



Using Context for Meaning

Lesson Objectives

- I will use visual and contextual support strategies taught by my teacher to develop vocabulary needed to comprehend increasingly challenging language
- I will demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- I will speak using grade-level content area vocabulary in context to build academic language proficiency
- I will write using content-based grade-level vocabulary

SCENE 1 (1.C.i)

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

SCENE 2 (2.E.iii, 2.1.iii, 3.D.1, 5.B.ii, 5.G.iii)

- **2.E.iii:** use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
- **2.1.iii:** demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs
- **3.D.1:** speak using grade-level content area vocabulary in context to internalize new English words
- **5.B.ii:** write using content-based grade-level vocabulary
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

SCENE 3 (2.E.iii, 2.1.iii, 4.D.i, 4.F.i, 4.F.ii, 4.F.iii, 5.B.ii)

- **2.E.iii:** use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
- **2.1.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **4.D.i:** use prereading supports to enhance comprehension of written text

- **4.F.i:** use visual and contextual support to read grade-appropriate content area text
- **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
- **5.B.ii:** write using content-based grade-level vocabulary

SCENE 4 (3.D.ii, 3.E.i, 4.F.iii, 5.B.ii)

- **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.F.iii:** use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
- **5.B.ii:** write using content-based grade-level vocabulary

SCENE 5 (1.A.ii, 1.C.i, 2.E.iii, 2.I.iii, 4.C.ii, 4.F.ii, 4.F.iii, 4.F.v, 5.B.i, 5.G.iii)

- **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.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
- **4.C.ii:** derive meaning of environmental print
- **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
- **5.B.i:** write using newly acquired basic vocabulary
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired