**ELD REVIEW QUESTIONS**

**LANGUAGE FUNCTION FRAMES**

GLAD Strategy Input Chart Topic: Comparative Input Chart- Jaguar/Harpy Eagle (rainforest) Grade Level: 2nd

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**ELA Standards**: RI2.1, RI2.3, RI2.4, RI2.8, RI2.9

**Social Studies/Science Standards**: Plants and animals have predictable life cycles. As a basis for understanding this

concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. Students know there is variation among individuals of one kind within a population.

Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essen­tial map elements: title, legend, directional indicator, scale, and date.

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| **California ELD Standards** | **Emerging**  **Non-verbal response to one word response** | **Expanding**  **Phrases or short sentences** | **Bridging**  **Longer and more complex sentences to near native-like** |
| **DOK Levels (Depth of Knowledge)** | Question  Language Function  Frame | Question  Language Function  Frame | Question  Language Function  Frame |
| **Level 1 – RECALL**  *Recall, define, draw, identify, list, label, illustrate, measure, arrange, repeat, state, who, what when where, why, name, report, tell, recognize, match, quote, recite, tell, tabulate, repeat, state* | Question:  **Description:**  -Point to sharp, retractable claws.  -Is a jaguar a mammal?  -Point to the sharp bill.  **Classification:**  Is the harpy eagle a reptile?  (No Frame needed) | Question:  **Description:**  -List the jaguar’s habitat.  -Describe the lifecycle of the jaguar.  Frame: The jaguar lives in\_\_\_\_\_ in\_\_\_\_\_.  The lifecycle of the harpy eagle is\_\_\_\_\_\_\_\_\_\_\_. Stages are\_\_\_\_\_\_\_\_ | Question:  **Categorize:**  -Identify the category of what the jaguar eats and provide examples.    Frame: The category is \_\_\_\_\_\_\_\_\_ and the jaguar eats\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Level 2- SKILL/CONCEPT**  *Infer, categorize, collect and display, identify patterns, graph, classify, separate, cause/effect/ estimate, compare, relate, organize, construct, modify, predict, interpret, distinguish, use context clues, make observations, summarize, show* | Question:  **Categorize**  -Is the jaguar nocturnal or diurnal?  -Is the harpy eagle a carnivore or herbivore?  Frame: The jaguar is \_\_\_\_\_\_\_\_\_.  The harpy eagle is a \_\_\_\_\_\_\_\_\_\_\_\_. | Question:  **Summarize**  -Summarize the category of Interesting Facts for the harpy eagle.  -State the external features of the jaguar.  Frame: The interesting faces are \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The external features of the jaguar are\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_. | Question:  **Synthesize:**  -What are the similarities in diet and habitat between the jaguar and harpy eagle?  Frame: The jaguar and harpy eagle are both \_\_\_\_\_\_\_\_ and they eat\_\_\_\_\_\_\_\_\_\_.  Frame: |
| **Level 3- STRATEGIC THINKING**  *Revise, develop a logical argument, assess, apprise, use concepts to solve non- routine problems, construct, formulate, critique, draw conclusions, cite evidence, differentiate, compare, investigate,* | Question:  **Description:**  -Point to the differences in external features of the jaguar and the harpy eagle.  No Frame needed: | Question:  **Defining:**  - Provide examples that prove that the harpy eagle is a carnivore.  Frame: \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are examples that prove the eagle is a carnivore. | Question:  **Description:**  -Describe the habitat and how it affects the jaguar and how it lives.  Frame:  The habitat of the jaguar is \_\_\_\_\_\_ and therefore it lives\_\_\_\_\_\_\_\_\_\_\_\_ |
| **LEVEL 4- Extended Thinking**  *Design, connect, synthesize, apply concepts, critique, analyze, create, prove* | Question:  **Synthesize:**  -Create (sketch/label) a rainforest environment for the harpy eagle.  No frame needed | Question:  **Evaluate:**  - Prove to me why the harpy eagle would not make a good pet. | Question:  **Synthesize:**  - Synthesize the similarities and differences between the animals. |