

Strategy	Using Schema/Relevant Prior Knowledge	Grade Level	3/4/5
Curriculum Area	Reading	Time Frame	Follow Long-Term Planning Guide
Developed By	Julie Hansen, Anne Chobot & Genevieve McMahon		

Identify Desired Results

Standards:

- Check all that apply.**
- CCSS.ELA-Literacy.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
- WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
- WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations

Knowledge: Students at all levels of language proficiency interact with grade-level words and expressions, such as...	Skills: Students at all levels of English language proficiency will MAKE connections and JUSTIFY them with specific evidence from the text. Students will be able to...
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Vocabulary associated with using prior knowledge: schema, background knowledge, prior knowledge, connections: text to text, text to self, text to world	<ul style="list-style-type: none"> • Categorize words or phrases from a text that activate prior knowledge • Evaluate information from text and other learning • Combine information from text with relevant prior knowledge to form new or deeper understandings • Model how using schema increases comprehension of texts chosen and read independently
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Evidence of Desired Result:						
	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging	
Reading & Writing	<input type="checkbox"/> Match words from text that provoke connections to appropriate <u>connection icon</u> . <input type="checkbox"/> Draw a picture. <input type="checkbox"/> Explain in native language.	<input type="checkbox"/> Identify words from texts that provoke a connection. <input type="checkbox"/> Write words from text on “ <u>Connection Chart</u> .” <input type="checkbox"/> Choose & complete connections sentence starters (i.e. This reminds me of, I remember). <input type="checkbox"/> Explain in native language.	<input type="checkbox"/> Identify words from texts that provoke a connection. <input type="checkbox"/> Describe connections to text using 2 or more related sentences. <input type="checkbox"/> Explain in native language.	<input type="checkbox"/> Find evidence from texts that support connections. <input type="checkbox"/> Differentiate between types of connections, such as Text to Self, Text to Text or Text to World. <input type="checkbox"/> Explain connections or use of text in making connections.	<input type="checkbox"/> Identify, explain and give examples of text connections. <input type="checkbox"/> Answer analytical questions about types of connection such as Text to Self, Text to Text or Text to World. <input type="checkbox"/> Produce extended responses that connect or integrate personal experiences with texts that are at or near grade-level.	Level 6 - Reaching

Connection Icons: May use Connection Icon cards in Appendix A.

Connection Chart: May use Connection Chart in Appendix A.