Our text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Our content topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. Look back at your text and analyze it for **mortar** structures. What mortar words/phrases are common in this book? Which are especially connected to the overall text structure? |
|  |

What kinds of larger language structures do these reflect (e.g., description, comparison, etc)?

Based on your analysis, which language structures make sense to focus on in this lesson?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. Identify and design at least 1 hands-on, contextualizing activity that can support pre-writing for this topic and writing assignment: |
|  |
| 1. Design a graphic organizer that your students can use to organize their thinking prior to writing about this topic: |
|  |
| 1. Create 2-3 sentence frames that your students can use in writing. *(Try creating frames that support different levels of language proficiency for this language objective!)* |
|  |