

A green banner with a magnifying glass over a question mark on a document icon on the left. The text "Primary and Secondary Sources" is in large, bold, black font. There are also faint question mark icons in the background on the right.

Primary and Secondary Sources

Lesson Objectives

- I will use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language.
- I will demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs.
- I will describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

SCENE 1 (1.C.i)

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary

SCENE 2 (1.A.i, 1.C.i, 2.C.iii, 2.I.iii, 3.B.iii, 3.C.iv, 3.D.i, 3.D.ii, 3.E.i, 4.C.i, 4.C.ii, 4.C.iii, 4.C.iv, 4.F.ii, 4.F.v, 4.G.iii)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **3.B.iii:** expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication
- **3.C.iv:** speak using a variety of connecting words with increasing accuracy and ease as more English is acquired
- **3.D.i:** speak using grade-level content area vocabulary in context to internalize new English words
- **3.D.ii:** speak using grade-level content area vocabulary in context to build academic language proficiency
- **3.E.i:** share information in cooperative learning interactions
- **4.C.i:** develop basic sight vocabulary used routinely in written classroom materials
- **4.C.ii:** derive meaning of environmental print
- **4.C.iii:** comprehend English vocabulary used routinely in written classroom materials

- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.F.v:** use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs

SCENE 3 (1.C.i, 4.G.iv, 5.B.i, 5.B.ii, 5.C.i, 5.F.iii, 5.G.iii)

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.C.i:** spell familiar English words with increasing accuracy
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

SCENE 4 (4.F.ii, 4.G.iii, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii, 5.E.i, 5.F.i, 5.F.ii, 5.F.iii, 5.G.iii)

- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.C.i:** spell familiar English words with increasing accuracy
- **5.C.ii:** employ English spelling pattern with increasing accuracy as more English is acquired
- **5.C.iii:** employ English spelling rules with increasing accuracy as more English is acquired
- **5.E.i:** employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations
- **5.F.i:** write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired

- **5.F.ii:** write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired