



Presenting an Oral Literary Critique

Lesson Objectives

- I will speak using learning strategies.
- 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 explain with increasing specificity and detail as more English is acquired.
- I will demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs.

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.A.ii, 1.C.i, 2.I.iii, 3.B.iii, 3.E.i, 4.C.iv, 4.F.vii, 4.F.viii, 4.F.ix, 4.F.x)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **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.E.i:** share information in cooperative learning interactions
- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.F.vii:** use support from peers and teachers to enhance and confirm understanding
- **4.F.viii:** use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language
- **4.F.ix:** use support from peers and teachers to develop grasp of language structures 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

SCENE 3 (1.A.i, 1.A.ii, 1.C.i, 1.D.i, 2.C.iii, 2.E.iii, 2.I.iii, 2.I.v, 3.B.iii, 3.D.i, 3.D.ii, 3.E.i, 3.F.ii, 3.H.iii, 4.F.vii, 4.F.viii, 4.F.ix, 4.F.x, 5.G.i, 5.G.ii, 5.G.iii)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **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
- **2.E.iii:** use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
- **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.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.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.F.vii:** use support from peers and teachers to enhance and confirm understanding
- **4.F.viii:** use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language
- **4.F.ix:** use support from peers and teachers to develop grasp of language structures 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
- **5.G.i:** narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired

- **5.G.ii:** describe with increasing specificity and detail to fulfill content area writing needs 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 (1.A.i, 1.A.ii, 1.C.i, 1.D.i, 2.C.iii, 2.E.iii, 2.I.iii, 2.I.v, 3.B.iii, 3.D.i, 3.D.ii, 3.E.i, 3.F.ii, 3.H.iii, 4.G.iv)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **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
- **2.E.iii:** use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
- **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.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.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

SCENE 5 (2.I.iii, 5.G.iii)

- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

