



Literary Debate

Lesson Objectives

- I will ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
- I will give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
- I will use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language.

SCENE 1 (1.D.i)

- **1.D.i:** speak using learning strategies

SCENE 2 (2.C.iii, 2.C.iv, 2.I.iii, 2.I.v, 3.B.iii, 3.C.iv, 3.D.i, 3.D.ii, 3.E.i, 3.H.iii, 4.F.ii, 4.F.iii, 4.F.v, 4.F.x, 4.G.iii, 4.G.iv, 5.G.iii)

- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **2.C.iv:** learn academic 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
- **2.I.v:** demonstrate listening comprehension of increasingly complex spoken English by taking notes 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
- **3.H.iii:** explain with increasing specificity and detail as more English is acquired
- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.F.iii:** use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
- **4.F.v:** use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
- **4.F.x:** use support from peers and teachers 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
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

SCENE 3 (1.C.i, 1.D.i, 2.C.iii, 3.B.iii, 3.D.i, 3.D.ii, 3.E.i, 3.F.i, 3.F.ii, 3.H.iii, 4.G.iv, 5.C.ii, 5.C.iii, 5.E.i, 5.G.iii)

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **1.D.i:** speak using learning strategies
- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **3.B.iii:** expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication
- **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
- **3.F.i:** ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
- **3.F.ii:** give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
- **3.H.iii:** explain with increasing specificity and detail as more English is acquired

- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **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.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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

- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.E.i:** employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations
- **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