Identify appropriate language for a form or audience Restating the learning target/with student turn and talk Think ink, pair share Use white boards/modeling	<input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> CCD <input type="checkbox"/> Frayer vocabulary model <input type="checkbox"/> Mind map <input type="checkbox"/> Chants <input type="checkbox"/> Sentence stems	<ol style="list-style-type: none"> 1) How can you find the meaning of _____? 2) How are _____ alike and different? 3) How is _____ related to _____? 4) Gather information to develop alternative explanations.
ELP 8: determine the meaning of words and phrases in oral presentations and literary and informational text	Provide challenging text Model strategies (Identify meaning of unknown words) Context clues (Affixes) Content Cognitive Dictionary, vocab charts, signal words, vocab webbing	Students use strategies to determine word meaning Talk to partners about vocab words, have pictures to match words, repeats the words and says the definition and then does an action	<input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> CCD <input type="checkbox"/> Frayer vocabulary model <input type="checkbox"/> Mind map <input type="checkbox"/> Chants <input type="checkbox"/> Sentence stems	<ol style="list-style-type: none"> 1) How can you find the meaning of _____? 2) How are _____ alike and different? 3) How is _____ related to _____? 4) Gather information to develop alternative explanations.
ELP 9: Create clear and coherent grade appropriate speech and text	Sentence Patterning Chart Sentence frames Stems and frames Model student talk Create norms for choral reading Anchor charts/word walls	Students speak and write in complete sentences Use frames during turn and talk Restate/repphrase and then switch roles Anchor charts created with teacher Create posters to define/illustrate vocabulary	<input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> Sequencing graphic organizers <input type="checkbox"/> Four-Square Writing <input type="checkbox"/> Rubrics	<ol style="list-style-type: none"> 1) What is _____? 2) How would you compare _____? Contrast _____? 3) What conclusions can be drawn from these three texts? 4) Apply information from one text to another text to develop a persuasive argument.
ELP 10: Make accurate use of Standard English to communicate in grade-appropriate speech and writing	Academic vocab in all content Word maps/graphic organizers Word wall Expectations and accountability of usage Teacher model Anchor charts Identify Key vocabulary	Write in journals Construct own meaning Practice vocabulary Use the vocabulary in writing and speech Peer review, students practice using resources / dictionary CCD/Students rephrase inappropriate grammar	<input type="checkbox"/> Think, ink, Pair, Share <input type="checkbox"/> 10-2 (numbered heads) <input type="checkbox"/> Journaling <input type="checkbox"/> Sentence frames <input type="checkbox"/> CCD/graphic organizers <input type="checkbox"/> Peer models <input type="checkbox"/> Writing checklist	<ol style="list-style-type: none"> 1) Can you select _____? 2) Can you explain how _____ affected _____? 3) Can you elaborate the reason _____? 4) What information can you gather to support your idea about _____?