

Tying Storyline to the ELP Standards

Look at the instruction that took place during Episode 4 of the Great Orange Splot storyline; which standards were addressed?

Episode 4

- Small group discussion: review what happened in the story so far.
- Students work in partners to create a simile describing what Mr. Plumbean's house looks like (Mr. Plumbean's house was like a jungle because ____/Mr. Plumbean's house looked like an explosion because ____.)
- Exit Ticket: Students create their own simile: It was like a ____.
- Students describe Mr. Plumbean's house by filling in CLOZE sentences using adjectives and prepositions of location (to the right of, on top of, in between, etc.)
- Students describe what they (as members of the neighborhood) should do about Mr. Plumbean: I think we (should)....
- Students use figurative language to describe Mr. Plumbean: Mr. Plumbean...(has gone crazy, is out of his mind, etc.)
- Students describe where the things that Mr. Plumbean added to his house are located. (In back of the ____ there was a _____. There was a (adjective), (adjective) (noun) (i.e. tall, green tree).
- Students work with partners to practice asking and answering questions using previously practiced frames: Did you put the ____ behind/in front of/in the middle of ____ and ____? Yes/no, I put the....
- Students describe what was the same and different between their house and the book's illustrations of Mr. Plumbean's house: My drawing didn't have ____ next to/in front of/behind _____. I put the ____ next to the ____ but in the book... Neither drawing has _____. , etc.
- Students discuss whether they think all the houses should look the same or if it's okay to be different, and explain why they think so.

Oregon ELP Standards (Adopted October 2013)

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	Speak and write about grade-appropriate complex literary and informational texts and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

ODE Language Functions and Examples of Forms (Old ELP Standards)

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions
Asking Clarifying Questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Contrasting	Comparative adjectives
Summarizing	Increasingly complex sentences with increasingly specific vocabulary
Persuading	Verb forms
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb forms
Drawing Conclusions	Comparative adjective
Defining	Nouns, abstract nouns, pronouns, and adjectives
Explaining	Verb forms, indicative verb, declarative sentences, complex sentences, adverbs of manner
Generalizing	Common, collective and abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives; correlative conjunctions
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)
Summarizing	Modals (would, could, might), compound tenses (would have been)