



6 WEEKS OVERVIEW

Scholastic Comprehension Club

Strand: A Sense of Self

Unit: Dealing with Change

Characteristics of Text:

The authors whose works are represented here are skilled in creating narratives that reveal their characters' thoughts and emotions and help readers consider how the characters grow and change as they respond to challenges. The unit includes **poetry, drama** and **fictional texts**.

Students will:

- think critically about the unit focus question: *How do books reflect the kinds of changes people face in real life?*
- develop foundational language skills by using context clues and antonyms, synonyms, and idioms in a text;
- use metacognitive skills (making predictions, creating mental images, making inferences, synthesizing) to both develop and deepen comprehension of increasingly complex texts;
- respond to an increasingly challenging variety of sources by writing responses to literary and informational texts, using text evidence;
- recognize and analyze literary elements (theme, relationships of and conflicts among the characters, plot elements, influence of setting) within and across increasingly complex literary texts;
- recognize and analyze characteristics and structures of well-known children's literature, poetry, and drama.
- analyze the author's choices (use of: text structure, imagery, literary devices such as first- or third- person point of view, language) and how these influence and communicate meaning within a variety of texts; and
- engage in the writing process (planning, drafting, editing, revising, publishing) by composing several pieces of informational texts in response to what they read.

If you notice any errors, inconsistencies, or have questions, please contact: Esmeralda Hernández at esmeralda.hernandez@fwisd.org

Readiness Standard/**Supporting Standard** / *Not Tested

Important Dates	Resources
<p>11/01 - 11/30 - Native American Heritage Month</p> <p>11/04 - 3rd 6 Weeks Start</p> <p>10/28 - 11/08 - LAN CA #2 Window</p> <p>11/05 - Election Day/District Professional Learning</p> <p>11/11 - Veteran's Day</p> <p>11/25 - 11/29 - Thanksgiving Break</p> <p>12/09 - 12/13 - Fall Benchmarks</p> <p>12/19 - 3rd 6 Weeks End</p> <p>12/20 - Teacher Prep</p>	<p>First Six Weeks Resources</p> <p>Editable Copy of IPC</p> <p>DOLs Folder - <i>*Editable versions of the DOLs are available upon request*</i></p> <p>Literacy Lesson Breakdown</p> <p>LAN Literacy Resource Guide</p> <p>DLE Manual</p> <p>Lexile Grade-Level Chart</p> <p>ELPS Interactive Language Objectives</p> <p>STAAR Resources:</p> <p>STAAR Grade 4 Assessed Curriculum - English/Spanish</p> <p>RLA K-12 Vertical Alignment - English/Spanish</p> <p>Grades 3-5 RLA Constructed Scoring Guide - English/Spanish</p> <p>Grade 4 STAAR RLA Blueprint - English/Spanish</p> <p>Grade 4 ELAR & SLAR TEKS Differences</p> <p>24-25 RLA Year at a Glance - Live Document <i>(Check frequently for updates)</i></p> <p>Websites:</p> <p>TEKS Resource System</p> <p>Empowering Writers</p> <p>STAAR Online Practice and Released Tests</p>
Direct Link to Weekly IPC	
<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p>	

WEEK 1: ENGLISH

READING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/04/2024	11/05/2024	11/06/2024	11/07/2024	11/08/2024
LAN CA #2 Window					
<p>Genre, Grade-Level Text/Género, Texto a nivel</p>	<p>Genre: Poetry</p> <p>Grade-Level Texts</p> <p><i>The Tale of Timmy Too Late</i> - Poem with adages and puns</p> <p><i>Salad Pun Poem</i> - Poem with puns</p> <p>Suggested poems from the book <i>Where the Sidewalk Ends</i> by Shel Silverstein:</p> <p><i>Snowman</i>, p. 65 <i>Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out</i> p. 70-71 <i>I Won't Hatch</i>, p. 127 <i>The Long-Haired Boy</i>, p. 136-139 <i>Hungry Mungry</i> p. 160-161</p> <p>Poetry Collection (myView - Unit 1 Week 4)</p>				
<p>Word Study/ Estudio de palabras 5-10 min</p>	<p>Student Expectation:</p> <p>5.3D - identify, use, and explain the meaning of adages and puns.</p> <p>Vocabulary: teacher selected (varies based on selection of poems)</p>				
<p>Student Expectations/ Expectativas de estudiantes</p>	<p>5.3D - identify, use, and explain the meaning of adages and puns.</p>		<p>5.9B - explain the use of sound devices and figurative language and distinguish between the poet and the speaker in</p>	<p>5.7B - Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across</p>	<p>Everybody Grows Review</p>

SEs			poems across a variety of poetic forms; 5.10D - describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	a variety of sources. 5.10E - Identify and understand the use of literary devices, including first- or third-person point of view. <i>Note: Review second-person point of view as well.</i>	
Content Objective/ Objetivo del contenido	The students will identify and explain the meaning of adages and puns by considering the context of words in poetry.		The students will analyze the characteristics of poetry by describing how the author's use of rhyme scheme, sound devices, and structural elements achieves specific purposes in a variety of poems.	The students will analyze the author's choices in poetry by identifying the use of literary devices, including point of view (first-, second- and third-).	
Language Objective/ Objetivo de lenguaje	The students will use adages and puns to learn new vocabulary. (ELPS.c.1C)		The students will demonstrate listening comprehension by identifying different sounds devices in poems. (ELPS.c.2I)	The students will show comprehension of English text by successfully identifying the point of view in a poem. (ELPS.c.4G)	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					

<p><i>Text Analysis:</i> Mini-lesson/ <i>Análisis del</i> <i>texto:</i> Mini- lección 15-20 min</p>	<p>Anchor Chart.</p> <p>Mini-Lesson:</p>		<p>Anchor Chart.</p> <p>Mini-Lesson:</p>	<p>Anchor Chart.</p> <p>Mini-Lesson:</p>	<p>Anchor Chart.</p> <p>Mini-Lesson:</p>
<p><i>Text Analysis:</i> Read Aloud/ <i>Análisis del</i> <i>texto:</i> Lectura en voz alta 10-15 min</p>	<p>Guided Practice:</p> <p>Suggestion: Complete questions 1 and 2 from the DOL as part of the guided practice and use examples from the poem “The Tale of Timmy Too Late.”</p>		<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</p>	<p>Week 1 Reading DOLs</p> <p>Poem: The Impossible (Lexile Range 600L- 800L)</p>				
	<p>Independent Practice:</p> <p>Students will answer questions to identify and explain the meaning of adages and puns.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> Answers will vary (Example: An adage is a saying that gives advice or teaches a lesson. It is something people say because it is usually true. An example from the poem about Timmy is “Better late than never.” This means it’s better to do something late than to not do it at all. Answers will vary 		<p>Independent Practice:</p> <p>Students will answer multiple-choice questions to analyze the poet’s use of figurative language.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> B D 	<p>Independent Practice:</p> <p>Students will answer a short-constructed response question to identify the point of view in a poem.</p> <p>Possible Answer: <i>The poet uses a second-person point of view in the poem “The Impossible.” In line 1, the poet writes, “You cannot seed a garden / With wheelbarrows of dreams.” This shows that the poet is directly addressing the reader by using the word “you.” Furthermore, the poet also writes in line 5, “You cannot climb a</i></p>	<p>Independent Practice:</p>

	<p>(Example: A pun is a funny play on words that have more than one meaning. In the poem about Timmy, an example is "Time flies," which means time goes by quickly, but it also sounds like time can actually fly, like a bird.</p> <p>3. A 4. B 5. C</p>			<p>rainbow / Unless the winds agree." This means the speaker is giving advice to the reader, making it feel like the speaker is talking directly to them. Overall, the second-person point of view helps the poet connect with the reader and make the message more personal.</p>	
	<p>Suggestion: Use one or two of the questions in the DOL as part of your guided practice, if needed. Time might not allow students to complete all the questions in the DOL, so use teacher discretion to assign work as part of their independent practice.</p>				
<p>Success Criteria/ Criterios de éxito A student has achieved mastery when...</p>	<p>Students will:</p>		<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>
WRITING					
<p>Conventions/ Convenciones 10-15 min</p>	<u>Week 1 Writing DOLs</u>				
	<p>5.11Dvii - Edit drafts using standard English conventions, including: pronouns including indefinite;</p>				
	<p>Objective: The students will edit for correct use of pronouns by identifying pronouns including indefinite.</p>				
	<p>NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Anyone (indefinite pronoun) can imagine things that seem</i></p>		<p>IMITATE <i>Try it out</i></p> <p>Use the poem "The Impossibles" to: a) Write 2-3 sentences to answer the</p>	<p>APPLY & EDIT (FIX IT SENTENCES) <i>What can we change? What effect does that change have?</i></p> <p>Fix It Sentences:</p>	<p>PRACTICE QUESTIONS</p>

	<p><i>impossible, but nobody (indefinite pronoun) can reach forever.</i></p> <p>Focus Phrase: A pronoun is a part of speech that functions as a substitute for a noun. An indefinite pronoun does not refer to a specific person or thing; indefinite pronouns are the antecedent.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What is the subject of the sentence? Who is the sentence about? • Which indefinite pronouns are used in the sentence? 		<p>question: What did you learn in the poem?</p> <p>b) Use at least two indefinite pronouns in your sentence.</p> <p>Extension. Have students highlight the different types of pronouns with different colors.</p>	<ul style="list-style-type: none"> • each girl in the class must decides what they wants for lunch. • Some one are calling me from a unknown number. • Anybody need to learn to eat healthy to be healthy? <p>Correct Sentences:</p> <ul style="list-style-type: none"> • Each girl in the class must decide what she wants for lunch. • Someone is calling me from an unknown number. • Everybody needs to learn to eat healthy to be healthy. 	<p>Read the selection and choose the best answer to each question.</p> <p><i>Aaliyah's teacher asked her to write a paper about her favorite winter memory. Aaliyah wrote a paragraph about a snowy adventure with her family. She wants you to read her paper and check if any corrections are needed. When you finish reading, answer the questions that follow.</i></p> <p>A Snowy Adventure</p> <p>(1) Last winter, my family and I went to the mountains for a snowy adventure. (2) When we arrived, another had already built a huge snowman near the cabin. (3) My sister wanted to make one, too, but nobody had brought a carrot for the snowman's nose. (4) Instead, we decided to have a snowball fight. (5) Everything grabbed a handful of snow, and soon we were all laughing and dodging. (6) Afterward, we searched for a good hill to go sledding, but only a few spots were perfect. (7) Something about the cold air made the day feel extra magical. (8) Before heading home, we had hot chocolate by the fire. (9) I said it was the best hot chocolate ever! (10) By the end of the trip, the entire family was tired but excited to come back again. (11) It was one of the best winter days we've ever had. (12) We hope to return next year for something snowy adventure.</p> <p>1. How does sentence 2 need to be changed?</p> <ol style="list-style-type: none"> Delete the comma after arrived Change another to somebody Change snowman to snowmen Insert a comma after built <p>2. What change, if any, should be made in sentence 5?</p> <ol style="list-style-type: none"> Change Everything to Everyone Change grabbed to grab Change all to everybody No change needs to be made in sentence 5. <p>3. What change should be made in sentence 12?</p> <ol style="list-style-type: none"> Change We to I Change hope to hoped Change next to every Change something to another <p>Answers:</p> <ol style="list-style-type: none"> B A D
<p>Composition/ Composición</p> <p>20-30 min</p>	<p>ECR Prompt</p> <p><i>Read the poem "The Impossibles." Based on the information in the poem, write a response to the following: Explain the speaker's point of view on the idea of achieving impossible things. Write a well-organized informational composition that uses specific evidence from the poem to support your answer.</i></p> <p>*5.11A - Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>5.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Objective: The students will engage in the writing process by planning an extended-constructed response that conveys information about a topic.</p>				
<p>Mini-Lesson/ Mini-Lección</p>	<p>DAY 1</p> <p><i>Steps for an Extended Response & ECR Rubric</i></p>		<p>DAY 3</p> <p><i>Creating a Pre-Writing Plan & Finding Evidence</i></p>	<p>DAY 4</p> <p><i>Independent Writing Time</i></p>	<p>DAY 5</p> <p><i>Independent Writing Time</i></p>

	<p>Review the “Steps for an Extended Response” and the ECR Rubric.</p>				
<p>Guided Practice/ Práctica Guiada</p>	<p>Use the annotated poem from the reading lesson to fill out a summarizing framework. Then model analyzing a sample prompt (this should be different from the one students will complete as part of their independent practice) for givens and variables.</p> <div data-bbox="348 675 611 769" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">SUMMARIZING FRAMEWORK</p> <p>The poem is about _____</p> <p>The experience was _____</p> <p>The experience ended when _____</p> </div> <div data-bbox="375 797 579 812" style="text-align: center; font-size: x-small;">ANALYZING A PROMPT FOR GIVENS AND VARIABLES</div> <div data-bbox="386 818 569 846" style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p style="font-size: x-small;">Prompt: Explain how the speaker overcomes fear and builds courage throughout the poem.</p> </div> <p style="font-size: x-small;">Givens (those included in the task itself that need to be included in the response)</p> <p>_____</p> <p style="font-size: x-small;">Variables (These include the decisions the author needs to make)</p> <p>_____</p>		<p>Using the same the annotated poem from Monday, model creating a pre-writing plan in which you restate and answer the prompt from the guided practice (this should be different from the one students will complete as part of their independent practice).</p> <div data-bbox="1016 670 1310 764" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1- _____</p> <p>Main Idea #2- _____</p> </div> <p>Then, model finding text evidence in the poem by conducting “think alouds” and highlighting/underlining evidence in the poem. Emphasize that this evidence should be relevant to the prompt.</p>	<p>Once students have their pre-writing plan and have selected relevant evidence, allow students to write their ECR independently. Remind students to use the graphic organizer and the sentence starters to compose their ECR. Use this time to conduct writing conferences to support students.</p> <div data-bbox="1352 737 1629 1040" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1- _____</p> <p>Main Idea #2- _____</p> <hr/> <p style="font-size: x-small;">Hook/Text Summary:</p> <p style="font-size: x-small;">Central Idea (Restate and Answer):</p> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; padding: 2px;"> <p style="font-size: x-small;">Body Paragraph 1</p> <p style="font-size: x-small;">Main Idea #1:</p> <p style="font-size: x-small;">Evidence #1 (Cite):</p> <p style="font-size: x-small;">Explain:</p> </div> <div style="width: 45%; border: 1px solid black; padding: 2px;"> <p style="font-size: x-small;">Body Paragraph 2</p> <p style="font-size: x-small;">Main Idea #2:</p> <p style="font-size: x-small;">Evidence #2 (Cite):</p> <p style="font-size: x-small;">Explain:</p> </div> </div> <hr/> <p style="font-size: x-small;">Transition:</p> <p style="font-size: x-small;">Conclusion:</p> <p style="font-size: x-small;">Restate the central idea:</p> <p style="font-size: x-small;">Evaluative Statement:</p> </div> <div data-bbox="1352 1057 1629 1279" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">ECR Sentence Starters</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p style="font-size: x-small;">Introduction</p> <p style="font-size: x-small;">Hook</p> <ul style="list-style-type: none"> □ Did you know that ...? □ Imagine how ... □ About ... □ ... <p style="font-size: x-small;">Response to Text</p> <ul style="list-style-type: none"> □ In the poem, “...”, the author ... □ The author explains ... □ The informational piece explains ... □ After reading this ... □ The author ... □ In this article, the reader ... </div> <div style="width: 30%;"> <p style="font-size: x-small;">Transitions leads for Body Paragraph</p> <p style="font-size: x-small;">First paragraph:</p> <ul style="list-style-type: none"> □ ... □ ... □ ... <p style="font-size: x-small;">Middle paragraph:</p> <ul style="list-style-type: none"> □ Another thing I notice is ... □ The second/first/last ... □ ... □ ... <p style="font-size: x-small;">Final paragraph:</p> <ul style="list-style-type: none"> □ ... □ The text has ... □ ... </div> <div style="width: 30%;"> <p style="font-size: x-small;">Citing Evidence</p> <p style="font-size: x-small;">The text states/says/ explains ...</p> <ul style="list-style-type: none"> □ The informational piece ... □ ... □ In paragraph ... □ ... □ ... □ ... □ According to the article, ... □ Based on this text ... <p style="font-size: x-small;">Explaining Evidence</p> <p style="font-size: x-small;">The author ...</p> <ul style="list-style-type: none"> □ ... □ ... <p style="font-size: x-small;">Conclusion</p> <p style="font-size: x-small;">To conclude ...</p> <ul style="list-style-type: none"> □ ... □ ... □ ... □ ... </div> </div> </div>	<p>Students should complete their ECR. Keep in mind that, even though students are writing a full ECR, the instructional focus for the week is to find relevant evidence in the text. Focus on this piece when providing feedback to students.</p>
<p>Independent Practice: Demonstration of Learning/</p>	<p>Independent Practice: Students will complete a summarizing framework using the poem from the</p>		<p>Independent Practice: Students will create a pre-writing plan and will locate relevant evidence</p>	<p>Independent Practice: Students will draft a 4-5 paragraph ECR.</p>	<p>Independent Practice: Sample Response</p>

<p>Práctica Independiente: Demostración de aprendizaje</p>	<p>DOL and will analyze the ECR prompt for givens and variables.</p> <p>Answer Key</p> <p>Summarizing Framework: <i>The poem is about how some things seem impossible, but imagination helps us dream. The experience was about seeing limits and using creativity to overcome them. The experience ended by showing that while some things can't happen, imagination makes anything possible.</i></p> <p>Givens: <i>the speaker's point of view on the idea of achieving impossible things.</i></p> <p>Variables: <i>the evidence and explanation of the the speaker's point of view on the idea of achieving impossible things.</i></p>		<p>from the poem to support their answer.</p>	<p>Note: <i>For students who are able to write 5-paragraphs, use the graphic organizer for 5-paragraph essays.</i></p>	<p>Note: <i>The sample response is a 5-paragraph essay. However, most students might only be able to write 4-paragraph responses. For students who are ready, use the graphic organizer for 5-paragraph essays.</i></p>
<p>Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i></p>	<p>Students will:</p>		<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>

WEEK 2: SPANISH

READING/LECTURA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/11/2024	11/12/2024	11/13/2024	11/14/2024	11/15/2024
<p>Genre, Grade-Level Text/Género, Texto a nivel</p>	<p>Genre: Poetry/Poesía</p> <p>Grade-Level Text</p> <p>Suggested poems from the book <i>The New Kid on the Block</i> by Jack Prelutsky:</p> <p><i>Floradora Doe</i>, p. 108-109</p> <p><i>Oh, Teddy Bear</i>, p. 110-111</p> <p><i>Ma! Don't Throw That Shirt Out</i>, p. 120-121</p> <p><i>I Am Falling off a Mountain</i>, p. 149</p> <p><i>Zany Zapper Zockke</i>, p. 150-151</p> <p><i>Poetry Collection (myView - Unit 3 Week 4)</i></p> <p><i>Colección de poesía (miVisión - Unit 1 Semana 4)</i></p> <p><i>Poemas sugeridos del libro Arco Iris de Poesía: Poemas de las Américas y España - Selección de Sergio Andricain</i></p> <p><i>Versos sencillos</i> V p. 14</p> <p><i>Barrilete</i> p. 17</p> <p><i>Poema</i>, p. 27</p> <p><i>Ciudad del cielo a las cuatro</i>, p. 28</p> <p><i>Canción del niño y la mar</i>, p. 33</p>				
<p>Word Study/ Estudio de palabras 5-10 min</p>	<p>Student Expectation:</p> <p>5.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words; / 5.3E - Diferencie y use homógrafos, homófonos y términos que comúnmente se confunden, tales como porque/porqué/por qué/por que, sino/si no y también/tan bien.sino/si no y también/tan bien.</p> <p>Vocabulary: teacher selected (varies based on selection of poems)</p>				

<p>Student Expectations/ Expectativas de estudiantes</p> <p>SEs</p>	<p>5.9B - explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; / Explique el uso de los recursos sonoros y el lenguaje figurado, y distinga entre el poeta y el narrador en poemas a través de una variedad de formas poéticas;</p>	<p>5.10A - explain the author's purpose and message within a text; / Explique el propósito y mensaje del autor dentro de un texto; 5.10D - describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; / Describa cómo el uso que hace el autor de las imágenes, del lenguaje literal y figurado, tales como los símiles y las metáforas, y de los recursos sonoros logran propósitos específicos;</p>	<p>56F - make inferences and use evidence to support understanding;/ Haga inferencias y use evidencia para apoyar la comprensión. 5.7C - use text evidence to support an appropriate response; / Use evidencia textual para apoyar una respuesta apropiada.</p>	<p>5.7B - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources;/ Escriba respuestas que demuestren la comprensión de los textos, incluyendo la comparación y el contraste de ideas a través de una variedad de fuentes de información; 5.8A - infer multiple themes within a text using text evidence; / Infiera múltiples temas dentro de un texto usando evidencia textual;</p>	<p>Everybody Grows Review</p>
<p>Content Objective/ Objetivo del contenido</p>	<p>The students will analyze the characteristics of poetry by explaining the use of sound devices and figurative language in poems. Los estudiantes analizarán las características de la poesía explicando el uso de recursos sonoros y lenguaje figurado en los poemas.</p>	<p>The students will explain the author's purpose and message by describing how the use of imagery and figurative language achieve specific purposes. Los estudiantes explicarán el propósito y el mensaje del autor describiendo cómo el uso de imágenes y lenguaje figurado logran propósitos específicos.</p>	<p>The students will analyze the author's choices and how they influence meaning in poetry by identifying the use of literary devices, including first- and third-person point of view. Los estudiantes analizarán las decisiones del autor y cómo éstas influyen en el significado de la poesía identificando el uso de recursos literarios, incluyendo el punto de vista de la primera y la</p>	<p>The students will write a response to a literary text that demonstrates understanding by inferring the theme in a poem. Los estudiantes escribirán una respuesta a un texto literario que demuestre comprensión al inferir el tema en un poema.</p>	

			tercera persona.		
Language Objective/ Objetivo de lenguaje	The students will demonstrate listening comprehension by identifying different sounds devices in poems. (ELPS.c.2I)	The students will speak using the academic terms author’s purpose, imagery, and figurative language about poetry. (ELPS.c.3D)	The students will show comprehension of English text by successfully identifying the point of view in a poem. (ELPS.c.4G)	The students will use simple and compound sentences to write about the theme in a poem. (ELPS.c.5E)	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis:</i> Mini-lesson/ Análisis del texto: Mini-lección 15-20 min	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:
<i>Text Analysis:</i> Read Aloud/ Análisis del texto: Lectura en voz alta 10-15 min	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:
Independent Practice: Demonstration of Learning/	<p><u>Week 2 Reading DOLs</u></p> <p>Poem: <i>I Found a Four-Leaf Clover</i> (Lexile Range 700L - 900L)</p> <p>Poema: <i>Los cambios que llegan (¡Y no te avisan!)</i> (Lexile Range 700L- 800L)</p>				

Práctica Independiente: Demostración de aprendizaje 10-15 min	Independent Practice: Students will identify the characteristics of poetry and will answer multiple-choice questions. Answer Key: 1. A 2. B 3. B	Independent Practice: Students will answer multiple choice and multi-select questions to analyze figurative language, imagery, and author's purpose. Answer Key: 4. A 5. B & C 6. D 7. C	Independent Practice: Students will answer multiple-choice and hot text questions to make inferences. Answer Key: 8. B 9. D 10. D/B 11. Line 28/Verso 16	Independent Practice: Students will answer a short-constructed response to analyze the main theme in the poem. Sample responses	Independent Practice:
	Suggestion: Use one or two of the questions in the DOL as part of your guided practice, if needed. Time might not allow students to complete all the questions in the DOL, so use teacher discretion to assign work as part of their independent practice.				
Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i>	Students will.	Students will.	Students will.	Students will.	Students will.
WRITING/ESCRITURA					
Conventions/ Convenciones 10-15 min	Week 2 Writing DOLs				
	5.11Diii - Edit drafts using standard English conventions, including: collective nouns;/ <i>Edite borradores usando las convenciones comunes de la lengua española, incluyendo: sustantivos colectivos;</i>				
Objective: The students will use English conventions by identifying and using collective nouns. Objetivo: Los estudiantes usarán convenciones en español identificando y utilizando sustantivos colectivos.					

	<p style="text-align: center;">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: A swarm (collective noun) of bees (plural and common noun) buzzed around Layla (proper noun) when she found the clover (singular and common noun).</p> <p>Focus Phrase: A noun is a word that names a person, place, thing, or idea. A collective noun is a noun that describes a group of people, animals, or things as a single unit.</p> <p style="text-align: center;">Note: Review plural, singular, common and proper nouns.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What are the nouns in the sentence? • Which is the collective noun? • Can some nouns be more than one type of noun? 	<p style="text-align: center;">COMPARE AND CONTRAST <i>How are they alike and different?</i></p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> • A swarm (collective noun) of bees (plural and common noun) buzzed around Layla (proper noun) when she found the clover (singular and common noun). • After reading “I Found a Four-Leaf Clover” (proper noun), Ms. Johnson (proper noun) asked the class (collective noun) to draw pictures (plural noun) of a time we faced a flock (collective noun) of birds. <p>Focus Phrase: A common noun provides a general name of a person, place, or thing. A proper noun names a specific person, place, or thing, and begins with a capital letter.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What are the nouns in the second sentence? • Which are the collective nouns? 	<p style="text-align: center;">IMITATE <i>Try it out</i></p> <p>Use the poem “I Found a Four-Leaf Clover” to:</p> <p>a) Write 2-3 sentences to answer the question: What did you learn in the poem?</p> <p>b) Use 1 common noun, 1 proper noun and 1 collective noun.</p> <p>Extension. Have students highlight the different types of nouns with different colors.</p>	<p style="text-align: center;">APPLY & EDIT (FIX IT SENTENCES) <i>What can we change? What effect does that change have?</i></p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> • the packs of wolves ran quickly through the Forest • sergio's soccer teams celebrating their big victory with enthusiasm. • When will the Family get together to watch a movie and ate popcorn together <p>Correct Sentences:</p> <ul style="list-style-type: none"> • The pack of wolves ran quickly through the forest. • Sergio's soccer team celebrated their big victory with enthusiasm. • When will the family get together to watch a movie and eat popcorn together? 	<p style="text-align: center;">PRACTICE QUESTIONS</p> <p><small>Liam wrote a paper about Emma Watson, an activist who has shown courage in advocating for gender equality. Read Liam's paper and look for corrections and revisions he needs to make. Then answer the questions that follow.</small></p> <p style="text-align: center;">Emma Watson: A Young Activist</p> <p><small>(1) Many individuals in the world work hard to make a difference. (2) One inspiring person I admire is Emma Watson. (3) She advocates for gender equality.</small></p> <p><small>(4) Emma was born in France in 1990 but grew up in England. (5) As a child, she loved acting and became famous for her role in the Harry Potter movies. (6) Despite her success in the film industry, Emma never forgot the importance of working with her crews to use their platform for good. (7) She believed that her voice, along with the efforts of her team, could help bring about real change in the world.</small></p> <p><small>(8) Even when a group of critics said she should focus only on acting, Emma used her influence to promote women's rights. (9) In 2014, she launched a campaign called HeForShe, encouraging men and boys to support gender equality. (10) Emma spoke at the United Nations, addressing a large audience to share her message about the importance of equal rights for everyone.</small></p> <p><small>(14) Today, Emma is known worldwide as a brave activist who fights for equality and justice. (15) She teaches us that individuals can create a positive impact on society. (16) Emma Watson's journey reminds us that with determination and courage, we can all make a difference in the world.</small></p> <ol style="list-style-type: none"> What change needs to be made in sentence 6? <ol style="list-style-type: none"> Change film to films Change importance to important Change crews to crew Change platform to platforms How does sentence 8 need to be changed? <ol style="list-style-type: none"> Change groups to group Change critics to critic Change women's to women Sentence 8 does not need to be changed. What change, if any, should be made in sentence 10? <ol style="list-style-type: none"> Change spoke to speaks Change united nations to United Nations Change audience to audiences No change needs to be made in sentence 10. Liam has written a weak central idea for his paper about Emma Watson. Which sentence should be added after sentence 3 to provide a better central idea for this paper? <ol style="list-style-type: none"> Her love for animals has led her to adopt several rescue pets. Her talent for acting has earned her a place in many famous films. Her dedication to this cause has made her a role model for many young people. Her passion for fashion has inspired many designers in the industry. <p style="text-align: center;">Answers:</p> <ol style="list-style-type: none"> C A B C
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	<p style="text-align: center;">NOTAR <i>¿Qué notas en esta oración?</i></p> <p>Oración mentora: <i>La gente (sustantivo colectivo) empezó a notar los cambios (sustantivo plural) en el niño (sustantivo común), mientras su familia (sustantivo colectivo) lo apoyaba durante este proceso. (sustantivo singular)</i></p> <p style="text-align: center;">Note: repasar los sustantivos singulares, plurales, comunes y propios.</p> <p>Frase de enfoque: <i>Un sustantivo es una palabra que nombra a una persona, lugar o cosa. Un sustantivo colectivo en un sustantivo en forma singular que no puede hacerse plural al ser considerado como una unidad total e indivisible</i></p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Cuáles son los sustantivos en la oración? • ¿Cuáles son los sustantivos colectivos? • ¿Pueden algunos sustantivos ser más de un tipo? 	<p style="text-align: center;">COMPARAR <i>¿En qué se parecen? ¿En qué se diferencian?</i></p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> • <i>La gente (sustantivo colectivo) empezó a notar los cambios (sustantivo plural) en el niño (sustantivo común), mientras su familia (sustantivo colectivo) lo apoyaba durante este proceso. (sustantivo singular)</i> • <i>Después de leer “Los cambios que llegan (¡y no te avisan!)”, la Sra. Martínez (sustantivo propio) pidió al alumnado (sustantivo colectivo) que escribieran historias (sustantivo plural) sobre una ocasión en la que su familia (sustantivo colectivo) los ayudó a enfrentar cambios (sustantivo plural) importantes.</i> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Cuáles son los sustantivos de la segunda oración? • ¿Cuáles son los sustantivos colectivos? 	<p style="text-align: center;">IMITAR <i>Inténtalo</i></p> <p>Utilice el poema “Los cambios que llegan” para:</p> <p>a) Escribir 2 o 3 oraciones para responder la pregunta: ¿Qué aprendiste en el poema?</p> <p>b) Usa 1 sustantivo singular, 1 sustantivo plural, 1 sustantivo común y 1 sustantivo propio.</p> <p style="text-align: center;">Extensión: Pida a los estudiantes que resalten los diferentes tipos de sustantivos con diferentes colores.</p>	<p style="text-align: center;">APLICAR Y CORREGIR <i>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</i></p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> • <i>la manada de lobo corrió rápidamente por el Bosque?</i> • <i>El equipos de fútbol de sergio celebró su gran victorias con entusiasmo.</i> • <i>Cuándo se reunirá la Familia para ver una película y comieron palomita juntos?</i> <p>Oraciones correctas:</p> <ul style="list-style-type: none"> • <i>La manada de lobos corrió rápidamente por el bosque.</i> • <i>El equipo de fútbol de Sergio celebró su gran victoria con entusiasmo.</i> • <i>¿Cuándo se reunirá la familia para ver una película y comer palomitas juntos?</i> 	<p style="text-align: center;">PREGUNTAS DE PRÁCTICA</p> <p>Lee la selección y elige la mejor respuesta a cada pregunta.</p> <p><i>Liam escribió un artículo sobre Emma Watson, una activista que ha demostrado valentía al defender la igualdad de género. Lee el artículo de Liam y busca las correcciones y revisiones que necesita hacer. Luego responde las preguntas que aparecen a continuación.</i></p> <p style="text-align: center;">Emma Watson: una joven activista</p> <p>(1) Muchas personas en el mundo trabajan duro para marcar una diferencia. (2) Una persona inspiradora que admiro es Emma Watson. (3) Ella defiende la igualdad de género.</p> <p>(4) Emma nació en Francia en 1990, pero creció en Inglaterra. (5) De niña, le encantaba actuar y se hizo famosa por su papel en las películas de Harry Potter. (6) A pesar de su éxito en la industria cinematográfica, Emma nunca olvidó la importancia de trabajar con su equipo para utilizar su plataforma para el bien. (7) Ella creía que su voz, junto con los esfuerzos de su equipo, podrían ayudar a generar un cambio real en el mundo.</p> <p>(8) Incluso cuando un grupo de crítico dijo que debería centrarse solo en la actuación, Emma utilizó su influencia para promover los derechos de las mujeres. (9) En 2014, lanzó una campaña llamada HeForShe, animando a los hombres y los niños a apoyar la igualdad de género. (10) Emma habló en las Naciones Unidas, dirigiéndose a una gran audiencia para compartir su mensaje sobre la importancia de la igualdad de derechos para todos.</p> <p>(14) Hoy, Emma es conocida en todo el mundo como una activista valiente que lucha por la igualdad y la justicia. (15) Nos enseña que las personas pueden generar un impacto positivo en la sociedad. (16) La trayectoria de Emma Watson nos recuerda que, con determinación y coraje, todos podemos marcar una diferencia en el mundo.</p> <p>1. ¿Qué cambio se debe hacer en la oración 6?</p> <ol style="list-style-type: none"> Cambiar industria por industrias Cambiar importancia por importante Cambiar equipos por equipo Cambiar plataforma por plataformas <p>2. ¿Cómo se debe cambiar la oración 8?</p> <ol style="list-style-type: none"> Cambiar grupo por grupos Cambiar crítico por críticos Cambiar mujeres por mujer La oración 8 no necesita ser cambiada. <p>3. De ser necesario, ¿qué cambio se debe hacer en la oración 10?</p> <ol style="list-style-type: none"> Cambiar habló por hablar Cambiar naciones unidas por Naciones Unidas Cambiar audiencia por audiencias No es necesario hacer ningún cambio en la oración 10. <p>4. Liam ha escrito una idea central débil para su artículo sobre Emma Watson. ¿Qué oración debería agregarse después de la oración 3 para brindar una mejor idea central para este artículo?</p> <ol style="list-style-type: none"> Su amor por los animales la ha llevado a adoptar varias mascotas rescatadas. Su talento para la actuación le ha ganado un lugar en muchas películas famosas. Su dedicación a esta causa la ha convertido en un modelo a seguir para muchos jóvenes. Su pasión por la moda ha inspirado a muchos diseñadores de la industria. <p>Respuestas:</p> <ol style="list-style-type: none"> C B B C
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<p>Composition/ Composición</p> <p>20-30 min</p>	<p style="text-align: center;">ECR Prompt</p> <p><i>Read the poem "I Found a Four-Leaf Clover." Based on the information in the poem, write a response to the following: Explain how the poet illustrates the speaker's luck after finding the clover. Write a well-organized informational essay that uses specific evidence from the poem to support your answer.</i></p> <p><i>Lee el poema "Los cambios que llegan (¡y no te avisan!)". Basándote en la información del poema, escribe una respuesta a lo siguiente: Explica cómo describe el poeta los sentimientos del narrador al experimentar los cambios de crecer. Escribe un ensayo informativo bien organizado que utilice evidencia específica del poema para respaldar tu respuesta.</i></p>				
<p>5.11Bi - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; / <i>Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: organizar un texto con una estructura intencionada, incluyendo una introducción, transiciones y una conclusión;</i></p> <p>5.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft./ <i>Redacte textos informativos, incluyendo composiciones breves que transmitan información sobre un tópico, utilizando una idea central clara, el arte del escritor y las características del género para escribir;</i></p>					
<p>Objective: The students will compose an extended-constructed response by writing an introduction with a summary of the text and clear central idea.</p> <p>Objetivo: Los estudiantes redactarán una respuesta extendida construida escribiendo una introducción con un resumen del texto y una idea central clara.</p>					
<p>Mini-Lesson/ Mini-Lección</p>	<p>Early in the week, writing lessons will be more teacher-led with guided support. As the week progresses, students will transition to more independent writing, culminating in fully independent work by week's end.</p>				
<p style="text-align: center;">←</p> <p style="text-align: center;">Teacher Responsibility</p>		<p style="text-align: center;">→</p> <p style="text-align: center;">Student Responsibility</p>			
<p style="text-align: center;">DAY 1</p> <p style="text-align: center;"><i>Summarizing Framework & Givens and Variables</i></p> <p>Review how to use the summarizing framework and how to determine the givens and variables in a prompt.</p>	<p style="text-align: center;">DAY 2</p> <p style="text-align: center;"><i>Pre-Writing Plan and Writing the Introduction</i></p> <p>Review how to use the pre-writing plan and the components of a strong introduction.</p>	<p style="text-align: center;">DAY 3</p> <p style="text-align: center;"><i>Independent Writing Time</i></p> <p>Review how to use the ECR graphic organizer, if needed.</p>	<p style="text-align: center;">DAY 4</p> <p style="text-align: center;"><i>Independent Writing Time</i></p> <p>Review revising and editing.</p>	<p style="text-align: center;">DAY 5</p> <p style="text-align: center;"><i>Share & Celebrate</i></p> <p>Review rubric and scoring. If time allows, review question 4 from the STAAR writing practice.</p>	

<p>Guided Practice/ Práctica Guiada</p>	<p>Use the annotated poem from the reading lesson to fill out a summarizing framework. Then model analyzing a sample prompt (this should be different from the one students will complete as part of their independent practice) for givens and variables.</p> <div data-bbox="338 516 627 613" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">SUMMARIZING FRAMEWORK</p> <p>The poem is about _____</p> <p>The experience was _____</p> <p>The experience ended when _____</p> </div> <div data-bbox="373 651 590 662" style="font-size: x-small; text-align: center;">ANALYZING A PROMPT FOR GIVENS AND VARIABLES</div> <div data-bbox="373 672 583 699" style="border: 1px solid black; padding: 2px; font-size: x-small; margin-bottom: 5px;"> <p>Prompt: Explain how the speaker overcomes fear and builds courage throughout the poem.</p> </div> <p>Givens (those included in the task itself that need to be included in the response):</p> <p>_____</p> <p>_____</p> <p>Variables (These include the decisions the author needs to make):</p> <p>_____</p> <p>_____</p> <p><i>Note: Remember that the summarizing framework ensures students understand the most important parts of the text before creating an extended constructed response.</i></p>	<p>Using the same annotated poem from Monday, model creating a pre-writing plan (this should be different from the one students will complete as part of their independent practice).</p> <div data-bbox="678 410 972 500" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; font-size: x-small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1: _____</p> <p>Main Idea #2: _____</p> </div> <p>Then, go over the components of a strong introduction and model writing an introduction that includes:</p> <ul style="list-style-type: none"> ● A summary of the poem ● The central idea (Restate and Answer of the prompt). <p>Use the lesson titled “Writing Response to Text Introduction Paragraphs” from EW (In Empowering Writers, see Informational & Opinion Skills > Section 4 > Lesson 6).</p>	<p>Once students have their introduction, allow students to write the rest of their ECR independently. Emphasize that the main ideas in each paragraph should support the central idea in the introduction. Remind students to use the graphic organizer to compose their ECR. Use this time to conduct writing conferences to support students.</p> <div data-bbox="1010 672 1310 1000" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1: _____</p> <p>Main Idea #2: _____</p> <hr/> <p style="font-size: x-small;">Introduction</p> <p style="font-size: x-small;">Hook/Text Summary: _____</p> <p style="font-size: x-small;">Central Idea (Restate and Answer): _____</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border: 1px solid black; padding: 2px; font-size: x-small;"> <p style="text-align: center; font-size: x-small;">Body Paragraph 1</p> <p>Main Idea #1: _____</p> <p>Evidence #1 (Cite): _____</p> <p>Explain: _____</p> <p>Transition: _____</p> </div> <div style="width: 45%; border: 1px solid black; padding: 2px; font-size: x-small;"> <p style="text-align: center; font-size: x-small;">Body Paragraph 2</p> <p>Main Idea #2: _____</p> <p>Evidence #2 (Cite): _____</p> <p>Explain: _____</p> <p>Transition: _____</p> </div> </div> <hr/> <p style="font-size: x-small;">Conclusion</p> <p>Transition: _____</p> <p style="font-size: x-small;">Restate the central idea: _____</p> <p style="font-size: x-small;">Evaluate Statement: _____</p> </div>	<p>Students should complete their ECR. Keep in mind that, even though students are writing a full ECR, the instructional focus for the week is to write a strong introduction in the text. Focus on this piece when providing feedback to students.</p>	<p>Have some students share their responses. Alternatively, students can also engage in peer reviews with a partner using the ECR rubric. Reinforce needed skills to write the introduction as needed, and address any misconceptions students might have.</p>
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</p>	<p>Independent Practice: Students will complete a summarizing framework using the poem from the DOL and will analyze the ECR prompt for givens and variables.</p> <p>Summarizing</p>	<p>Independent Practice: Students will create a pre-writing plan and will complete their introduction paragraph.</p> <p><i>Note: Up until now, students have learned to</i></p>	<p>Independent Practice: Students will finish a complete ECR draft.</p>	<p>Independent Practice: Students will revise and edit their ECR draft.</p>	<p>Independent Practice: Students will publish their ECR final draft.</p> <p style="text-align: right;"><i>Sample Responses</i></p>

	<p>Framework: <i>The poem is about the unexpected bad luck that follows finding a four-leaf clover. The experience was filled with a series of unfortunate events and mishaps. The experience ended when the speaker decided to bury the clover to stop the bad luck.</i></p> <p>Givens: <i>how the poet illustrates the speaker's luck.</i></p> <p>Variables: <i>the evidence and explanation showing the speaker's bad luck</i></p>	<p><i>use a <u>hook</u> in their introduction. While this is still a good writing strategy, the focus for these six weeks is to teach students to start with a summary of the text they read. Students can continue to include a hook in their writing, but they should also include a summary. (i.e. Hook + Summary + Central Idea)</i></p>			
<p>Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i></p>	<p>Students will.</p>	<p>Students will.</p>	<p>Students will.</p>	<p>Students will.</p>	<p>Students will.</p>

WEEK 3: ENGLISH

READING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/18/2024	11/19/2024	11/20/2024	11/21/2024	11/22/2024
Neuhaus/ Escalera 30 min	Lesson: RP 104	Lesson: RP 104a	Lesson: RP 104b/c	Lesson: RP 104d/e	Lesson: RP 105
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: Historical Fiction/Drama</p> <p>Grade-Level Text(s): <i>The Children's March</i> by Elise Broach (from Scholastic Storyworks)</p>				
Word Study/ Estudio de palabras 5-10 min	<p>Student Expectation: 5.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words;</p> <p>Vocabulary from Interactive Read Aloud: justice, patriots, permit, piercing, sacrificed, strike, take a stand, textile</p>				
Student Expectations/ Expectativas de estudiantes SEs	<p>5.6C - Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>5.9C - explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p>5.8B - analyze the relationships of and conflicts among the characters;</p>	<p>5.8C - analyze plot elements, including the rising action, climax, falling action, and resolution;</p>	<p>5.6F - Make inferences and use evidence to support understanding.</p> <p>5.8D - explain the influence of the setting, including historical and cultural settings, on the plot.</p>	<p>Review</p> <p>Suggestion: Use the extra practice question to review 5.6H. However, keep in mind that this SE will be addressed on week 4.</p> <p>Answer Key for Extra Practice:</p> <ol style="list-style-type: none"> B Answers will vary
Content Objective/	The students will use metacognitive skills to	The students will analyze literary elements by	The students will analyze literary elements by	The students will explain the influence of the	

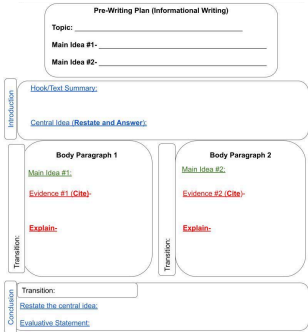
Objetivo del contenido	make predictions by using the elements of drama such as characters, dialogue, setting, and acts.	explaining how characters' relationships relate to the plot.	determining the significance of the resolution of the conflict.	setting on the plot by inferring how this affects characters, including their thoughts, feelings, and actions.	
Language Objective/ Objetivo de lenguaje	The students will use strategies such as making predictions to learn more about drama. (ELPS.c.1H)	The students will explain the relationships among major and minor characters. (ELPS.c.3H)	The students will show comprehension of conflict resolution through basic reading skills such as analyzing plot elements. (ELPS.c.4I)	The students will identify implicit ideas and information heard in drama. (ELPS.c.2H)	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis:</i> Mini-lesson/ Análisis del texto: Mini-lección 15-20 min	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.
<i>Text Analysis:</i> Read Aloud/ Análisis del texto: Lectura en voz alta 10-15 min	Guided Practice.	Guided Practice.	Guided Practice.	Guided Practice.	Guided Practice.
	Week 3 Reading DOLs				

Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Drama: <i>Creative Clutter</i> (Lexile Range 700L - 850L)				
	Independent Practice: Students will answer questions to make predictions and to analyze the elements of drama. Answer Key: 1. B 2. B 3. D 4. A	Independent Practice: Students will answer a multi-part question to explain how characters relate to one another. Answer Key: 5. PART A: A PART B: D	Independent Practice: Students will answer a hot-text question to determine the resolution. Answer Key: 6. Line 37 7. Sample Response	Independent Practice: Students will answer questions to explain how the setting influences the play. Answer Key: 8. <i>The setting of the play is at a public library. The play also takes place during 2 days at different times (morning and evening).</i> 9. <i>The playwright included the stage directions at the beginning of each scene to indicate the setting of the scene (time and place).</i> 10. D 11. D	Independent Practice:
Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>

WRITING

Conventions/ Convenciones 10-15 min	Week 3 Writing DOLs				
	5.11Dv - Edit drafts using standard English conventions, including; conjunctive adverbs;				
	Objective: The students will use standard English conventions by using conjunctive adverbs.				
	<i>NOTICE</i>	<i>COMPARE AND</i>	<i>IMITATE</i>	<i>APPLY & EDIT</i>	<i>PRACTICE QUESTIONS</i>

	<p>What do you notice?</p> <p>Mentor Sentence: <i>Dwayne tried to clean the room; however, Bryson liked his mess, and therefore, they had to find a compromise.</i></p> <p>Focus Phrase: An adverb is a word that describes a verb, an adjective or another adverb. A conjunctive adverb is a word that connects two independent clauses and shows the relationship between them. These can be used to join sentences or provide transitions between ideas.</p> <p>Note: Semicolons are not officially addressed until Grade 7. However, students will need to understand the use of semicolons when using conjunctive adverbs.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What are the verbs in the sentence? • Are there any adverbs connecting independent clauses? 	<p>CONTRAST How are they alike and different?</p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> • <i>Dwayne tried to clean the room; however, Bryson liked his mess, and therefore, they had to find a compromise.</i> • <i>Bryson didn't think the mess was a problem; meanwhile, Dwayne was frustrated, and eventually, they had to find a solution.</i> <p>Probing Questions:</p> <ul style="list-style-type: none"> • Are there any adverbs connecting independent clauses? • What are the conjunctive adverbs in the sentences? • What do you notice about the punctuation marks? 	<p>Try it out</p> <p>Use what you have learned in the drama to:</p> <p>a) Highlight the adverbs in the following sentence: <i>Dwayne wanted the room to be clean; otherwise, he couldn't focus, so he started tidying up Bryson's things instead.</i></p> <p>b) Then write a new sentence using at least two conjunctive adverbs to paraphrase the resolution of the drama. Highlight the adverbs in your sentence.</p>	<p>(FIX IT SENTENCES) What can we change? What effect does that change have?</p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> • <i>I finish my homework; Therefore, I can go outside to play</i> • <i>The weather was rainy however, we still go to the park.</i> • <i>We study for the test consequently everyone did well.</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> • <i>I finished my homework; therefore, I can go outside to play.</i> • <i>The weather was rainy; however, we still went to the park.</i> • <i>We studied for the test; consequently, everyone did well.</i> 	<p><small>Elise wrote this paper about her experience joining a community garden and how it impacted her community. Read her paper and look for revisions she might need to make. Then answer the questions that follow.</small></p> <p>Community Gardens: A Tool for Change</p> <p>(1) I decided to join the community garden because I wanted to grow my own vegetables. (2) However, after just a few days I realized that the garden offered much more than I expected. (3) Not only did I learn how to plant, but I also made new friends who shared the same passion for gardening. (4) The garden became especially important when the nearby grocery store closed, leaving us with limited options for fresh food.</p> <p>(5) We held weekly events where everyone gathered to cook meals using vegetables from the garden. (6) The events were educational nevertheless, they were also extremely fun because we got to try new recipes and learn about different cultures.</p> <p>(7) I hope to inspire other communities to create their own gardens; eventually they can really bring people together and provide healthier food options. (8) After spending a year in the garden, clearly, I now believe that these projects can truly transform neighborhoods. (9) We worked hard to take care of the plants; consequently, they produced plenty of fresh vegetables. (10) Sometimes, the weather was too hot to work outside; finally, we found ways to water the plants early in the morning.</p> <p>1. What change is needed in sentence 6? a. Insert a comma after educational b. Change nevertheless for meanwhile c. Insert a semicolon after educational d. Change extremely for extreme</p> <p>2. What change should be made in sentence 7? a. Delete the semicolon after gardens b. Change eventually for however c. Insert a comma after eventually d. Change healthier for healthy</p> <p>3. What change is needed in sentence 10? a. Change Sometimes for Always b. Change finally for however c. Change early for earlier d. No change is needed in sentence 10.</p> <p>4. Which sentence would BEST follow and support sentence 5? a. We learned how to prepare the food using different methods. b. We planted new vegetables every season to keep the garden growing. c. We enjoyed spending time together as we harvested the vegetables. d. We also hosted small events to share the meals with our neighbors.</p> <p>Answers:</p> <ol style="list-style-type: none"> C C B D
<p>Composition/ Composición 20-30 min</p>	<p>ECR Prompt</p> <p>Read the drama "Creative Clutter." Based on the information in the drama, write a response to the following: Explain how the conflict between Dwayne and Bryson is important to the development of the story. Write a well-organized informational essay that uses specific evidence from the drama to support your answer.</p>				

	<p>“Main Idea/Reason Blurbs into Sentences” lesson from EW (In EW see Informational & Opinion Writing > Section 1 > Lesson 12) and a sample prompt to model how to turn blurbs from the graphic organizer into clear main ideas for the body paragraphs. The sample should be different from the one students will complete as part of their independent practice.</p> 	<p>writing their body paragraphs. Conduct writing conferences and aggressively monitor students’ main ideas for each one of their body paragraphs. If students struggle, use the “Main Ideas/Reasons - Don’t Overlap Them!” lesson from EW. In EW, see Informational & Opinion Skills > Section 1 > Lesson 5.</p> <p><i>Suggestion: To save time, have the body paragraphs written in advance and during the guided practice have students find the components of each. For example, have students find the main idea, the evidence, and the explanation.</i></p>	<p>week is to write body paragraphs with clear main ideas. Focus on this piece when providing feedback to students.</p>	<p><i>are having a hard time with sentence variety, review the “Word Referents” lesson from EW. In EW, see Informational & Opinion Skills > Section 1 > Lesson 15.</i></p>	<p>Reinforce needed skills to write the body paragraphs as needed, and address any misconceptions students might have.</p>
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</p>	<p>Independent Practice: Students will create a pre-writing plan and will write a clear main idea for each one of their body paragraphs.</p>	<p>Independent Practice: Students will write at least 2 body paragraphs for their ECR.</p> <p><i>Note: For students struggling to complete 2 body paragraphs, allow them to focus on developing one strong paragraph.</i></p>	<p>Independent Practice: Students will write the introduction and conclusion of their ECR.</p>	<p>Independent Practice: Students will finish writing their ECR, and will revise and edit their essay.</p>	<p>Independent Practice: Students will publish their ECR final draft.</p> <p><i>Sample Response</i></p>

<p>Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>
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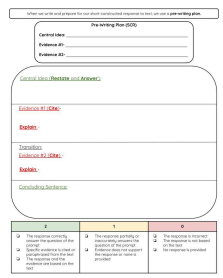
WEEK 4: SPANISH

READING/LECTURA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/02/2024	12/03/2024	12/04/2024	12/05/2024	12/06/2024
Neuhaus/ Escalera 30 min	Lesson: RP 105a	Lesson: Review	Lesson: Review	Lesson: Review	Lesson: Review
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: Drama (Play)/Drama (Obra de teatro)</p> <p>Grade-Level Text(s): The Hermit Thrush by Dana Crum (myView - Unit 3 Week 3) El zorzal por Dana Crum (miVision - Unidad 3 Semana 3)</p> <p>Note: The drama selection is part of a paired passage. Teachers only have to read the drama.</p>				
Word Study/ Estudio de palabras 5-10 min	<p>Student Expectation: 5.3D - identify, use, and explain the meaning of adages and puns. / Identifique, use y explique el significado de modismos, refranes y juegos de palabras;</p> <p>Vocabulary from Interactive Read Aloud: supportive alentar</p>				
Student Expectations/ Expectativas de estudiantes SEs	<p>5.10F - examine how the author's use of language contributes to voice; / Examine cómo el uso del lenguaje del autor contribuye a la voz que tiene el texto;</p>	<p>5.6G - evaluate details read to determine key ideas; / Evalúe los detalles leídos para determinar las ideas claves.</p>	<p>5.6H - Synthesize information to create new understanding. / Sintetice información para crear un nuevo entendimiento.</p>	<p>5.7B - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources;/ Escriba respuestas que demuestren la comprensión de los textos, incluyendo la</p>	<p>Everybody Grows Review</p>

				<p>comparación y el contraste de ideas a través de una variedad de fuentes de información;</p> <p>5.10A - explain the author's purpose and message within a text; / Explique el propósito y mensaje del autor dentro de un texto;</p>	
Content Objective/ Objetivo del contenido	<p>The students will analyze the author's craft by discussing how the author's use of language contributes to voice. Los estudiantes analizarán el arte del autor discutiendo cómo el uso del lenguaje contribuye a la voz que tiene el texto.</p>	<p>The students will use metacognitive skills to evaluate details read to determine key ideas. Los estudiantes utilizarán habilidades metacognitivas para evaluar los detalles leídos y determinar ideas clave.</p>	<p>The students will create a new understanding by evaluating multiple pieces of information throughout the text. Los estudiantes crearán una nueva comprensión al evaluar múltiples piezas de información a lo largo del texto.</p>	<p>The students will write a response to a literary text that demonstrates understanding by explaining the author's purpose. Los estudiantes escribirán una respuesta a un texto literario que demuestre comprensión explicando el propósito del autor.</p>	
Language Objective/ Objetivo de lenguaje	<p>The students will speak using a variety of sentence stems to discuss how the author's use of language contributes to voice. (ELPS.c.3C)</p>	<p>The students will describe key ideas heard in a play. (ELPS.c.2G)</p>	<p>The students show comprehension of a literary text through analytical skills such as synthesizing. (ELPS.c.4K)</p>	<p>The students will edit a response to a literary text that demonstrates consistent command of grade-level appropriate conventions. (ELPS.c.5D)</p>	
Academic Terms/ Términos Académicos					
Higher Order Thinking					

<p>Questions/ Preguntas de pensamiento avanzado</p>					
<p><i>Text Analysis:</i> Mini-lesson/ Análisis del texto: Mini- lección 15-20 min</p>	<p>Anchor Chart. Mini-Lesson:</p>	<p>Anchor Chart. Mini-Lesson:</p>	<p>Anchor Chart. Mini-Lesson:</p>	<p>Anchor Chart. Mini-Lesson:</p>	<p>Anchor Chart. Mini-Lesson:</p>
<p><i>Text Analysis:</i> Read Aloud/ Análisis del texto: Lectura en voz alta 10-15 min</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</p>	<p><u>Week 4 Reading DOLs</u> Drama: <i>A Special Thanksgiving</i> (Lexile Range 925L to 1235L) Obra de teatro: <i>Un día de Acción de Gracias especial</i> (Lexile Range 925L to 1235L)</p>				
<p>Independent Practice:</p> <p>Students will answer a variety of questions to learn about and to analyze the author’s voice.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. Author’s craft is the language and technique a writer uses to make his or her writing interesting and to communicate ideas to the reader. One of those techniques is voice. Voice is the author’s 	<p>Independent Practice:</p> <p>Students will answer multiple-choice questions to evaluate key ideas in the play.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. D 	<p>Independent Practice:</p> <p>Students will answer multi-select questions to synthesize information in the play.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. B & E 2. A & D 	<p>Independent Practice:</p> <p>Students will answer a short-constructed response question to analyze the author’s purpose.</p> <p style="text-align: center;"><u>Sample Responses</u></p>	<p>Independent Practice:</p>	

	<p>writing style that makes his or her writing unique. A writer uses certain words to show his or her style. n author’s voice may change depending on the genre of the text.</p> <ol style="list-style-type: none"> Possible answers: thoughtful, warm, reflective Answers will vary D 				
<p>Success Criteria/ Criterios de éxito</p> <p><i>A student has achieved mastery when...</i></p>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>

WRITING/ESCRITURA

<p>Conventions/ Convenciones</p> <p>10-15 min</p>	<p><u>Week 4 Writing DOLs</u></p>				
	<p>5.11Dxi - Edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. / <i>Edite borradores usando las convenciones comunes de la lengua española, incluyendo: escritura correcta de las palabras con patrones ortográficos y reglas ortográficas apropiados para el nivel del grado escolar;</i></p> <p>5.2Biv - Demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns; / <i>Demuestre y aplique el conocimiento ortográfico al: escribir palabras sobresdrújulas (palabras con énfasis en la sílaba antes de la antepenúltima sílaba) con acento prosódico u ortográfico;</i></p> <p>5.2Bv - marcar los acentos apropiadamente al conjugar verbos en los tiempos pasado simple y pasado imperfecto, [así como en los tiempos pasado] perfecto [compuesto], condicional y futuro</p>				
	<p>Objective: The students use standard English conventions by spelling words using advanced knowledge of syllable division patterns. Objetivo: Los estudiantes usarán su conocimiento ortográfico para marcar los acentos en palabras sobresdrújulas apropiadamente al conjugar verbos.</p>				
<p>NOTICE</p> <p><i>What do you notice?</i></p> <p>Mentor Sentence: Maya realized that</p>	<p>COMPARE AND CONTRAST</p> <p><i>How are they alike and different?</i></p>	<p>IMITATE</p> <p><i>Try it out</i></p> <p>To practice spelling multisyllabic words with</p>	<p>APPLY & EDIT (FIX IT SENTENCES)</p> <p><i>What can we change? What effect does that change have?</i></p>	<p>PRACTICE QUESTIONS</p>	

	<p>celebrating Thanksgiving with her family was special because they shared meaningful traditions.</p> <p>Focus Phrase: A multisyllabic word is a word that has more than one syllable. When spelling multisyllabic words, segmenting words into syllables and applying known sound-spelling patterns or rules can help.</p> <p>Note: Even though the mentor sentence has several multisyllabic words, words with 3 syllables or more are the only ones bolded.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> Which words are multisyllabic? Do you recognize any sound-spelling patterns? Do you recognize any other parts of the word that are familiar? (i.e. -ful, -tions, -ing, -ed) 	<p>Mentor Sentences:</p> <ul style="list-style-type: none"> Maya realized that celebrating Thanksgiving with her family was special because they shared meaningful traditions. Maya's understanding of Thanksgiving changed when she recognized the importance of togetherness. <p>Probing Questions:</p> <ul style="list-style-type: none"> Which words are multisyllabic? Do you recognize any sound-spelling patterns? Do you recognize any other parts of the word that are familiar? (i.e. -ful, -tions, -ing, -ed, -ness) 	<p>multiple sound-spelling patterns correctly, dictate the following sentences to students. Feel free to share a list of commonly misspelled words with them so they can use this as a resource.</p> <ol style="list-style-type: none"> Maya showed gratitude to her parents for their Thanksgiving traditions. She learned important lessons about family from Mr. Williams. They shared their meal with love and appreciation. <p>Note: When dictating sentences, read the sentence and ask, "How many words does the sentence have?" Then dictate the sentence slowly. Review the sentences together.</p>	<p>Fix It Sentences:</p> <ul style="list-style-type: none"> emma felt very confidant when she help her friends. Did you enjoy his trip to the elementry school's new library? Mrs. velasquez show a lot of dedicashun in her garden. <p>Correct Sentences:</p> <ul style="list-style-type: none"> Emma felt very confident when she helped her friends. Did you enjoy your trip to the elementary school's new library? Mrs. Velasquez shows a lot of dedication in her garden. 	<p><small>Elena wrote this paper about her experience going on a field trip. Read Elena's paper and look for revisions she needs to make. Then answer the questions that follow.</small></p> <p>Field Trip to the Dinosaur Museum</p> <p><small>(1) I was thrilled about our third-grade class's field trip to the dinosaur museum. (2) Having always been fascinated by dinosaurs, I eagerly anticipated seeing the fossils up close. (3) As we entered, the towering skeleton in the lobby caught everyone's attention. (4) Mr. Ray, our guide, announced it was a Tyrannosaurus rex. (5) He explained that this dinosaur was among the mightiest carnivores that ever lived. (6) I hung on every word as Mr. Ray described the ancient world of dinosaurs, millions of years in the past. (7) The highlight of our visit was definitely the interactive exhibit. (8) My friends and I got to handle real dinosaur bones, feeling the texture and imagining the creatures they once belonged to. (9) There was also a fun game that taught us what different dinosaurs ate. (10) I discovered that not all dinosaurs were fierce meat-eaters; many were herbivores. Just like some of the animals today. (11) It was a revelation to learn that some dinosaurs were no bigger than chickens. (12) During the bus ride back, I reflected on all the new things I had learned. (13) My curiosity about dinosaurs had only grown, and I decided to read more about them once I got home. (14) I already had a book picked out on dinosaurs that I couldn't wait to start reading.</small></p> <ol style="list-style-type: none"> What change is needed in sentence 2? <ol style="list-style-type: none"> Change fascinated for fainted Delete the comma after dinosaurs Change eagerly for eagerly Insert a comma after anticipated What change should be made in sentence 8? <ol style="list-style-type: none"> Change friends for friend Change feeling for feeling Change imagining for imagining Change creatures for creatures What change, if any, should be made in sentence 13? <ol style="list-style-type: none"> Change curiosite for curiosity Change grewn for grew Delete and No change is needed in sentence 13. Elena wants to add the following sentence to her paper. <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Dinosaurs came in various sizes and shapes.</div> Where should this sentence be added? <ol style="list-style-type: none"> After sentence 6 After sentence 9 After sentence 11 After sentence 14 <p>Answers:</p> <ol style="list-style-type: none"> C B A C
	<p>NOTAR ¿Qué notas en esta oración?</p>	<p>COMPARAR ¿En qué se parecen? ¿En qué se diferencian?</p>	<p>IMITAR Inténtalo</p>	<p>APLICAR Y CORREGIR ¿Qué podemos cambiar? ¿Qué efecto</p>	<p>PREGUNTAS DE PRÁCTICA</p>

	<p>Oración mentora: Maya le dijo a su hermano, “Pídeselo a mamá si quieres más pastel, o llévatelo antes de que se acabe.”</p> <p>Frase de enfoque: Las palabras sobresdrújulas son palabras que tienen el acento prosódico y ortográfico antes de la antepenúltima sílaba (e.g., <i>cuídamelo</i>)</p> <p>Lista de palabras</p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Qué palabras tienen acentos ortográficos o tildes? ¿Cuántas sílabas tiene cada palabra? 	<p>Oraciones mentoras:</p> <ul style="list-style-type: none"> Maya le dijo a su hermano, “Pídeselo a mamá si quieres más pastel, o llévatelo antes de que se acabe.” Mamá le dijo a Maya, “Tráigamelo rápido para que se lo dé a tu hermano antes de que se enfríe.” <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Cuántas sílabas tiene cada palabra? ¿Qué palabras son sobresdrújulas? 	<p>Para practicar la ortografía correcta de las palabras sobresdrújulas, dicta a los estudiantes las siguientes oraciones. Comparte la “Lista de palabras” con ellos para que puedan usarla como recurso.</p> <ol style="list-style-type: none"> <i>Pruébatelo y dime si te gusta el color.</i> <i>Corrigiéndosela rápidamente, el profesor mejoró su tarea.</i> <i>Cómpramelo si ves que aún está en oferta.</i> <p>Nota: Al dictar oraciones, lee la oración y pregunta: “¿Cuántas palabras tiene la oración?” Luego dicta la oración lentamente. Revisen las oraciones juntos.</p>	<p>tiene el cambio que hicimos?</p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> Dejaselo en la mesa antes de que se lo olvidé. Guardámelo por favor, lo necesitare más tarde. Leeselo en voz alta para que todos lo escuchén. <p>Oraciones correctas:</p> <ul style="list-style-type: none"> Déjaselo en la mesa antes de que se lo olvide. Guárdamelo por favor, lo necesitaré más tarde. Léeselo en voz alta para que todos lo escuchen. 	<p><small>Saúl escribió este ensayo sobre su experiencia en una excursión escolar. Lee el ensayo de Saúl y busca las correcciones que necesita hacer. Luego responde las preguntas que aparecen a continuación.</small></p> <p>Visita al acuario</p> <p>(1) Rápidamente, nos subimos al autobús que nos llevaría al acuario. (2) Estaba tan emocionado que prácticamente no podía quedarme quieto en mi asiento. (3) Al llegar, la señora García nos explicó específicamente que debíamos mantenernos en grupo para evitar perdernos. (4) Lo primero que vimos fue el tanque de tiburones, y uno de ellos rápidamente nadó hacia el cristal, lo que nos asustó un poco. (5) La señora García nos pidió que no nos preocupáramos, corrigiéndonos al decir que los tiburones no eran tan peligrosos como parecían. (6) Luego, nos llevó a una sección donde trágicamente habían expuesto las historias de algunos animales que no habían sobrevivido en el océano.</p> <p>(7) Después, nos dirigimos a la zona donde podíamos tocar algunas criaturas marinas. (8) Al tocar una estrella de mar, uno de mis amigos le dijo a la señora García, “Tráigamelo, por favor, que lo quiero sentir también.” (9) Fue una experiencia únicamente increíble, y nunca había sentido algo tan áspero como la piel de un erizo. (10) Al final del recorrido, nuestra guía nos mostró un tanque lleno de peces pequeños, diciendo que esos peces ayudaban a mantener limpio el tanque. (11) Al regresar en el autobús, me puse a pensar en todo otra vez, ya que había aprendido tantas cosas nuevas sobre la vida marina.</p> <ol style="list-style-type: none"> ¿Qué cambio debe hacerse en la oración 3? <ol style="list-style-type: none"> Cambiar señora por Sra. Cambiar explicó por explico Cambiar específicamente por especificamente Cambiar debíamos por deberíamos ¿Qué cambio debe hacerse en la oración 5? <ol style="list-style-type: none"> Cambiar pidió por pidio Cambiar preocupáramos por preocuparamos Cambiar corrigiéndonos por corrigiéndonos Cambiar vivían por vivian ¿Qué cambio debe hacerse en la oración 8? <ol style="list-style-type: none"> Cambiar tocar por tocaría Cambiar Tráigamelo por Tráigamelo Cambiar también por tambien No es necesario hacer ningún cambio en la oración 8. Saúl quiere añadir la siguiente frase a su escrito. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> <p><small>Las criaturas marinas que vimos eran fascinantes y muy diversas en tamaño y forma.</small></p> </div> ¿Dónde debería añadirse esta frase? <ol style="list-style-type: none"> Después de la oración 5 Después de la oración 8 Después de la oración 10 Después de la oración 11 <p>Respuestas:</p> <ol style="list-style-type: none"> C C B B
<p>Composition/ Composición 20-30 min</p>	<p style="text-align: center;">ECR Prompt</p> <p style="text-align: center;"><i>Read the play “A Special Thanksgiving.” Based on the information in the play, write a response to the following: Explain how Maya’s understanding of Thanksgiving changes throughout the play. Write a well-organized informational essay that uses specific evidence from the play to support your answer.</i></p> <p style="text-align: center;"><i>Lee la obra “Un día de Acción de Gracias especial”. Basándote en la información de la obra, escribe una respuesta a lo siguiente: Explique cómo cambia la opinión de Maya sobre el Día de Acción de Gracias a lo largo de la obra. Escribe un ensayo informativo bien organizado que utilice evidencia específica de la obra para respaldar tu respuesta.</i></p> <p>5.11Bii - Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details; / Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al:</p>				

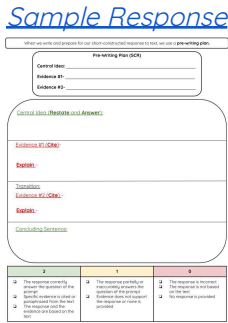
<p>Guída</p>	<p>paraphrase evidence from the text. In EW see Informational & Opinion Writing > Section 2 > Lesson 11. Use a sample prompt (this should be different from the one students will complete as part of their independent practice) to model how to paraphrase pre-selected relevant evidence from the text. Remind students that evidence should always support the main idea sentence for a given body paragraph.</p> <p><i>Note: Use the “Sentence Starters” as a reference.</i></p>	<p>Evaluative Thinking” lesson from EW to model explaining evidence in an informational text. In EW, see Literacy Launch > Lesson 11. Model locating relevant evidence and explaining this evidence for the second body paragraph. Review steps students might have had a difficult time with during yesterday’s lesson.</p>	<p>though students are writing a full ECR, the instructional focus for the week is to paraphrase and explain the evidence. Focus on these pieces when providing feedback to students.</p>	<p>editing their piece.</p> <p>Suggestion: <i>If students are having a hard time with sentence variety, review the “Word Referents” lesson from EW. In EW, see Informational & Opinion Skills > Section 1 > Lesson 15.</i></p>	<p>can also engage in peer reviews with a partner using the ECR rubric. Reinforce needed skills to write the body paragraphs as needed, and address any misconceptions students might have.</p>
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</p>	<p>Independent Practice:</p> <p>Students will complete a pre-writing plan and will write their first body paragraph in which they will paraphrase one piece of evidence.</p>	<p>Independent Practice:</p> <p>Students will write at least 2 body paragraphs and will provide a detailed explanation for each piece of evidence.</p>	<p>Independent Practice:</p> <p>Students will finish writing their ECR draft.</p>	<p>Independent Practice:</p> <p>Students will revise and edit their ECR.</p>	<p>Independent Practice:</p> <p>Students will finish writing and editing the body paragraphs for their ECR.</p> <p>Sample Response</p>
<p>Success Criteria/ Crterios de éxito <i>A student has achieved mastery when...</i></p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>

WEEK 5: ENGLISH

READING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/09/2024	12/10/2024	12/11/2024	12/12/2024	12/13/2024
FALL BENCHMARKS					
Neuhaus/ Escalera 30 min	MC V	MC V	MC V	MC V	MC V DUE
Genre, Grade-Level Text/ Género, Texto a nivel	<p>Genre: Fantasy</p> <p>Grade-Level Text(s): Zen Shorts by Jon J Muth</p>				
Word Study/ Estudio de palabras 5-10 min	<p>Student Expectation:</p> <p>5.3A - use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>Vocabulary from Interactive Read Aloud: lamented, rummaging, transported, perspective, preoccupied, traditional</p>				
Student Expectations/ Expectativas de estudiantes SEs	5.9A - demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;	5.7B - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources; 5.8B - analyze the relationships of and conflicts among the characters;	*Extra Day - Benchmark Testing*	*Extra Day - Benchmark Testing*	Everybody Grows Review
Content Objective/	The students will recognize and analyze	The students will write a response to a literary			

Objetivo del contenido	genre-specific characteristics by demonstrating knowledge of distinguishing characteristics of well-known children's literature.	text that demonstrates understanding by explaining the interactions of the characters and the changes they undergo..			
Language Objective/ Objetivo de lenguaje	The students will use characteristics of text to enhance understanding of fictional texts. (ELPS.c.2E)	The students will show comprehension of a fictional text through basic reading skills such as analyzing character relationships. (ELPS.c.4H)			
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis:</i> Mini-lesson/ Análisis del texto: Mini-lección 15-20 min	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:			Anchor Chart. Mini-Lesson:
<i>Text Analysis:</i> Read Aloud/ Análisis del texto: Lectura en voz alta	Guided Practice:	Guided Practice:			Guided Practice:

10-15 min					
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</p>	<p>Week 5 Reading DOLs Fictional Text: <i>The Shepherd Boy and the Wolf</i> (925L to 1235L)</p>				
	<p>Independent Practice: Students will annotate the text and identify common characteristics of the genre (fable) and will answer a multiple-choice question to analyze these characteristics.</p> <p>Answer Key: 1. <i>The genre of the story “The Shepherd Boy and the Wolf” is a fable because there are animals that act like people, the story has a moral lesson, and the setting is outside in nature.</i> 2. A</p>	<p>Independent Practice: Students will answer a short-constructed response question to analyze character relationships.</p> <p><u><i>Sample Response</i></u></p>  <p>The screenshot shows a form with a title 'The Shepherd Boy and the Wolf' and a question: 'What are some characteristics of the genre of fables? Write your answer in the space below.' Below the question are three sections for evidence: 'Evidence #1 (Cite)', 'Evidence #2 (Cite)', and 'Evidence #3 (Cite)'. Each section has a line for the citation and a larger area for the student's response. At the bottom, there is a 'Concluding Sentence' line and a table with three columns labeled 1, 2, and 3, each containing a question and a corresponding answer choice.</p>			<p>Independent Practice:</p>
<p>Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i></p>	<p>Students will:</p>	<p>Students will:</p>			<p>Students will:</p>
WRITING					
<p>Conventions/ Convenciones 10-15 min</p>	<p>Week 5 Writing DOLs</p>				
	<p>5.11Dvi - Edit drafts using standard English conventions, including: prepositions and prepositional phrases and their influence on subject-verb agreement;</p>				

Objective: The students will edit drafts by identifying and using prepositions and prepositional phrases and their influence on subject-verb agreement.

NOTICE
What do you notice?

Mentor Sentence:
*The cries **of** the shepherd boy, along **with** the sheep **on** the hillside, were ignored **by** the villagers.*

Focus Phrase:
*A **preposition** is a word that relates its object to another word in the sentence. A **prepositional phrase** is a phrase that begins with a preposition and is followed by an object.*

Probing Questions:

- Does the sentence have any **prepositions**?
- What is the **prepositional phrase**?
- Is there **subject-verb agreement**?

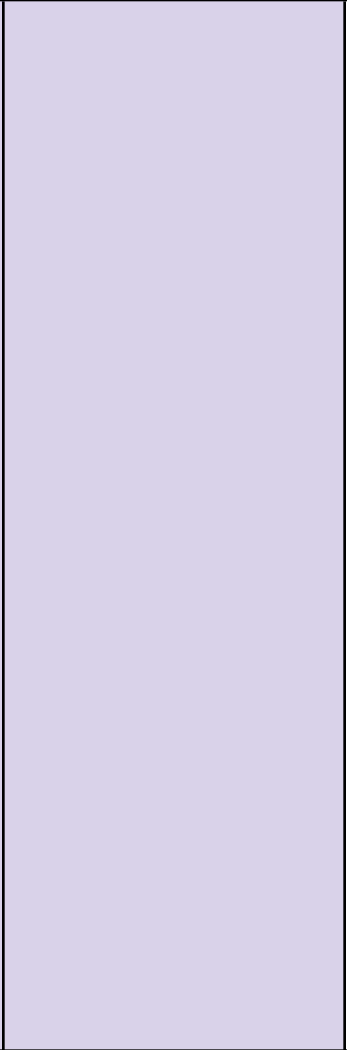
APPLY & EDIT
(FIX IT SENTENCES)
What can we change?
What effect does that change have?

Fix It Sentences:

- The books **up** the shelf **was** dusty after the **storm**
- Next **by** the park, a **rows** of benches **need** fresh paint.
- The cake **for** the colorful sprinkles **look** delicious?

Correct Sentences:

- The books on the shelf were dusty after the storm.
- Next to the park, a row of benches needs fresh paint.
- The cake with the colorful sprinkles looks delicious.



PRACTICE QUESTIONS

Dylan wrote this paper to argue that people should not bring their cats into grocery stores. Read the first draft of Dylan's paper and look for revisions he needs to make. Then answer the questions that follow.

Why Cats Should Stay Out of Grocery Stores

(1) My family has a cat named Whiskers. (2) She is playful and loves to explore new places. (3) While I love spending time from her at home, I don't believe cats should be allowed in grocery stores.

(4) First of all, some people are allergic to cats. (5) A grocery store is filled with food that must be kept clean, and a cat's fur could easily spread allergens. (6) This could cause a serious problem to customers who have cat allergies.

(7) Secondly, cats are curious animals and love to roam. (8) In a grocery store, a cat might knock items off the shelves or even scratch something by mistake. (9) This could make a mess or damage the products. (10) People go to the store to buy food, not to worry about a pet creating a mess.

(11) Finally, cats need specific care, just like any pet. (12) A cat might get scared by the noise in the store and hide on shelves. (13) It could even dart out the door, causing the owner to chase after it. (14) This would cause stress for both the owner and the cat. (15) In the end, grocery shopping should be a peaceful experience.

1. What change needs to be made in sentence 3?

- Change **while** for **since**
- Change **from** for **with**
- Change **at** for **in**
- Change **in** for **on**

2. Sentence 6 contains an error. Select the response that corrects the error in this sentence.

This could cause a serious problem

A.	from
B.	for
C.	of
D.	at

 customers who have cat allergies.

3. What change is needed in sentence 12?

- Change **by** for **for**
- Change **in** for **on**
- Change **on** for **in**
- No change is needed in sentence 12.

4. Dylan wants to add a closing sentence to the fourth paragraph (sentences 11-15). Which sentence could **BEST** be added after sentence 15 to help close this paragraph?

- Cats belong at home, not in grocery stores.
- Cats might enjoy playing with items they find in the store.
- Some stores have special areas where pets can relax.
- Grocery stores often have bright lights that could catch a cat's attention.

Answer Key:

- B
- B (for)
- C
- A

Composition/
Composición
20-30 min

ECR Prompt

Read the story titled "The Shepherd Boy and the Wolf." Based on the information in the story, write a response to the following: Explain how the boy's actions affect the villagers and how these actions lead to the outcome of the story. Write a well-organized informational essay that uses specific evidence from the story to support your answer.

	<p>Writing > Section 4 > Lesson 13. Use a sample prompt (this should be different from the one students will complete as part of their independent practice) to model how to use a transition word for the conclusion and how to restate the central idea in the conclusion paragraph using word referents, informative verbs, and definitive words.</p> <p><i>Note: In order to write the conclusion paragraph, students need to write the central idea (restate and answer of the prompt) first.</i></p>	<p>kind of action, or changed a long-held attitude, assumption, or belief. Also, explain that the conclusion should synthesize (combine and make sense of) the information from the source material and include the author’s deeper thoughts about the way they’ve been affected by what they learned. Then, model adding an evaluative statement to the conclusion paragraph from Day 1.</p>			
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</p>	<p>Independent Practice: Students will create a pre-writing plan with a clear central idea and will begin drafting a conclusion paragraph.</p>	<p>Independent Practice: Students will finish their conclusion paragraph and will continue working on the rest of the ECR.</p>			<p>Independent Practice: Students will finish their ECR draft.</p> <p>Sample Response</p>
<p>Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i></p>	<p>Students will:</p>	<p>Students will:</p>			<p>Students will:</p>

WEEK 6: SPANISH

READING/LECTURA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/16/2024	12/17/2024	12/18/2024	12/19/2024	12/20/2024
Neuhaus/ Escalera 30 min	Lesson: Review	Lesson: Review	Lesson: Review	Lesson: Review	TEACHER PREP
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: Historical Fiction/Ficción realista</p> <p>Grade-Level Text(s): Dreaming of America by Eve Bunting <i>de El diario de Pedro por Pam Conrad (myVision, Unit 1, Week 3)</i> ó <i>Cajas de cartón: relatos de la vida peregrina de un niño campesino por Francisco Jimenez (Scholastic Comprehension Club)</i></p>				
Word Study/ Estudio de palabras 5-10 min	<p>Student Expectation: 5.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words; / Use el contexto dentro y fuera de la oración para determinar el significado relevante de palabras desconocidas o de palabras de significado múltiple;</p> <p>Vocabulary from Interactive Read Aloud: corridor, parcel, steward, suffocated, wharf, commemorate, immigrant, remarkable marea, ruta, leguas, brazas, excursiones</p>				
Student Expectations/ Expectativas de estudiantes SEs	5.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words or multiple-meaning words; / Use el contexto dentro y fuera de la oración para determinar el significado relevante de	5.8C - analyze plot elements, including the rising action, climax, falling action, and resolution; / Analice los elementos de la trama, incluyendo la acción ascendente, el punto culminante, la acción descendente y la	5.6F - make inferences and use evidence to support understanding; / Haga inferencias y use evidencia para apoyar la comprensión. 5.7C - use text evidence to support an appropriate response; / Use evidencia textual	*Extra Day - Review*	

	palabras desconocidas o de palabras de significado múltiple;	resolución;	para apoyar una respuesta apropiada.		
Content Objective/ Objetivo del contenido	The students will determine the meaning of multiple- meaning words by using context within and beyond a sentence. Los estudiantes determinarán el significado de palabras de múltiples significados utilizando el contexto dentro y fuera de una oración.	The students will analyze the plot elements by identifying significant events in the text that contribute to the story. Los estudiantes analizarán los elementos de la trama identificando eventos significativos en el texto que contribuyen a la historia.	The students will deepen comprehension by making inferences using text evidence to support understanding. Los estudiantes profundizarán la comprensión haciendo inferencias utilizando evidencia textual para apoyar su respuesta.		
Language Objective/ Objetivo de lenguaje	The students will use context clues to learn new vocabulary. (ELPS.c.1C)	The students will demonstrate listening comprehension by identifying plot elements in a fictional story. (ELPS.c.2I)	The students will show comprehension through inferential skills. (ELPS.c.4J)		
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
Text Analysis: Mini-lesson/ Análisis del	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	

<p>texto: Mini-lección 15-20 min</p>					
<p>Text Analysis: Read Aloud/ Análisis del texto: Lectura en voz alta 10-15 min</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	<p>Guided Practice:</p>	
<p>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</p>	<p><u>Week 6 Reading DOLs</u> Fictional Text: <i>Danger at Scituata Lighthouse</i> (Lexile Range 925L - 1050L) Texto ficticio: <i>Peligro en el faro de Scituata</i> (Lexile Range 925L - 1050L)</p>				
	<p>Independent Practice: Students will answer multiple-choice questions and a hot-text question to determine meaning of words using context clues. Answer Key: 1. B 2. <i>hid among the cedar trees./ escondieron entre los cedros.</i> 3. B</p>	<p>Independent Practice: Students will answer a multi-select question and a multiple-choice question to analyze plot elements. Answer Key: 4. B 5. A & E 6. A</p>	<p>Independent Practice: Students will answer a multiple-part question to make inferences. Answer Key: 7. PART A: B PART B: B</p>		
<p>Success Criteria/ Crterios de éxito A student has achieved mastery when...</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	

WRITING/ESCRITURA

Week 6 Writing DOLs

**Conventions/
Convenciones**

10-15 min

5.11Dxi - Edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. / *Edite borradores usando las convenciones comunes de la lengua española, incluyendo: escritura correcta de las palabras con patrones ortográficos y reglas ortográficas apropiados para el nivel del grado escolar;*
5.2Bv - Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; / **5.2Biv** - Demuestre y aplique el conocimiento ortográfico al: escribir palabras con diptongos y hiatos;

Objective: The students will use standard English conventions by spelling words using knowledge of prefixes.
Objetivo: Los estudiantes usarán las convenciones comunes de la lengua española escribiendo palabras con diptongos e hiatos.

<p style="text-align: center;">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Rebecca feared the soldiers might misinterpret her plan and cause an impossible situation.</i></p> <p>Focus Phrase: <i>A prefix is one or more letters placed before a root or base word that changes the meaning of the word.</i></p> <p>Probing Questions:</p> <ul style="list-style-type: none"> Are there any words with prefixes in the sentence? How do the prefixes change the meaning of the words? 	<p style="text-align: center;">COMPARE AND CONTRAST <i>How are they alike and different?</i></p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> <i>Rebecca feared the soldiers might misinterpret her plan and cause an impossible situation.</i> <i>The captain felt insecure about their plan and wanted to prepare for any surprises.</i> <p>Probing Questions:</p> <ul style="list-style-type: none"> Are there any words with prefixes in the second sentence? What do the prefixes mean? 	<p style="text-align: center;">APPLY & EDIT (FIX IT SENTENCES) <i>What can we change? What effect does that change have?</i></p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> <i>It's illegal to park in front of a fire hydrant so we had to move the car</i> <i>The instructions were noncomplete, so we have to figure out the rest on our own.</i> <i>the teacher asked us to pre view the chapter before the quiz Tomorrow.</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> <i>It's illegal to park in front of a fire hydrant, so we had to move the car.</i> <i>The instructions were incomplete, so we had to figure out the rest</i> 	<p style="text-align: center;">PRACTICE QUESTIONS</p> <p><small>Read the selection and choose the best answer to each question.</small></p> <p><small>Samantha's teacher asked her to write about her winter break. Samantha wants you to read her paper and look for any corrections she needs to make. When you finish reading, answer the questions that follow.</small></p> <p style="text-align: center;"><small>A Winter Break to Remember</small></p> <p><small>(1) Over winter break, my family and I went to the mountains to go sledding. (2) At first, I was worried it would be too cold, but my mom reminded me not to be impatient and to give it a try. (3) When we arrived, the snow was so thick that I thought it would be impossible to walk through! (4) We bundled up in our warmest clothes and grabbed our sleds. (5) My dad was irresponsible and forgot his gloves, so we had to turn back to the cabin to get them. (6) Once we started sledding, I couldn't stop smiling! (7) We raced down the hill, and my brother crashed into a pile of snow. (8) I was dispressed by how fast we went, and we spent the whole day having fun. (9) It was one of the best winter breaks ever, and I can't wait to do it again next year!</small></p> <p>1. What change needs to be made in sentence 3?</p> <ol style="list-style-type: none"> Change worried for worry Delete the comma after cold Change reminded for premineded Change impatient for impatient <p>2. What change needs to be made in sentence 5?</p> <ol style="list-style-type: none"> Change irresponsible for irresponsible Change forgot for forget Delete the comma after gloves No change is needed in sentence 5 <p>3. Sentence 8 contains an error. Select the response that corrects the error in this sentence.</p> <p>I was <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A. impressed</td></tr><tr><td>B. impressed</td></tr><tr><td>C. nonpressed</td></tr><tr><td>D. lpressed</td></tr></table> by how fast we went, and we spent the whole day having fun.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> D A B 	A. impressed	B. impressed	C. nonpressed	D. lpressed
A. impressed							
B. impressed							
C. nonpressed							
D. lpressed							

			<p>on our own.</p> <ul style="list-style-type: none"> The teacher asked us to preview the chapter before the quiz tomorrow. 														
	<p style="text-align: center;">NOTAR <i>¿Qué notas en esta oración?</i></p> <p>Oración mentor: Rebecca y Abigail corrieron rápidamente mientras tocaban su pífano.</p> <p>Diptongos: mientras, corrieron Hiatos: Abigail</p> <p>Frase de enfoque: Un diptongo es una combinación de dos sonidos vocálicos en una sílaba para formar un fonema nuevo (por ej., /ui/ en fui, /ie/ en viernes y /oi/ en oigan).</p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Qué palabras tienen dos sonidos vocálicos en una sílaba (diptongos)? 	<p style="text-align: center;">COMPARAR <i>¿En qué se parecen? ¿En qué se diferencian?</i></p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> Rebecca y Abigail corrieron rápidamente mientras tocaban su pífano. Rebecca tenía una idea increíble para salvar el faro. <p>Diptongos: Hiatos: tenía, idea, increíble</p> <p>Frase de enfoque: Un hiato es una pausa breve entre dos vocales consecutivas que se pronuncian en sílabas diferentes (por ej., en español, fideo y poeta).</p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Qué palabras tienen hiatos? 	<p style="text-align: center;">APLICAR Y CORREGIR <i>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</i></p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> El maestro leia un libro sobre la historia de Eropa. El cielo se veia muy claro despues de la lluvia. Mi Tía tiene un baul lleno de juguetes. <p>Oraciones correctas:</p> <ul style="list-style-type: none"> El maestro leía un libro sobre la historia de Europa. El cielo se veía muy claro después de la lluvia. Mi tía tiene un baúl lleno de juguetes. 	<p style="text-align: center;">PREGUNTAS DE PRÁCTICA</p> <p>Lee la selección y elige la mejor respuesta a cada pregunta.</p> <p><i>Carlos escribió este ensayo sobre su experiencia en una visita a la granja de su tío. Lee el ensayo de Carlos y busca las correcciones que necesita hacer. Luego responde las preguntas que aparecen a continuación.</i></p> <p style="text-align: center;">Un día en la granja</p> <p>(1) La semana pasada, fui a la granja de mi tío para ayudarlo con los animales. (2) Me emocionaba ver de cerca a las vacas y los caballos, que eran muy curiosos. (3) Primero, alimentamos a los caballos y los acariciamos mientras comían. (4) Luego, recogimos los huevos frescos de las gallinas. (5) Lo que más me gustó fue darle de comer al cordero bebé. (6) Era muy tierno y siempre quería jugar. (7) También aprendí a usar las herramientas para arreglar la cerca del corral. (8) Aunque fue difícil al principio, me gustó aprender algo nuevo. (9) Al final del día, estaba cansado pero feliz de haber ayudado en la granja.</p> <p>1. ¿Qué cambio debe hacerse en la oración 1?</p> <ol style="list-style-type: none"> Cambiar fui por fui Cambiar tío por tio Cambiar animales por animal No es necesario hacer ningún cambio en la oración 1. <p>2. ¿Qué cambio debe hacerse en la oración 4?</p> <ol style="list-style-type: none"> Cambiar recogimos por recogimos Cambiar huevos por huevos Cambiar gallinas por gallina No es necesario hacer ningún cambio en la oración 4. <p>3. La oración 7 contiene un error. Seleccione la respuesta que corrige el error en esta oración.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;">A.</td> <td>También</td> <td>aprendí a usar las herramientas para arreglar la cerca del corral.</td> </tr> <tr> <td>B.</td> <td>Tambien</td> <td></td> </tr> <tr> <td>C.</td> <td>Tambien</td> <td></td> </tr> <tr> <td>D.</td> <td>Tambien</td> <td></td> </tr> </table> <p>Respuestas:</p> <ol style="list-style-type: none"> D A B 	A.	También	aprendí a usar las herramientas para arreglar la cerca del corral.	B.	Tambien		C.	Tambien		D.	Tambien		
A.	También	aprendí a usar las herramientas para arreglar la cerca del corral.															
B.	Tambien																
C.	Tambien																
D.	Tambien																
<p>Composition/ Composición 20-30 min</p>	<p>ECR Prompt</p> <p>Read the story "Danger at Scituate Lighthouse." Based on the information in the story, write a response to the following: Explain what Rebecca's actions reveal about her character. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</p>																

	<p><i>Lee el cuento “Peligro en el faro de Scituate”. Basándote en la información del cuento, escribe una respuesta a lo siguiente: Explica qué revelan las acciones de Rebecca sobre su carácter. Escribe un ensayo informativo bien organizado que utilice evidencia específica del cuento para respaldar tu respuesta.</i></p> <p style="text-align: center;"><u>Sample Response</u></p>				
	<p>5.11E - Publish written work for appropriate audiences. / Publique la obra escrita para el público apropiado. 5.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft./ Redacte textos informativos, incluyendo composiciones breves que transmitan información sobre un tópico, utilizando una idea central clara, el arte del escritor y las características del género para escribir;</p>				
	<p>Objective: The students will publish a written work for an appropriate audience by composing an informational extended-constructed response. Objetivo: Los estudiantes publicarán una obra escrita para el público apropiada redactando una respuesta extendida-construida informativa.</p>				
<p>Mini-Lesson/ Mini-Lección</p>	<p style="text-align: center;">DAY 1 REVIEW</p>	<p style="text-align: center;">DAY 2 <i>Independent Writing Time</i></p>	<p style="text-align: center;">DAY 3 <i>Independent Writing Time</i></p>	<p style="text-align: center;">DAY 4 <i>Independent Writing Time</i></p>	
<p>Guided Practice/ Práctica Guiada</p>	<p>Go over the independent writing ECR prompt with students. Then, review the “Steps for Approaching Response to Text Compositions for a Single Source Text” and tell students that this week they will practice completing all the steps by writing an ECR on their own.</p> <p>Note: <i>The DOL tasks for this week provide a general structure to help students complete the ECR within the week. However, emphasize to students that, for the STAAR test, they will be required to complete a full</i></p>				

	<i>ECR on the day of the test. Therefore, allow them to move ahead through the steps as needed.</i>				
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje	Independent Practice: Students will complete steps 1 through 4 in the “ Steps for Approaching Response to Text Compositions for a Single Source Text. ”	Independent Practice: Students will complete steps 5 through 7 in the “ Steps for Approaching Response to Text Compositions for a Single Source Text. ”	Independent Practice: Students will complete step 8 in the “ Steps for Approaching Response to Text Compositions for a Single Source Text. ”	Independent Practice: Students will complete steps 9 in the “ Steps for Approaching Response to Text Compositions for a Single Source Text. ”	
Success Criteria/ Criterios de éxito A student has achieved mastery when...	Students will:	Students will:	Students will:	Students will:	