



GRADE 2 READING LANGUAGE ARTS | INSTRUCTIONAL PLANNING CALENDAR

3rd 6 Weeks: November 7th - December 21, 2023

6 WEEKS OVERVIEW

Scholastic Comprehension Club

Strand: A Sense of Self

Unit: Like No One Else

Characteristics of Text:

No two people are exactly alike. How do authors get readers to think about this question: *What makes you-and others-unique?*

Students will:

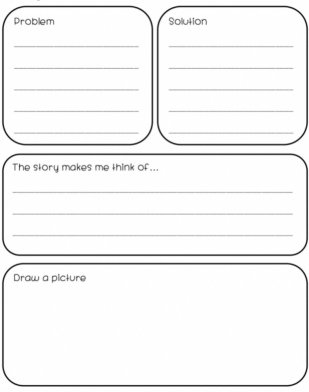
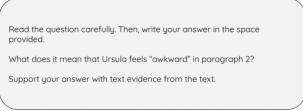
- notice and discuss how authors craft realistic fiction, fantasy and biography to explore important themes and convey a message.
- Understands that some authors use humor to help get their messages across.
- Identifies descriptive details, plot points, and illustrations that help readers connect to an author's message.
- Recognizes the importance of respecting others for who they are.
- Understands that different individuals have different strengths and goals.
- Offers examples based upon their reading and discussion in response to the unit focus question: *What makes you-and others-unique?*

If you notice any errors, inconsistencies, or have questions, please contact: Belinda Vega at belinda.vega@fwisd.org

Important Dates	Resources
11/7 - Start of 3rd 6 Weeks 11/7 - 11/10 - Winter Benchmarks 11/20 - 11/24 - Thanksgiving Break 12/15 - Academic Preview 12/18 - 12/21 - LAN Common Assessment #3 12/21 - 3rd 6 Weeks F&Ps Due 12/22 - Teacher Prep Day 12/25 - 01/05 - Winter Break	Literacy Resources Editable Copy of IPC Literacy Lesson Breakdown LAN Literacy Resource Guide DLE Manual G2 2023-2024 - Neuhaus Calendar STAAR Resources: Websites: TEKS Resource System Empowering Writers Username: FWISD Email Password: LANLiteracy2024 Accessing Empowering Writers

WEEK 4: SPANISH					
READING/LECTURA					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/04/2023	12/05/2023	12/06/2023	12/07/2023	12/08/2023
Neuhaus/ Escalera 30 min	Lesson: RP 74e	Lesson: RP 75	Lesson: RP 75a	Lesson: RP 76	Lesson: Review
Genre, Grade-Level Text/Género, Texto a nivel	Genre: Biography Picture Book/Libro Ilustrado de Biografía Grade-Level Text <i>Diego by Jeanette Winter</i> Text by Jonah Winter <i>Diego por Jeanette Winter</i> Texto por Jonah Winter Vocabulary: Colorful, daydreamed, equality, famous, murals, contribution, inspiration Colores, soñando despierto, igualdad, famoso, murales, contribuciones, inspiraciones				
Student Expectations/ Expectativas de estudiantes SEs	2.3B - Use context within and beyond a sentence to determine the meaning of unfamiliar words. Utilice el contexto dentro y más allá de una oración para determinar el significado de palabras desconocidas.	2.10A - Discuss the author's purpose for writing text. Discuta el propósito del autor al escribir un texto. 2.8A - Discuss topics and determine theme using text evidence with adult assistance. Discuta tópicos y determine el tema usando evidencia textual con la asistencia de un adulto.	2.6F - Make inferences and use evidence to support understanding. Haga inferencias y use evidencia para apoyar la comprensión. 2.7C - Use text evidence to support an appropriate response. Use evidencia textual para apoyar una respuesta apropiada.	2.6E - Make connections to personal experiences, ideas in other texts, and society. Haga conexiones relacionadas con experiencias personales, ideas de otros textos y la sociedad.	2.7B - Write a response to a literary or informational text that demonstrates an understanding of the text. Escriba una respuesta a un texto literario o informativo que demuestre la comprensión del texto. 2.10D - Discuss the use of descriptive, literal, and figurative language.

					Discuta el uso del lenguaje descriptivo, literal y figurado.
Objective/ Objective	The students will use context within and beyond a sentence to determine the meaning of unfamiliar words by rereading the sentence where the word is located plus other sentences as necessary Los estudiantes usarán el contexto dentro y fuera de una oración para determinar el significado de palabras desconocidas releyendo la oración donde se encuentra la palabra más otras oraciones según sea necesario.	The students will discuss the author's craft by explaining the author's purpose and theme within a text. Los estudiantes discutirán el arte del autor explicando el propósito y el tema dentro de un texto.	The students will use metacognitive skills to deepen comprehension by making inferences and using text evidence. Los estudiantes utilizarán habilidades metacognitivas para profundizar la comprensión haciendo inferencias y utilizando evidencia del texto.	The students will use metacognitive skills by making connections between text and a personal experience. Los estudiantes utilizarán habilidades metacognitivas al hacer conexiones entre un texto y una experiencia personal.	The students will describe how the author's use of figurative language achieves specific purposes by writing a response that demonstrates understanding of a text. Los estudiantes describirán cómo el uso del lenguaje figurado por parte del autor logra propósitos específicos al escribir una respuesta que demuestre comprensión de un texto.
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis: Mini-lesson/ Análisis del texto: Mini-</i>	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:	Anchor Chart. Mini-Lesson:

lección 15-20 min					
<i>Text Analysis:</i> Read Aloud/ <i>Análisis del</i> <i>texto:</i> Lectura en voz alta 10-15 min	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Week 4 - Reading and Writing DOLs <u>English/Spanish</u>				
	Independent Practice: Students will answer multiple-choice questions. Answer Key: 1) B 2) C Los estudiantes responderán preguntas de opción múltiple. Clave de respuestas: 1) B 2) C	Independent Practice: Students will complete the graphic organizer using the short sotry “Bad Break”. Los estudiantes completarán el organizador gráfico usando el cuento corto “Mala Roturna”. 	Independent Practice: Students will answer the part a and part b questions. Part a: B Part b: “Embarrassed to feel weak and needy, she rejected help whenever it was offered.” Los estudiantes responderán las preguntas de la parte a y la parte b. Parte a: B Parte B: Avergonzada de sentirse débil y necesitada, rechazaba la ayuda siempre que se la ofrecían.	Independent Practice: Students will complete a graphic organizer. Los estudiantes completarán un organizador gráfico. 	Independent Practice: Students will answer a short-constructed response using the R.A.C.E. strategy. Los estudiantes responderán una respuesta breve utilizando el R.A.C.E. estrategia. 

	Directions: Read the following paragraph and answer the question. 2 Ursula returned to school a few days later using crutches. She was strong, but found that navigating busy hallways and the cafeteria proved more awkward than she'd expected. Like any kid would be, Ursula was uncomfortable with this new reality. Although classmates freely offered to carry her books, bring things for her, and help her get in and out of chairs, she always resisted, insisting, "No thanks, I'm fine." Embarrassed to feel weak and needy, she rejected help whenever it was offered. 1. In paragraph 2, what other word helps you understand the meaning of the word "awkward"? a. expected b. uncomfortable c. really d. freely 2. In paragraph 2, what does the word "resisted" mean? a. accepted b. embraced c. declined d. ignored		Directions: Use the story "Bad Break" to answer the following questions. 1. What can the reader infer about how Ursula felt about accepting help from others? a. She was always happy to accept help. b. She felt embarrassed and uncomfortable accepting help. c. She never needed help from anyone. d. She asked for help whenever she could. 2. Read paragraph 2 from the passage. Which sentence best supports the answer to question 1? Highlight or underline the correct answer. 2 Ursula returned to school a few days later using crutches. She was strong, but found that navigating busy hallways and the cafeteria proved more awkward than she'd expected. Like any kid would be, Ursula was uncomfortable with this new reality. Although classmates freely offered to carry her books, bring things for her, and help her get in and out of chairs, she always resisted, insisting, "No thanks, I'm fine." Embarrassed to feel weak and needy, she rejected help whenever it was offered.		
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/ESCRITURA					
Conventions/ Convenciones 10-15 min	2.11Dxi - 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;				
	Objective: The students will edit drafts by using correct spelling of high-frequency words. Objetivo: Los estudiantes editarán borradores usando escritura correcta de las palabras con patrones y reglas ortográficas.				
	NOTICE <i>What do you notice?</i> Mentor Sentence: <i>This left poor Diego all alone.</i> Focus Phrase: When editing our writing, it is important to use the correct spelling of words. One way to	COMPARE AND CONTRAST <i>How are they alike and different?</i> Mentor Sentences: <i>This left poor Diego all alone.</i> <i>Then he fell ill, just like his brother.</i>	IMITATE <i>Try it out</i> <i>Using the sentence students have been studying for inspiration, writers "try out" the pattern of power through shared, interactive, or paired writing.</i>	APPLY & EDIT (FIX IT SENTENCE) <i>What can we change? What effect does that change have?</i> Fix It Sentences: <i>Liam is agenst drinking coke because is bad for your helth</i> <i>Adam and leslie</i>	PRACTICE QUESTION Visit Austin (1) Many familys take time off from work during the summer to travel. (2) Some go to different states to see relatives. (3) Others look for places more closer to home to explore. (4) If your family is looking for a place to go this year, I think you should visit my hometown, the city of Austin. How should sentence 1 be changed? F Change familys to families G Change off to of H Change to travel to they travel J Sentence 1 should not be changed.

	ensure spelling is correct is applying our knowledge of high-frequency words. <u>List of 2nd Fry Words</u>			were best frends growing up I want to buy candy, but i didnt have any mony	Answer: F
	NOTAR ¿Qué notas en esta oración? Oración mentor: Esto dejó solo al pobre Diego. Frase de enfoque: Un pronombre es una categoría gramatical que funciona como un sustituto de un sustantivo. Hay diferentes tipos de pronombres. Un pronombre personal se refiere a una persona, animal y objeto. Un pronombre posesivo demuestra propiedad. Un pronombre objetivo actúa como el objeto de una oración y recibe la acción del verbo. Un pronombre reflexivo se refiere al sujeto de la oración o cláusula.	COMPARAR ¿En qué se parecen? ¿En qué se diferencian? Oraciones mentoras: - Esto dejó solo al pobre Diego. - Después él también se enfermó, como su hermano.	IMITAR Inténtalo Usando la oración que los estudiantes han estado estudiando en busca de inspiración, los escritores "prueban" el patrón de poder a través de la escritura compartida, interactiva o en parejas.	APLICAR Y CORREGIR ¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos? Oraciones para corregir: - Me gustaría poder comprarle unas rrosas a mi amiga karen, pero no tengo dinero - quisiera poder llegar a la fiesta de mi Hermano en un caruaje. - tenemos que susurar para que no nos regale la sra gómez.	PRÁCTICA de ¡Vámonos de campamento! (4) Primero que nada, cuando vamos de campamento podemos hacer cosas muy divertidas. (5) Mientras convivimos. (6) Desde poner tienda de campaña hasta organizar caminatas o nadar en algún río, lo importante es estar todos juntos. (7) Los adultos que nos acompañen pueden enseñarnos a encender una fogata para disfrutar de unos exquisitos malvaviscos deretidos en el fuego. (8) Incluso se puede aprovechar este tiempo para contar chistes o simplemente conversar. Si fuera necesario, ¿qué cambio se debería hacer en la oración ?? F Cambiar enseñarnos por enseñarlos G Cambiar para por una coma H Cambiar exquisitos por ex quisitos J Cambiar deretidos por derretidos Respuesta: J
Composition/ Composición 20-30 min	2.11Bi - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion; / Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: organizar un texto con una estructura intencionada, incluyendo una introducción y una conclusión; 2.12B - 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; Objective: The students will compose informational texts by organizing with purposeful structure, including a conclusion. Objetivo: Los estudiantes redactarán textos informativos organizando el texto con una estructura intencionada, incluyendo una				

	conclusión.				
	<u>Empowering Writers</u> Suggested Lessons from Empowering Writers STEP 1 Literacy Launch <i>Lesson 5: Strategic Reading – Informed Writing</i> <i>Lesson 6: Strategic Reading – Organization and Text Conventions</i> STEP 2 Informational & Opinion Writing Section 2 <i>Lesson 14: Reading and Summarizing Texts</i> STEP 3 Informational & Opinion Writing Section 5 <i>Lesson 1: Analyzing Prompts for Givens and Variables</i> Note: The suggested lessons provide additional resources to support writing instruction in alignment with steps 1 through 3 from the Steps for Approaching Response to Text Compositions.				
	INTRODUCE PROMPT	DRAFT	REVISE	EDIT	CELEBRATE/ SHARE
Mini-Lesson/ Mini-Lección					
Guided Practice/ Práctica Guiada					
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje					
Success Criteria/ Criterios de éxito <i>A student has achieved</i>					

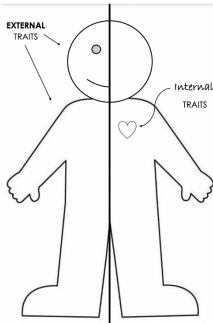
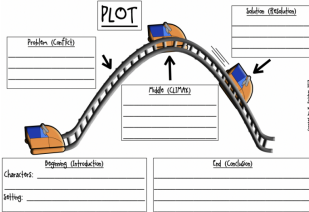
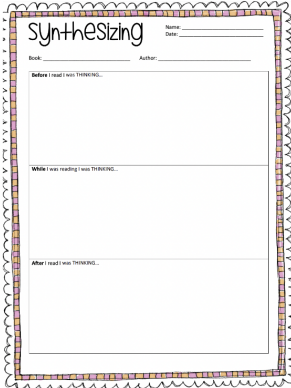
mastery when...					
Small Group Guided Reading					
Students/ Estudiantes					
Reading Level or Book Club/ Nivel de lectura o club de lectura					
SEs					
Activities/ Actividades 30 min					

WEEK 5: ENGLISH

READING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/11/2023	12/12/2023	12/13/2023	12/14/2023	12/15/2023
Neuhaus/ Escalera 30 min	Lesson: Review	Lesson: Review	Lesson: Review	Lesson: Review	Lesson: MC III
Genre, Grade-Level Text/ Género, Texto a nivel	Genre: Drama Grade-Level Text(s): MyView Unit 5 Week 3: <i>Where Do They Go In Rain or Snow?</i> By Melissa Stewart Illustrated by Iole Rosa Vocabulary: den, slippery, surface, underground, survive				
Student Expectations/ Expectativas de estudiantes SEs	2.6C - Make and correct or confirm predictions using text features, characteristics of genre, and structures. 2.9C - Discuss elements of drama such as characters, dialogue, and setting.	2.8D - Describe the importance of the setting. 2.6F - Make inferences and use evidence to support understanding.	2.8B - Describe the main character's internal and external traits.	2.8C - Describe and understand plot elements including the main events, the conflict, and the resolution for texts read aloud and independently.	2.6H - Synthesize information to create new understanding.
Objective/ Objetivo	The students will use metacognitive skills to make predictions using text features, characteristics of	The students will describe the importance of the setting by inferring how this affects	The students will describe the character's internal and external traits by	The students will describe the plot elements by completing the elements of a plot	The students will create a new understanding by interacting with text in meaningful ways such

	genre, and structures. *Friday's DOL should be done throughout the week and completed on Friday*	characters, including their thoughts, feelings, and actions.	completing a graphic organizer.	graphic organizer.	as illustrating and writing
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
Text Analysis: 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:
Text Analysis: 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/ Práctica Independiente:	Week 5 - Reading and Writing DOLs				
	Independent Practice: Students will answer 3 multiple choice	Independent Practice: Students will answer 2 open ended questions	Independent Practice: Students will complete a character's internal	Independent Practice:	Independent Practice:

Demostración de aprendizaje 10-15 min	questions. *Also start the Friday DOL * Answer Key: 1. B 2. C 3. A Week 5 Day 1 Objective (2-RC, 2-CC) I can use metacognitive skills to make predictions by using text features, characteristics of drama, and structures. Directions: Read the passage titled "The Elephant's Child" and answer the following questions. 1. The reader can tell that "The Elephant's Child" is a play because it has a -- a. common theme b. includes acts c. rhyming pattern d. problem that is solved 2. Based on the events in the story, how will the Elephant's Child most likely approach encounters with the Crocodile in the future? a. He will eagerly approach the Crocodile without hesitation. b. He will continue to ask questions but from a safe distance. c. He will avoid the Crocodile completely to prevent another incident. d. He will bring his friends along for protection when meeting the Crocodile. 3. What do you think the Elephant's Child will do now that he has a long trunk? a. He will use his trunk to perform helpful tasks. b. He will go swimming in the Limpopo River. c. He will tell jokes to the other animals. d. He will forget about his trunk and be sad.	and one multiple-choice question. Answer Key: 3. C Week 5 Day 2 Objective (2-RI, 2-CP) I can describe the importance of the setting by inferring how this affects characters, including their thoughts, feelings, and actions. Directions: Read the passage titled "The Elephant's Child" and answer the following questions. 1. What is the setting of this play? 2. Why did the playwright include the narrator's dialogue at the beginning of Act 1 and Act 2? 3. How does the African plains setting affect what the Elephant's Child does in the play? a. It makes him ask more questions. b. It causes him to avoid other animals. c. It leads him to seek out the Crocodile. d. It encourages him to sing songs.	and external traits graphic organizer. Directions: Read the passage titled "The Elephant's Child" and complete the graphic organizer. 	Students will complete a Plote Elements Graphic Organizer. 	Students will finish the Synthesizing graphic organizer. 					
Success Criteria/ Criterios de éxito A student has achieved mastery when...	Students will:	Students will:	Students will:	Students will:	Students will:					
WRITING										
Conventions/ Convenciones 10-15 min	2.11C - Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; Objective: The students will revise drafts by adding, deleting, combining, and rearranging ideas. <table><tr><td> NOTICE What do you notice? How can the sentence be rewritten? </td><td> COMPARE AND CONTRAST How are they alike and different? What makes </td><td> IMITATE Try it out! Choose a sentence </td><td> APPLY & EDIT (FIX IT SENTENCES) What can we change? What effect does </td><td> PRACTICE QUESTIONS </td></tr></table>					NOTICE What do you notice? How can the sentence be rewritten?	COMPARE AND CONTRAST How are they alike and different? What makes	IMITATE Try it out! Choose a sentence	APPLY & EDIT (FIX IT SENTENCES) What can we change? What effect does	PRACTICE QUESTIONS
NOTICE What do you notice? How can the sentence be rewritten?	COMPARE AND CONTRAST How are they alike and different? What makes	IMITATE Try it out! Choose a sentence	APPLY & EDIT (FIX IT SENTENCES) What can we change? What effect does	PRACTICE QUESTIONS						

	Daniel wants to rewrite the following sentence to express his ideas more coherently. How can the sentence be rewritten? Last night, I went to sleep late because I watching T.V. Focus Phrase: <i>Revising is a stage in the writing process where changes are made to improve the message for an audience.</i>	one sentence better than the other? Last night, I went to sleep late because I watching T.V. Note: <i>Students can also compare and contrast the sentence from Monday with the sentence they wrote.</i>	<i>from one of your pieces of writing and rewrite the sentence to express your ideas in a simpler way. Write your sentence in the space provided.</i>	that change have? Fix It Paragraph: Read the paragraph below and look for revisions that could be made. Lying bad. A person lies, others stop trusting them. You would have friends. No one would like you.	Read the sentences below and cross out the sentence that doesn't belong. - At the zoo, we saw a tall giraffe. I like giraffes. It was munching on leaves from a tree. - I sat by a pond at the zoo. Ducks with bright green feathers swam by me in the water. Ducks can live up to 20 years! - Next we looked at the elephants. One elephant came right up to me and I saw it's long trunk! I wish I had a long trunk.
Composition/ Composición 20-30 min	2.11Bii - Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details. 2.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.				
	Objective: The students will compose informational texts into a focused, structured, and coherent piece of writing by developing engaging ideas.				
	<i>Empowering Writers</i> <i>Suggested Lessons from Empowering Writers</i> STEPS 4 & 5 Literacy Launch <i>Lesson 13: Finding Evidence - Be a Text Detective!</i> STEP 6 Informational & Opinion Writing Section 2 <i>Lesson 14: Reading & Summarizing Texts</i> Note: The suggested lessons provide additional resources to support writing instruction in alignment with steps 4 through 6 from the				

	Steps for Approaching Response to Text Compositions.				
	<i>INTRODUCE PROMPT</i>	<i>DRAFT</i>	<i>REVISE</i>	<i>EDIT</i>	<i>CELEBRATE/ SHARE</i>
Mini-Lesson/ Mini-Lección					
Guided Practice/ Práctica Guiada					
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje					
Success Criteria/ Criterios de éxito <i>A student has achieved mastery when...</i>					
Small Group Guided Reading					
Students/ Estudiantes					
Reading Level or Book Club/ Nivel de lectura o club de lectura					

SEs					
Activities/ Actividades 30 min					

WEEK 6: SPANISH					
READING					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/18/2023	12/19/2023	12/20/2023	12/21/2023	12/22/2023
Neuhaus/ Escalera 30 min	MC III	MC III	MC III	MC III Due	Teacher Prep
Genre, Grade-Level Text/ Género, Texto a nivel	Genre: Poetry Picture Book/Libro de Poesía Grade-Level Text(s): <i>Looking Liike Me by Walter Dean Myers Illustrated by Christopher Myers</i> <i>Pareciéndose a Mí por Dean Myers ilustrado por Christopher Myers</i> Vocabulary: Bam, celebrating, fist, portraits, proud, role, self-esteem Bam, celebrando, puño, retratos, orgulloso, papel (posicion o talento), autoestima				
Student Expectations/ Expectativas de estudiantes SEs	2.8A - Discuss topics and determine theme using text evidence with adult assistance. Discuta tópicos y determine el tema usando evidencia textual con la asistencia de un adulto.	2.6G - Evaluate details read to determine key ideas. Evaluar los detalles leídos para determinar ideas clave. 2.7D - Retell and paraphrase texts in ways that maintain meaning and logical order. Volver a contar y parafrasear textos de manera que mantengan el significado y el orden	<i>*Extra Day - Assessment*</i>	<i>*Extra Day - Review*</i>	

		lógico.			
Objective/ Objetivo	The students will synthesize information by examining text and graphic features to create new understanding. <i>Los estudiantes sintetizarán información examinando texto y características gráficas para crear una nueva comprensión.</i>	The students will describe the main character's external and internal traits by describing the character traits and attributes or qualities that reveal character. <i>Los estudiantes describirán los rasgos externos e internos del personaje principal describiendo los rasgos del personaje y los atributos o cualidades que revelan el carácter.</i>			
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis:</i> Mini-lesson/ <i>Análisis del</i> <i>texto:</i> Mini- lección 15-20 min	<i>Anchor Chart.</i> <i>Mini-Lesson.</i>	<i>Anchor Chart.</i> <i>Mini-Lesson.</i>	<i>Anchor Chart.</i> <i>Mini-Lesson.</i>	<i>Anchor Chart.</i> <i>Mini-Lesson.</i>	

<i>Text Analysis:</i> Read Aloud/ <i>Análisis del</i> <i>texto:</i> Lectura en voz alta 10-15 min	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min	Week 6 - Reading and Writing DOLs- English/Spanish				
	Independent Practice: Students will complete the Determining Theme graphic organizer using the story “Where’s Frankie?” The graphic organizer is titled 'Determining Theme' and features a large central box for drawing. Below the box, it says 'I think the theme of this story is' followed by a list of words: cooperation, compassion, responsibility, courage, honesty, kindness, friendship, acceptance, and perseverance/overcoming challenges. At the bottom, it says 'Because the text says' followed by two blank lines for writing.	Independent Practice: Students will will complete the SWBST graphic organizer with the story “Where’s Frankie?” The SWBST graphic organizer consists of a 2x5 grid of boxes. The first column contains the letters S, W, B, S, T. The second column contains the words somebody, wanted, but, so, then. The third column contains the questions: 'Who is the main character?', 'What did the character want?', 'What is the problem?', 'How does the character try to solve the problem?', and 'What is the resolution to the story?'. The remaining three columns are empty for drawing.			
Success Criteria/ Criterios de éxito <i>A student has achieved</i>	Students will:	Students will:	Students will:	Students will:	

mastery when...					
WRITING					
Conventions/ Convenciones 10-15 min	2.11C - Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; / <i>Revise borradores para mejorar la estructura de las oraciones y la elección de las palabras agregando, borrando, combinando y reorganizando las ideas para lograr coherencia y claridad;</i>				
	Objective: The students will revise drafts by adding, deleting, combining, and rearranging ideas. Objetivo: Los estudiantes revisarán borradores agregando, borrando, combinando y reorganizando ideas.				
	NOTICE <i>What do you notice? How can the sentence be rewritten?</i> Megan wants to add a transition word to the following sentence to express her ideas more coherently. How can the sentence be rewritten? I did my homework and then I read for 30 minutes. Focus Phrase: <i>Revising is a stage in the writing process where changes are made to improve the message for an audience.</i>	Compare & Contrast I did my homework and then I read for 30 minutes.	Imitate Choose one of your pieces of writing and add transition words to express your ideas more coherently. Write one of your sentences in the space provided.	PRACTICE QUESTIONS How can we improve the passage below? I love monkeys. They make me laugh. They swing from tree to tree. I listen to them make playful noises. They seem to like me watching them, too. Possible Transition Words: also, next, finally, as a result, in the morning, later, I know that, as well as, yesterday, besides, in the mean time, however 	
	NOTAR <i>¿Qué notas en esta oración? ¿Cómo se puede volver a escribir la oración?</i>	Comparar y Constrastar ●hice mi tarea y luego leí durante	Imitar Elije uno de tus escritos y agrega palabras de	PRÁCTICA	

	Megan quiere agregar una palabra de transición a la siguiente oración para expresar sus ideas de manera más coherente. ¿Cómo puede ser la frase? reescrito? Hice mi tarea y luego leí durante 30 minutos. Frase de enfoque: <i>La revisión es una etapa en el proceso de escritura donde se realizan cambios para mejorar el mensaje para una audiencia.</i>	30 minutos. ●Primero, hice mi tarea y luego leí durante 30 minutos.	transición para expresar tus ideas de manera más coherente. Escribe una de tus oraciones en el espacio provisto.	¿Cómo podemos mejorar el pasaje siguiente? Me encantan los monos. Me hacen reír. Se balancean de árbol en árbol. Los escucho hacer ruidos juguetones. Parece que a ellos también les gusta que los mire.  Posibles palabras e transición: también, siguiente, finalmente, como resultado, por la mañana, después, más tarde, sé que, al igual que ayer, además, mientras tanto, sin embargo	
Composition/ Composición 20-30 min	2.11Bi - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion; / Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: organizar un texto con una estructura intencionada, incluyendo una introducción y una conclusión; y 2.11Bii - developing an engaging idea with relevant details. / desarrollar una idea interesante con detalles relevantes; 2.12B - 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;				
	Objective: The students will compose informational texts into a focused, structured, and coherent piece of writing by developing engaging ideas. Objetivo: Los estudiantes redactarán textos informativos en un escrito enfocado, estructurado y coherente escribiendo detalles relevantes.				
	<u>Empowering Writers</u> Suggested Lessons from Empowering Writers				
	STEP 7 Informational & Opinion Writing	STEP 8 Informational & Opinion Writing	STEP 9 Informational & Opinion Writing		

	Section 1 Lesson 4: Main Ideas/Reasons: Don't Overlap Them Lesson 5: Matching Blurbs to Main Idea Sentences Lesson 12: Turning Questions into Responses		Section 1 Lesson 8: Sentence Variety and Word Referents Section 2 Lesson 15: Paraphrasing		Section 4 Lesson 6: Conclusion Paragraphs Lesson 9: Summing It All Up with Definitive Words & Phrases Lesson 12: Adding a Conclusion Paragraph	
Note: The suggested lessons provide additional resources to support writing instruction in alignment with steps 7 through 9 from the Steps for Approaching Response to Text Compositions.						
Mini-Lesson/ Mini-Lección			*Extra Day - Assessment*	*Extra Day - Review*		
Guided Practice/ Práctica Guiada						
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje						
Success Criteria/ Criterios de éxito A student has achieved mastery when...						
Small Group Guided Reading						
Students/ Estudiantes						

Reading Level or Book Club/ Nivel de lectura o club de lectura					
SEs					
Activities/ Actividades 30 min					

ENGLISH LANGUAGE PROFICIENCY STANDARDS

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §72.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#73.4>

Choose appropriate ELPS to support instruction.

ELPS.c.1	The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English

ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
ELPS.c.1F	use accessible language and learn new and essential language in the process
ELPS.c.1G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations
ELPS.c.1H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
ELPS.c.2	The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
ELPS.c.2A	distinguish sounds and intonation patterns of English with increasing ease
ELPS.c.2B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters

ELPS.c.2C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
ELPS.c.2D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
ELPS.c.2E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
ELPS.c.2E	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
ELPS.c.2G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
ELPS.c.2H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
ELPS.c.2I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
ELPS.c.3	The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
ELPS.c.3A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible

ELPS.c.3B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
ELPS.c.3C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
ELPS.c.3D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
ELPS.c.3E	share information in cooperative learning interactions
ELPS.c.3E	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
ELPS.c.3G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
ELPS.c.3H	narrate, describe, and explain with increasing specificity and detail as more English is acquired
ELPS.c.3I	adapt spoken language appropriately for formal and informal purposes
ELPS.c.3J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
ELPS.c.4	The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the

	stage of decoding written text. The student is expected to:
ELPS.c.4A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
ELPS.c.4B	recognize directionality of English reading such as left to right and top to bottom
ELPS.c.4C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
ELPS.c.4D	use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text
ELPS.c.4E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
ELPS.c.4E	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
ELPS.c.4G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
ELPS.c.4H	read silently with increasing ease and comprehension for longer periods
ELPS.c.4I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
ELPS.c.4J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections

	between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
ELPS.c.4K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
ELPS.c.5A	learn relationships between sounds and letters of the English language to represent sounds when writing in English
ELPS.c.5B	write using newly acquired basic vocabulary and content-based grade-level vocabulary
ELPS.c.5C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
ELPS.c.5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
ELPS.c.5E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
ELPS.c.5F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
ELPS.c.5G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.