



GRADE 3 READING LANGUAGE ARTS | INSTRUCTIONAL PLANNING CALENDAR

3rd 6 Weeks: November 4th - December 19th, 2024

6 WEEKS OVERVIEW

Scholastic Comprehension Club

Strand: A Sense of Self

Unit: Courage

Characteristics of Text:

Each of the texts in this unit shows how characters struggle with problems and find courage to respond to them. The unit includes **poetry**, **drama** and **fictional texts**.

Students will:

- think critically about the unit focus question: *What does it take to have courage?*
- 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 among major and minor 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

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Updated 10/24/2024

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>24-25 G3 Neuhaus Calendar</p> <p>ELPS Interactive Language Objectives</p> <p>STAAR Resources:</p> <p>STAAR Grade 3 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 3 STAAR RLA Blueprint - English/Spanish</p> <p>Grade 3 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					
Neuhaus/ Escalera 30 min	Lesson: RP 101a	ELECTION DAY/ DISTRICT PROF LRN NO STUDENTS	Lesson: RP 101b	Lesson: RP 102	Lesson: RP 102a
Genre, Grade-Level Text/ Género, Texto a nivel	<p>Genre: Poetry</p> <p>Grade-Level Texts</p> <p><u>Suggested poems from the book <i>Where the Sidewalk Ends</i> by Shel Silverstein:</u></p> <p><i>Listen to the Mustn'ts</i>, p. 27 <i>True Story</i>, p. 42-43 <i>Who</i>, p. 63 <i>Where the Sidewalk Ends</i>, p. 64 <i>The Little Blue Engine</i>, p. 158</p> <p><u>Poetry Collection: Poems About Heroes (myView - Unit 3 Week 5)</u></p> <p>Vocabulary: teacher selected (varies based on selection of poems)</p>				
Student Expectations/ Expectativas de estudiantes SEs	3.3D - identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		3.9B - explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems; 3.10D - describe how the author's use of imagery, literal and figurative language such as simile,	3.7B - write a response to a literary or informational text that demonstrates an understanding of a text; 3.10E - identify the use of literary devices, including first- or third-person point of view	Everybody Grows Review Suggestion: Use the extra practice question to review 3.6F and 3.7C. Alternatively, teachers can also review the <u>different types of poetry</u> .

			and sound devices such as onomatopoeia achieves specific purposes;		Answer Key for Extra Practice: 1. PART A: A PART B: B
Content Objective/ Objetivo del contenido	The students will explain the meaning of antonyms, synonyms and idioms 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 poem.	The students will analyze the author's choices in poetry by identifying the use of literary devices, including first- and third-person point of view.	
Language Objective/ Objetivo de lenguaje	The students will use antonyms, synonyms and idioms 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					
<i>Text Analysis: Mini-lesson/ Análisis del texto: Mini-lección</i> 15-20 min	<i>Anchor Chart. Mini-Lesson.</i>		<i>Anchor Chart. Mini-Lesson.</i>	<i>Anchor Chart. Mini-Lesson.</i>	<i>Anchor Chart. Mini-Lesson.</i>

<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>Note: Model annotating the poem used for text analysis. Create a summarizing framework for the poem. This will be used as part of the writing instruction.</p> <p><i>The poem is about...</i> <i>The experience was...</i> <i>The experience ended when....</i></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: <i>The Steps of Courage</i> (Lexile Range 500L - 700L)</p>				
<p>Independent Practice:</p> <p>Students will answer multiple-choice questions to determine the correct use of synonyms, antonyms and idioms.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. B 2. D 3. C 		<p>Independent Practice:</p> <p>Students will identify the characteristics of poetry and will answer multiple-choice questions.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 4. C 5. B 6. B 	<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 first-person point of view in the poem "The Steps of Courage." In line 5, the poet writes, "I took one step, the smallest start." This shows that the speaker is talking about their own experience. Additionally, the poet also writes in line 8, "But I pressed on, through all my fear." This means that the speaker is sharing how they personally felt when they faced challenges. Overall,</i></p>	<p>Independent Practice:</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>					

				<i>the use of words like "I" and "my" tells us that the poem is written from the first-person point of view.</i>	
Success Criteria/ Criterios de éxito A student has achieved mastery when...	<i>Students will.</i>		<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>

WRITING

Conventions/ Convenciones 10-15 min	<u>Week 1 Writing DOLs</u>				
	3.11Dvii - Edit drafts using standard English conventions, including: pronouns including subjective, objective, and possessive cases;				
	Objective: The students will edit for correct use of pronouns by identifying subjective, objective and possessive pronouns.				
	<p align="center">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>He (subjective) read his (possessive) favorite lines from the poem to me (objective).</i></p> <p>Focus Phrase: A <u>subjective pronoun</u> is a pronoun that is the subject of the sentence and performs the action of the verb. An <u>objective pronoun</u> acts as the object of a sentence and receives the action of the verb. A <u>possessive pronoun</u> demonstrates</p>		<p align="center">IMITATE <i>Try it out</i></p> <p>Use the poem "The Steps to Courage" to:</p> <p>a) Write 2-3 sentences to answer the question: What did you learn in the poem?</p> <p>b) Use 1 subjective pronoun, 1 objective pronoun, and 1 possessive pronoun.</p> <p>Extension. Have students highlight the different types of pronouns with different colors.</p>	<p align="center">APPLY & EDIT <i>(FIX IT SENTENCES)</i> What can we change? What effect does that change have?</p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> ● Her went to the Store to buy some groceries ● They is planning a trip to benbrook Lake with his family next weekend ● can you help my with my homework <p>Correct Sentences:</p> <ul style="list-style-type: none"> ● <i>She went to the store to buy some groceries.</i> 	<p align="center">PRACTICE QUESTIONS</p> <p>Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.</p> <p><i>Elise's teacher asked her to write a paper about her favorite family outing. Elise wants you to read her paper about a memorable day at the zoo and look for any corrections she needs to make. When you finish reading, answer the questions that follow.</i></p> <p align="center">A Fun Day at the Zoo</p> <p>(1) Last Saturday, my family and I went to the zoo. (2) We were all excited because I love animals. (3) As soon as we arrived, my brother exclaimed, "Let's see the elephants first!" (4) So, we headed to their enclosure, and he quickly started snapping photos with his camera. (5) Later, we watched the monkeys playing and swinging from tree to tree. (6) My sister couldn't stop laughing at his tricks. (7) Before leaving, I picked up a small stuffed monkey from the gift shop for her. (8) She was thrilled with it. (9) On the ride home, we each shared what we enjoyed most. (10) Dad said his favorite were the lions, but for us, it was the giraffes. (11) It truly was a memorable day for us.</p> <p>1. How does sentence 2 need to be changed?</p> <ol style="list-style-type: none"> Change were to was Change excited to exciting Change I to we Sentence 2 does not need to be changed. <p>2. What change, if any, should be made in sentence 6?</p> <ol style="list-style-type: none"> Change My to Her Change his to their Change tricks to trick No change needs to be made in sentence 6. <p>3. What change should be made in sentence 10?</p> <ol style="list-style-type: none"> Change his to hers Delete the comma after lions Change us to me Change giraffes to giraffe

	ownership. Probing Questions: <ul style="list-style-type: none"> What is the subject of the sentence? Who is the sentence about? Which pronouns are used in the sentence? What types of pronouns are these? How do you know? 		Example: <i>I learned that having courage is important. The speaker says that he pushed through his fear. The poem also teaches us about the value of perseverance.</i>	<ul style="list-style-type: none"> He is planning a trip to Benbrook Lake with his family next weekend. Can you help me with my homework? 	Answers: 1. C 2. B 3. C
Composition/ Composición 20-30 min	ECR Prompt <i>Read the poem "The Steps of Courage." Based on the information in the poem, write a response to the following: Explain how the speaker overcomes fear throughout the poem. Write a well-organized informational composition that uses specific evidence from the poem to support your answer.</i>				
	<p>*3.11A - 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>3.12B - 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>				
Mini-Lesson/ Mini-Lección	DAY 1 <i>Steps for an Extended Response & ECR Rubric</i> Review the " Steps for an Extended Response " and the ECR Rubric .		DAY 2 <i>Creating a Pre-Writing Plan & Finding Evidence</i>	DAY 3 <i>Independent Writing Time</i>	DAY 4 <i>Independent Writing Time</i>
Guided Practice/ Práctica Guiada	Use the annotated poem from the reading lesson to fill out a summarizing framework. Then model analyzing a sample prompt (this should be		Using the same the annotated poem from Monday, model creating a pre-writing plan in which you restate and answer the prompt from	Once students have their pre-writing plan and have selected relevant evidence, allow students to write their ECR independently. Remind	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

different from the one students will complete as part of their independent practice) for givens and variables.

SUMMARIZING FRAMEWORK

The poem is about _____

The experience was _____

The experience ended when _____

ANALYZING A PROMPT FOR GIVEN AND VARIABLES

Prompt: Explain how the speaker overcomes fear and builds courage throughout the poem.

Givens: (those included in the task itself that need to be included in the response)

Variables: (These include the decisions the author needs to make)

Note: If students are still struggling with givens and variables, review EW’s lesson “Analyzing Assignments for Givens and Variables” (In **Empowering Writers, see Literacy Launch > Lesson 10**).

the guided practice (this should be different from the one students will complete as part of their independent practice).

Pre-Writing Plan (Informational Writing)

Topic: _____

Main Idea #1- _____

Main Idea #2- _____

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.

Suggestion: Use the “Finding Evidence - Be a Text Detective!” lesson from EW as reference. (In **Empowering Writers, see Literacy Launch > Lesson 11**).

students to use the graphic organizer and the sentence starters to compose their ECR. Use this time to conduct writing conferences to support students.

Pre-Writing Plan (Informational Writing)

Topic: _____

Main Idea #1- _____

Main Idea #2- _____

Hook/Text Summary: _____

Central Idea (Restate and Answer): _____

Body Paragraph 1

Main Idea #1: _____

Evidence #1 (Cite): _____

Explain: _____

Body Paragraph 2

Main Idea #2: _____

Evidence #2 (Cite): _____

Explain: _____

Conclusion

Transition: _____

Restate the central idea: _____

Evaluative Statement: _____

ECR Sentence Starters

Introduction

Hooks

- Do you know that...?
- Have you ever...?
- Would you like to hear about...?
- I remember when.../ Let me tell you about.../ It was so interesting/ interesting to read about.../ Here are some facts about.../ There are many facts about.../

Response to Text

- In the text “_____”, the author.../ The author explains.../ The author explains.../ The informational piece says.../ After reading this, I learned that.../ The author points out.../ In this article, the reader discovers...

Transitions words for Body Paragraphs

First paragraph:

- To start...
- First of all...
- One fact is.../ One thing I know is.../

Middle paragraph:

- Another thing I know is.../ The second/ third/ etc.../

Final paragraph:

- Finally.../ The first fact is.../ Another fact is.../ The last thing is.../

Citing Evidence

- I use text evidence (what/ because.../ This informational piece explains.../ The author discusses.../ In paragraph.../ I learned that.../ One fact is.../ One thing I know is.../ The author writes.../ An interesting point that the author makes is.../ According to this article.../ Based on the text.../

Explaining Evidence

- This means.../ This shows.../ This proves.../

Conclusion

- To conclude.../ In conclusion.../ To sum up.../ In conclusion.../ Based on.../ Without a doubt.../ Certainly.../

find relevant evidence in the text. Focus on this piece when providing feedback to students.

Independent Practice:
Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje

Independent Practice: Students will complete a summarizing framework using the poem “The Steps to Courage” and will analyze the ECR prompt for givens and variables.

Answer Key
Summarizing Framework:

Independent Practice: Students will create a pre-writing plan and will locate relevant evidence from the poem to support their answer.

Independent Practice: Students will draft a 3-4 paragraph ECR.

Independent Practice: Students will finish a 3-4 paragraph ECR.

[Sample Response](#)

	<p><i>The poem is about a person who is afraid but keeps going on a hard path.</i></p> <p><i>The experience was scary at first because the speaker's legs were shaking, and the path looked tough.</i></p> <p><i>The experience ended when the speaker looked back and saw how far they had walked.</i></p> <p>Givens: how the speaker overcomes fear and builds courage</p> <p>Variables: the evidence and explanation of how the speaker overcomes fear and builds courage</p>				
<p>Success Criteria/ Criterios de éxito</p> <p><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
Neuhaus/ Escalera 30 min	Lesson: RP 102b	Lesson: RP 102c	Lesson: RP 103	Lesson: RP 103a	Lesson: RP 103b
Genre, Grade-Level Text/Género, Texto a nivel	<p style="text-align: center;">Genre: Poetry/Poesía</p> <p style="text-align: center;">Grade-Level Text</p> <p style="text-align: center;">Suggested from the book <i>The New Kid on the Block</i> by Jack Prelutsky:</p> <p style="text-align: center;"><i>The New Kid On the Block</i>, p. 7 <i>Dauntless Dimble</i>, p. 70-71 <i>Today Is a Day to Crow About</i>, p. 73 <i>An Alley Cat with One Life Left</i>, p. 82-83 <i>I'm Bold, I'm Brave</i>, p. 133</p> <p style="text-align: center;"><u><i>Colección de poesía: Poemas sobre héroes (miVisión - Unit 3 Week 5)</i></u></p> <p style="text-align: center;">Poemas sugeridos del libro <i>Poesía eres tú: Antología poética para niños</i> por Gustavo Adolfo Bécquer (adapted):</p> <p style="text-align: center;"><i>Un equipo genial</i>, p. 18 <i>Manos grandes</i>, p. 19 <i>Cuida a tu hermana</i>, p. 24 <i>Abuelo, ¡a soñar se ha dicho!</i>, p. 30 <i>El suéter de mi hermano</i>, p. 34</p> <p style="text-align: center;">Vocabulary: teacher selected (varies based on selection of poems)</p>				
Student Expectations/ Expectativas	3.9B - explain rhyme scheme, sound devices, and structural elements	3.10A - explain the author's purpose and message within a text; /	3.6F - make inferences and use evidence to support understanding;/	3.7B - write a response to a literary or informational text that	Everybody Grows Review

<p>de estudiantes</p> <p>SEs</p>	<p>such as stanzas in a variety of poems; / Explique el esquema de rimas, los recursos sonoros y los estructurales, tales como las estrofas, en una variedad de poemas;</p>	<p>Explique el propósito y mensaje del autor dentro de un texto; 3.10D - describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; / Describa cómo el uso que hace el autor de las imágenes, del lenguaje literal y figurado, tales como los símiles, y de los recursos sonoros, tales como la onomatopeya, logran propósitos específicos;</p>	<p>Haga inferencias y use evidencia para apoyar la comprensión. 3.7C - use text evidence to support an appropriate response; / Use evidencia textual para apoyar una respuesta apropiada.</p>	<p>demonstrates an understanding of a text; / Escriba una respuesta a un texto literario o informativo que demuestre la comprensión del texto. 3.8A - infer the theme of a work, distinguishing theme from topic; / Infiera el tema de una obra distinguiendo tema de tópico.</p>	
<p>Content Objective/ Objetivo del contenido</p>	<p>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. Los estudiantes analizarán las características de la poesía describiendo cómo el uso que hace el autor del esquema de rima, los recursos sonoros y los elementos estructurales logra propósitos específicos en una variedad de</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 deepen comprehension by making an inference using text evidence to support understanding. Los estudiantes profundizarán la comprensión de un texto al hacer inferencias utilizando evidencia textual para apoyar una respuesta.</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>	

	poemas.				
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 through inferential skills. (ELPS.c.4J)	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> Poem: <i>The Brave Heart</i> (Lexile Range 400L - 600L) Poema: <i>El corazón valiente</i> (Lexile Range 400L - 600L)</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. C 2. A 3. D 4. B	Independent Practice: Students will answer multiple choice and multi-select questions to analyze imagery and author’s purpose. Answer Key: 5. A 6. B & D 7. B	Independent Practice: Students will answer multiple-choice and hot text questions to make inferences. Answer Key: 8. C 9. B 10. C 11. Line 15	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				
	3.11Diii - Edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;/ <i>Edite borradores usando las convenciones comunes de la lengua española, incluyendo: sustantivos singulares, plurales, comunes y propios, incluyendo los artículos específicos de acuerdo al género;</i> 3.11Dix - capitalization of official titles of people, holidays, and geographical names and places; / <i>letra mayúscula en nombres propios, nombres geográficos y nombres de lugares geográficos, períodos históricos y títulos oficiales de personas;</i>				
Objective: The students will use English conventions by identifying and using singular, plural, common, and proper nouns. Objetivo: Los estudiantes usarán convenciones en español identificando y utilizando sustantivos singulares, plurales, comunes y propios, incluyendo los artículos específicos de acuerdo al género.					

	<p style="text-align: center;">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>During lunch, Sarah found the courage to share her apple (singular noun) with the new students (plural noun).</i></p> <p>Focus Phrase: <i>A singular noun names a single person, place or thing. A plural noun names more than one person, place, or thing.</i></p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What are the nouns in the sentence? • Which is the singular and which is the plural 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"> • <i>During lunch, Sarah (proper noun) found the courage to share her apple (singular noun) with the new students (plural noun).</i> • <i>After reading “The Brave Heart,” Ms. Johnson (proper noun) asked the class (common noun) to draw pictures (plural noun) of a time they showed bravery.</i> <p>Focus Phrase: <i>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.</i></p> <p>Probing Questions:</p> <ul style="list-style-type: none"> • What are the nouns in the second sentence? • Which is the common and which is the proper noun? 	<p style="text-align: center;">IMITATE <i>Try it out</i></p> <p>Use the poem “The Brave Heart” to:</p> <p>a) Write 2-3 sentences to answer the question: What did you learn in the poem?</p> <p>b) Use 1 singular noun, 1 plural noun, 1 common noun, and 1 proper noun.</p> <p>Extension. <i>Have students highlight the different types of nouns with different colors.</i></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"> • <i>malakai and his best Friends Gia go to the public library on tuesdays</i> • <i>The childs enjoyed playing with their new Puppy when they went to cobb park.</i> • <i>In the Summer, we like to visit lake Arlington with uncle Joe.</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> • <i>Malakai and his best friend Gia go to the public library on Tuesdays.</i> • <i>The children enjoyed playing with their new puppy when they went to Cobb Park.</i> • <i>In the summer, we like to visit Lake Arlington with Uncle Joe.</i> 	<p style="text-align: center;">PRACTICE QUESTIONS</p> <p>Read the selection and choose the best answer to each question.</p> <p><i>Marvin wrote a paper about someone famous who has demonstrated a lot of courage. Read Marvin's paper and look for corrections and revisions he needs to make. Then answer the questions that follow.</i></p> <p style="text-align: center;">Malala Yousafzai: A Young Hero</p> <p>(1) Many peoples in the world have shown great bravery. (2) One very brave person I look up to is Malala Yousafzai because she stands up for education.</p> <p>(3) Malala was born in Pakistan in 1997. (4) Her dad was a teacher and he taught her how important school is. (5) Even when a group called the taliban said girls couldn't go to school, Malala spoke up because she believed all kids should learn. (6) When she was 15, she was hurt because she wanted to go to school, but she didn't stop talking about her beliefs.</p> <p>(7) After she got better, Malala wrote a book called "I Am Malala" to share her story with the world. (8) She was the youngest person to win a big award called the Nobel Peace Prize because she was so brave. (9) Malala started a fund to help girl everywhere go to school.</p> <p>(10) Today, Malala is known all over the world as a brave girl who stands up for education. (11) She shows us that even kids can make a big difference in the world.</p> <p>1. What change needs to be made in sentence 1?</p> <ol style="list-style-type: none"> Change peoples to people Change world to World Change shown to showed Change bravery to braveries <p>2. How does sentence 5 need to be changed?</p> <ol style="list-style-type: none"> Change group to groups Change taliban to Taliban Change Malala to malala Sentence 5 does not need to be changed. <p>3. What change, if any, should be made in sentence 9?</p> <ol style="list-style-type: none"> Change started to start Change fund to funds Change girl to girls No change needs to be made in sentence 9. <p>4. Marvin has written a weak central idea for his paper about Malala Yousafzai. Which sentence should be added after sentence 2 to provide a better central idea for this paper?</p> <ol style="list-style-type: none"> Malala has written a book about her life. Malala fights for education rights worldwide. Malala helps her friends with their studies. Malala enjoys reading books about history. <p style="text-align: center;">Answers:</p> <ol style="list-style-type: none"> A B C B
	<p>NOTAR <i>¿Qué notas en esta</i></p>	<p>COMPARAR <i>¿En qué se parecen?</i></p>	<p>IMITAR <i>Inténtalo</i></p>	<p>APLICAR Y CORREGIR <i>¿Qué podemos</i></p>	<p>PREGUNTAS DE PRÁCTICA</p>

	<p style="text-align: center;">oración?</p> <p>Oración mentora: <i>Durante el almuerzo, Sara encontró el valor para compartir su manzana (sustantivo singular) con los nuevos estudiantes (sustantivo plural).</i></p> <p>Frase de enfoque: <i>Un sustantivo singular nombra a una sola persona, lugar o cosa. Un sustantivo plural nombra a más de una persona, lugar o cosa.</i></p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Cuáles son los sustantivos en la oración? • ¿Cuál es el sustantivo singular y cuál es el plural? 	<p style="text-align: center;">¿En qué se diferencian?</p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> • <i>Durante el almuerzo, Sara (sustantivo propio) encontró el valor para compartir su manzana (sustantivo singular) con los nuevos estudiantes (sustantivo plural).</i> • <i>Después de leer “El corazón valiente”, la Sra. Johnson (sustantivo propio) pidió a la clase (sustantivo común) que hicieran dibujos (sustantivo plural) de alguna ocasión en la que demostraron valentía.</i> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Cuáles son los sustantivos de la segunda oración? • ¿Cuál es el sustantivo propio y cuál es el sustantivo común? 	<p>Utiliza el poema “El corazón valiente” para:</p> <p>a) Escribe 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;"><i>Extensión: Pida a los estudiantes que resalten los diferentes tipos de sustantivos con diferentes colores.</i></p>	<p style="text-align: center;">cambiar? ¿Qué efecto tiene el cambio que hicimos?</p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> • <i>miguel y su mejor Amigas Ivón van a la biblioteca pública los Martes</i> • <i>Los niño disfrutaron jugando con su nuevo Cachorro cuando fueron al Parque cobb.</i> • <i>En Verano, nos gusta visitar el lago arlington con el Tío José.</i> <p>Oraciones correctas:</p> <ul style="list-style-type: none"> • <i>Miguel y su mejor amiga Ivón van a la biblioteca pública los martes.</i> • <i>Los niños disfrutaron jugando con su nuevo cachorro cuando fueron a Cobb Park.</i> • <i>En verano, nos gusta visitar el lago Arlington con el tío José.</i> 	<p>Lee la selección y elige la mejor respuesta a cada pregunta.</p> <p><small>Luisa escribió un ensayo sobre alguien famoso que ha demostrado mucho valor. Lee el ensayo de Luisa y busca las correcciones y revisiones que necesita hacer. Luego responde las preguntas que siguen.</small></p> <p style="text-align: center;">Malala Yousafzai: una joven heroína</p> <p>(1) Mucha gente del mundo ha demostrado una gran valentía. (2) Una persona muy valiente a la que admiro es Malala Yousafzai porque defiende la educación.</p> <p>(3) Malala nació en Pakistán en 1997. (4) Su padre era profesor y le enseñó lo importante que es la escuela. (5) Incluso cuando un grupo llamado talibán dijo que las niñas no podían ir a la escuela, Malala protestó porque creía que todos las niñas también deberían aprender. (6) Cuando tenía 15 años, fue atacada porque quería ir a la escuela, pero no dejó de hablar de sus creencias.</p> <p>(7) Después de que se recuperó, Malala escribió un libro llamado “Yo soy Malala” para compartir su historia con el mundo. (8) Fue la persona más joven en ganar un gran premio llamado Premio Nobel de la Paz porque fue muy valiente. (9) Malala inició un fondo para ayudar a las niñas de todo el mundo a ir a la escuela.</p> <p>(10) Hoy, Malala es conocida en todo el mundo como una niña valiente que defiende la educación. (11) Ella nos muestra que incluso los niños pueden marcar una gran diferencia en el mundo.</p> <ol style="list-style-type: none"> 1. ¿Qué cambio debe hacerse en la oración 1? <ol style="list-style-type: none"> a. Cambiar gentes por gente b. Cambiar mundo por Mundo c. Cambiar demostrado por demostrar d. Cambiar valentia por valiente 2. ¿Qué cambio debe hacerse en la oración 5? <ol style="list-style-type: none"> a. Cambiar grupo por grupos b. Cambiar talibán por Talibán c. Cambiar Malala por malala d. No es necesario cambiar la oración 5. 3. ¿Qué cambio debe hacerse en la oración 9? <ol style="list-style-type: none"> a. Cambiar inició por iniciar b. Cambiar fondo por fondos c. Cambiar niña por niñas d. No es necesario hacer ningún cambio en la oración 9. 4. Luisa quiere mejorar la introducción de su ensayo. ¿Qué oración debe agregar después de la oración 2 para mejorar la introducción? <ol style="list-style-type: none"> a. Malala ha escrito un libro sobre su vida. b. Malala lucha por los derechos educativos en todo el mundo. c. Malala ayuda a sus amigos con sus estudios. d. Malala disfruta leyendo libros sobre historia. <p style="text-align: center;">Respuestas:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. B
<p>Composition/ Composición</p> <p>20-30 min</p>	<p style="text-align: center;">ECR Prompt</p> <p style="text-align: center;"><i>Read the poem “The Brave Heart.” Based on the information in the poem, write a response to the following: Explain how the poet describes what it means to have courage. Write a well-organized informational essay that uses specific evidence from the poem to support your answer.</i></p> <p style="text-align: center;"><i>Lee el poema “El corazón valiente”. Basándote en la información del poema, escribe una respuesta a lo siguiente: Explica cómo describe el poeta lo que significa tener valor. Escribe un ensayo informativo bien organizado que utilice evidencia específica del poema</i></p>				

para respaldar tu respuesta.

3.11Bi - 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;*

3.12B - 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 an extended-constructed response by writing an introduction with a summary of the text and clear central idea.

Objetivo: Los estudiantes redactarán una respuesta extendida construida escribiendo una introducción con un resumen del texto y una idea central clara.

**Mini-Lesson/
Mini-Lección**

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.



Teacher Responsibility

Student Responsibility

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><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><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><i>Independent Writing Time</i></p> <p>Review how to use the ECR graphic organizer, if needed.</p>	<p><i>Independent Writing Time</i></p> <p>Review revising and editing.</p>	<p><i>Share & Celebrate</i></p> <p>Review rubric and scoring. If time allows, review question 4 from the STAAR writing practice.</p>

**Guided Practice/
Práctica Guiada**

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.

SUMMARIZING FRAMEWORK

The poem is about _____

The experience was _____

The experience ended when _____

ANALYZING A PROMPT FOR GIVENS AND VARIABLES

Prompt: Explain how the speaker overcomes fear and builds courage throughout the poem.

Givens (those included in the task itself that need to be included in the response):

Variables (These include the decisions the author needs to make):

Note: Remember that the summarizing framework ensures students understand the most important parts of the text before creating an extended constructed response.

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).

Pre-Writing Plan (Informational Writing)

Topic: _____

Main Idea #1: _____

Main Idea #2: _____

Then, go over the components of a strong introduction and model writing an introduction that includes:

- A summary of the poem
- The central idea (Restate and Answer of the prompt).

Use the lesson titled “Writing Response to Text Introduction Paragraphs Responsive” from EW (In **Empowering Writers, see Informational & Opinion Skills > Section 4 > Lesson 5**).

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.

Pre-Writing Plan (Informational Writing)

Topic: _____

Main Idea #1: _____

Main Idea #2: _____

Introduction

Hook/Text Summary: _____

Central Idea (Restate and Answer): _____

<p>Body Paragraph 1</p> <p>Main Idea #1: _____</p> <p>Evidence #1 (Cite): _____</p> <p>Explain: _____</p> <p>Transition: _____</p>	<p>Body Paragraph 2</p> <p>Main Idea #2: _____</p> <p>Evidence #2 (Cite): _____</p> <p>Explain: _____</p> <p>Transition: _____</p>
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Conclusion

Transition: _____

Restate the central idea: _____

Evaluative Statement: _____

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.

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>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</p>	<p>Independent Practice: Students will complete a summarizing framework using the poem “The Brave Heart” and will analyze the ECR prompt for givens and variables.</p> <p>Summarizing Framework: <i>The poem is about how courage helps us do hard things even when we are scared.</i> <i>The experience was challenging because it talks about facing fears and trying new things.</i> <i>The experience ended when the poem showed that even small acts of bravery can make us feel much braver.</i></p> <p>Givens: <i>how the poet describes what it means to have courage.</i> Variables: <i>the evidence and explanation of how the poet describes what it means to have courage.</i></p>	<p>Independent Practice: Students will create a pre-writing plan and will complete their introduction paragraph.</p> <p>Note: <i>Up until now, students have learned to 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>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><u>Sample Response</u></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: Fable/Drama</p> <p>Grade-Level Text(s): <i>The Boy Who Cried Wolf</i> by Sari Bodi & Karen Trott (from Scholastic Storyworks)</p> <p>Vocabulary: protect, bore, recline, munching, furious, storm off, tremble</p>				
Student Expectations/ Expectativas de estudiantes SEs	<p>3.6C - Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>3.9C - Discuss elements of drama such as characters, dialogue, setting, and acts.</p>	<p>3.8B - Explain the relationships among the major and minor characters.</p>	<p>3.8C - Analyze plot elements, including the sequence of events, the conflict, and the resolution.</p>	<p>3.6F - Make inferences and use evidence to support understanding.</p> <p>3.8D - Explain the influence of the setting on the plot.</p>	Review
Content Objective/ Objetivo del contenido	The students will use metacognitive skills to make predictions by using the elements of drama such as characters, dialogue, setting, and acts.	The students will analyze literary elements by explaining how characters' relationships relate to the plot.	The students will analyze literary elements by determining the significance of the resolution of the conflict.	The students will explain the influence of the setting on the plot by inferring how this affects characters, including their thoughts, feelings, and actions.	
Language Objective/	The students will use strategies such as	The students will explain the relationships among	The students will show comprehension of	The students will identify implicit ideas and	

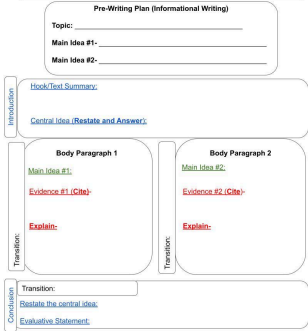
Objetivo de lenguaje	making predictions to learn more about drama. (ELPS.c.1H)	major and minor characters. (ELPS.c.3H)	conflict resolution through basic reading skills such as analyzing plot elements. (ELPS.c.4I)	information heard in drama. (ELPS.c.2H)	
Academic Terms/ Términos Académicos					
Higher Order Thinking Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis: Mini-lesson/ Análisis del texto: Mini-lección</i> 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: Read Aloud/ Análisis del texto: Lectura en voz alta</i> 10-15 min	Guided Practice.	Guided Practice.	Guided Practice.	Guided Practice.	Guided Practice.
Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje	Week 3 Reading DOLs Drama: A Special Thanksgiving (Lexile Range 500L - 700L)				
	Independent Practice: Students will answer questions to make predictions and to identify the elements of	Independent Practice: Students will answer multiple-choice questions to explain how characters relate to one	Independent Practice: Students will answer a hot-text and an SCR question to analyze plot elements.	Independent Practice: Students will answer questions to explain how the setting influences the play.	Independent Practice:

<p>10-15 min</p>	<p>drama.</p> <p>Answer Key: 1. C 2. A</p> <p>Extra Practice 3. B 4. D</p>	<p>another.</p> <p>Answer Key: 5. A 6. D</p>	<p>Answer Key: 7. Line 37 8. Sample Response</p>	<p>Answer Key: 9. B 10. B</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>

WRITING

<p>Conventions/ Convenciones 10-15 min</p>	<p>Week 3 Writing DOLs</p>				
<p>3.11Dv - Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner;</p>	<p>Objective: The students will use standard English conventions by using adverbs that convey time and adverbs that convey manner.</p>				
<p style="text-align: center;">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Carefully, Nelson soon apologized to Lucia and Ms. Chen for his mistake.</i></p> <p>Focus Phrase: <i>An adverb is a word that describes a verb, an adjective or another adverb and often conveys time, place, manner, and degree.</i></p>	<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>Carefully, Nelson soon apologized to Lucia and Ms. Chen for his mistake.</i> <i>Gently, Nelson immediately showed Lucia and Ms. Chen his backpack to explain the mix-up.</i> 	<p style="text-align: center;">IMITATE <i>Try it out</i></p> <p>Use what you have learned in the drama to:</p> <p>a) Highlight the adverbs in the following sentence: <i>Quietly, Nelson quickly walked over and politely asked Lucia if she had seen his book.</i></p> <p>b) Then write a new sentence using at</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"> <i>Laura paint very nicely pictures skillfully with watercolors.</i> <i>The boys can some times play loud in the yard</i> <i>Christian always eats</i> 	<p style="text-align: center;">PRACTICE QUESTIONS</p> <p><small>Read the selection and choose the best answer to each question. Maria wrote this paper about her experience volunteering at a community garden. Read her paper and look for revisions she might need to make. Then answer the questions that follow.</small></p> <p style="text-align: center;"><small>Community Gardens: A Tool for Change</small></p> <p><small>(1) I joined the community garden to plant my own veggies and meet new friends. (2) Quick, I learned a lot more than I thought I would! (3) People of all ages came to the garden to enthusiastically share seeds and gardening tips. (4) The garden was important because it gave us fresh food when the nearby stores did not. (5) I happily helped set up events where we cooked food from the garden. (6) These cooking days were fun and taught us how to make healthy food. (7) Soon, I want to help start more gardens like this in other places because they help people make friends and eat well. (8) After a year of helping, I really think gardens like ours can make a big difference.</small></p>	

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	<p>Writing the Body Paragraphs: Main Ideas</p> <p>Explain to students that the focus for this week will be on creating strong body paragraphs that include the following:</p> <ul style="list-style-type: none"> • Clear main Idea • Relevant textual evidence • Explanation of the textual evidence <p>Tell students that the focus of the day will be on developing “broad yet distinct” main ideas for each one of the body paragraphs.</p>	<p>Writing the Body Paragraphs: Main Ideas</p> <p>Review lesson from Day 1 and emphasize the components of a strong body paragraph:</p> <ul style="list-style-type: none"> • Clear main Idea • Relevant textual evidence • Explanation of the textual evidence <p>Note: <i>Continue to focus on developing clear main ideas for the body paragraph.</i></p>	<p>Independent Writing Time</p> <p>Review concepts as needed, but allow students time to finish their body paragraphs. If students have completed these, direct them to write the introduction and conclusion.</p>	<p>Independent Writing Time</p> <p>Review concepts as needed. Students might progress through their ECR at different paces, but if students are finished, prompt them to edit and revise their response using the Editing Dice and the Revising Dice.</p>	<p>Share & Celebrate</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>Review the “Steps for an Extended Response.” This week students will focus on step 8 - composing body paragraphs. Use the “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</p>	<p>Using the main idea sentences from Monday, model adding relevant textual evidence and the explanation. Then, allow students to continue 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</p>	<p>Students should continue working on their ECR. Keep in mind that, even though students are writing a full ECR, the instructional focus for the week is to write body paragraphs with clear main ideas. Focus on this piece when providing feedback to students.</p>	<p>Students should have a complete ECR draft and should begin revising and editing their piece.</p> <p>Suggestion: <i>If students are having a hard time with sentence variety, review the “Sentence Variety and Word Referents” lesson from EW. In EW, see Informational & Opinion Skills > Section 1 > Lesson 15.</i></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 body paragraphs as needed, and address any misconceptions students might have.</p>

	<p>should be different from the one students will complete as part of their independent practice.</p> 	<p>Skills > Section 1 > Lesson 5.</p> <p>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.</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>Note: For students struggling to complete 2 body paragraphs, allow them to focus on developing one strong paragraph.</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>Sample Response</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>	<p>Students will:</p>

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): Grace and Grandma by Rich Lo - (myView: Unit 4 Week 5) El pueblo de la abuela por Irene Vasco (miVisión: Unidad 4 Semana 5)</p> <p>Vocabulary: heritage, immigrants, interview, permission, arrival fascinan, paisaje, mascota, pueblo, conserva</p>				
Student Expectations/ Expectativas de estudiantes SEs	<p>3.10F - discuss how the author's use of language contributes to voice; / Discuta cómo el uso del lenguaje del autor contribuye a la voz que tiene el texto;</p>	<p>3.6G - evaluate details read to determine key ideas; / Evalúe los detalles leídos para determinar las ideas claves.</p>	<p>3.6H - Synthesize information to create new understanding. / Sintetice información para crear un nuevo entendimiento.</p>	<p>3.7B - write a response to a literary or informational text that demonstrates an understanding of a text; Escriba una respuesta a un texto literario o informativo que demuestre la comprensión del texto. 3.10A - explain the author's purpose and message within a text; / Explique el propósito y mensaje del autor dentro de un texto;</p>	<p>Everybody Grows Review</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 Questions/ Preguntas de pensamiento avanzado					
<i>Text Analysis: Mini-lesson/ Análisis del texto: Mini-lección 15-20 min</i>	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.	Anchor Chart. Mini-Lesson.

<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>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>Week 4 Reading DOLs Drama: <i>The Magic of Friendship</i> (Lexile Range 680L- 830L) Obra de teatro: <i>La magia de la amistad</i> (Lexile Range 650L - 800L)</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 writing style that makes his or her writing unique. A writer uses certain words to show his or her style. An author’s voice may change depending on the genre of the text. 2. <i>Possible answers: optimistic, collaborative, encouraging</i> 3. Answers will vary 4. D 	<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"> 5. A 6. C 7. 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"> 8. B & D 9. A & C 	<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> <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">When we write and prepare for our short-constructed response to text, we use a pre-writing plan.</p> <p style="text-align: center; font-size: x-small;">Pre-writing Plan (COP)</p> <p>Central Idea: _____ Evidence #1: _____ Evidence #2: _____</p> <hr/> <p style="font-size: x-small; color: green;">Central Idea (Restate and Answer)</p> <p>Evidence #1 (Cite): _____ Explain: _____</p> <p>Transition: _____ Evidence #2 (Cite): _____ Explain: _____</p> <p>Concluding Sentence: _____</p> </div> <table border="1" style="width: 100%; font-size: x-small; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">2</td> <td style="text-align: center; width: 33%;">1</td> <td style="text-align: center; width: 33%;">0</td> </tr> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> The response correctly answers the question of the prompt. <input type="checkbox"/> Specific evidence is cited or paraphrased from the text. <input type="checkbox"/> The response and the evidence are based on the text. </td> <td style="vertical-align: top;"> <input type="checkbox"/> The response partially or inaccurately answers the question of the prompt. <input type="checkbox"/> Evidence does not support the response or none is provided. </td> <td style="vertical-align: top;"> <input type="checkbox"/> The response is incorrect on the text. <input type="checkbox"/> No response is provided. </td> </tr> </table>	2	1	0	<input type="checkbox"/> The response correctly answers the question of the prompt. <input type="checkbox"/> Specific evidence is cited or paraphrased from the text. <input type="checkbox"/> The response and the evidence are based on the text.	<input type="checkbox"/> The response partially or inaccurately answers the question of the prompt. <input type="checkbox"/> Evidence does not support the response or none is provided.	<input type="checkbox"/> The response is incorrect on the text. <input type="checkbox"/> No response is provided.	<p>Independent Practice:</p>
2	1	0								
<input type="checkbox"/> The response correctly answers the question of the prompt. <input type="checkbox"/> Specific evidence is cited or paraphrased from the text. <input type="checkbox"/> The response and the evidence are based on the text.	<input type="checkbox"/> The response partially or inaccurately answers the question of the prompt. <input type="checkbox"/> Evidence does not support the response or none is provided.	<input type="checkbox"/> The response is incorrect on the text. <input type="checkbox"/> No response is provided.								

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>
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WRITING/ESCRITURA

**Conventions/
Convenciones**
10-15 min

Week 4 Writing DOLs

3.11Dxi - 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;**
3.2Biv - Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; / **3.2Bi** - **Demuestre y aplique el conocimiento ortográfico al: escribir palabras agudas y graves (palabras con acento en la última y la penúltima sílaba); 3.2Bii** - escribir palabras esdrújulas (palabras con énfasis en la antepenúltima sílaba) que tienen un acento ortográfico;

Objective: The students use standard English conventions by spelling multisyllabic words with multiple sound-spelling patterns.
Objetivo: Los estudiantes usarán patrones ortográficos para escribir palabras agudas, graves y esdrújulas.

<p>NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>The play “Grace and Grandma” shows the benefit of strong family relationships.</i></p> <p>Focus Phrase: <i>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.</i></p>	<p>NOTICE <i>What do you notice?</i></p> <p>Mentor Sentences:</p> <ul style="list-style-type: none"> <i>The play “Grace and Grandma” shows the benefit of strong family relationships.</i> <i>Grace learns that dedication to family traditions is necessary to maintain strong bonds and pass down cultural values.</i> <p>Probing Questions:</p> <ul style="list-style-type: none"> Which words are multisyllabic in the 	<p>IMITATE <i>Try it out</i></p> <p>To practice spelling multisyllabic words with 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> <p>1) <i>She shows kindness to her grandma in the play.</i></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> <ul style="list-style-type: none"> <i>emma felt very confidant when she help her friends.</i> <i>Did you enjoy his trip to the elementry school's new library</i> <i>Mrs. velasquez show a lot of dedicashun in ehr garden.</i> <p>Correct Sentences:</p> <ul style="list-style-type: none"> <i>Emma felt very</i> 	<p>PRACTICE QUESTIONS</p> <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 style="text-align: center;">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.</small></p> <p><small>(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.</small></p> <p><small>(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>
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	<p>Probing Questions:</p> <ul style="list-style-type: none"> Which words are multisyllabic? Do you recognize any sound-spelling patterns? For example: long-vowel sounds, short-vowel sounds 	<p>second sentence?</p> <ul style="list-style-type: none"> Do you recognize any sound-spelling patterns? 	<p>2) <i>She learned important lessons from her grandma.</i></p> <p>3) <i>They celebrated their culture with great joy.</i></p> <p>Note: <i>When dictating sentences, read the sentence and ask, "How many words does the sentence have?" Then dictate the sentence slowly. Teachers can also ask, "How many syllables does the word have?" when coming across a multisyllabic word. Review the sentences together.</i></p>	<p><i>confident when she helped her friends.</i></p> <ul style="list-style-type: none"> <i>Did you enjoy your trip to the elementary school's new library?</i> <i>Mrs. Velasquez shows a lot of dedication in her garden.</i> 	<p>1. What change is needed in sentence 2? a. Change fascinated for fascinated b. Delete the comma after dinosaurs c. Change eagerly for eagerly d. Insert a comma after anticipated</p> <p>2. What change should be made in sentence 8? a. Change friends for friend b. Change feeling for feeling c. Change imagines for imagining d. Change creatures for creatures</p> <p>3. What change, if any, should be made in sentence 13? a. Change curiositie for curiosity b. Change grown for grew c. Delete and d. No change is needed in sentence 13.</p> <p>4. Elena wants to add the following sentence to her paper: Dinosaurs came in various sizes and shapes.</p> <p>Where should this sentence be added? a. After sentence 6 b. After sentence 9 c. After sentence 11 d. After sentence 14</p> <p>Answers:</p> <p>1. C 2. B 3. A 4. C</p>
	<p>NOTAR ¿Qué notas en esta oración?</p> <p>Oración mentora: Sofía dibujó un magnífico árbol y después tomó su cálido suéter para salir del salón.</p> <p>Palabras agudas di-bu-jó des-pu-és to-mó sa-lón</p> <p>Palabras graves So-fí-a ár-bol su-é-ter</p> <p>Palabras esdrújulas</p>	<p>COMPARAR ¿En qué se parecen? ¿En qué se diferencian?</p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> <i>Sofía dibujó un magnífico árbol y después tomó su cálido suéter para salir del salón.</i> <i>Sofía y Marcus crearon un fantástico mural, pero necesitaban más lápices para terminarlo.</i> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Qué palabras tienen acento ortográfico o tilde? ¿Cuántas sílabas 	<p>IMITAR Inténtalo</p> <p>Para practicar la ortografía correcta de las palabras agudas, graves y esdrújulas dicta a los estudiantes las siguientes oraciones. Comparte la "Lista de palabras" con ellos para que puedan usarla como recurso.</p> <p>1) <i>A mis papás les gusta tomar café y comer brócoli.</i></p> <p>2) <i>El árbol grande da mucha sombra en el jardín del señor Pérez.</i></p> <p>3) <i>Jugamos fútbol en el césped verde del</i></p>	<p>APLICAR Y CORREGIR ¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> <i>El autóbus llegó tarde, asi que tuve que caminár rápidamente.</i> <i>El medíco le recomendó descansar despues de la operacion.</i> <i>El lapiz está en el escritorio de la maestra Lopez.</i> <p>Oraciones correctas:</p> <ul style="list-style-type: none"> <i>El autobús llegó tarde,</i> 	<p>PREGUNTAS DE PRÁCTICA</p> <p><i>Elena escribió este ensayo sobre su experiencia en una excursión escolar. Lee el ensayo de Elena y busca las correcciones que necesita hacer. Luego responde las preguntas que aparecen a continuación.</i></p> <p>Excursión al museo de los dinosaurios</p> <p>(1) Estaba emocionada por la excursión de nuestra clase de tercer grado al museo de dinosaurios. (2) Como siempre me han fascinado los dinosaurios, esperaba con ansias ver los fósiles de cerca. (3) Cuando entramos, el imponente esqueleto en el vestíbulo llamó la atención de todos. (4) El señor Ramos, nuestro guía, anunció que era un Tiranosaurio rex. (5) Explicó que este dinosaurio era uno de los carnívoros más poderosos que jamás haya existido. (6) Estuve pendiente de cada palabra mientras el señor Ramos describía el antiguo mundo de los dinosaurios, millones de años atrás.</p> <p>(7) Lo más destacado de nuestra visita fue definitivamente la exhibición interactiva. (8) Mis amigos y yo pudimos manipular huesos de dinosaurios reales, sintiendo la textura e imaginando a las criaturas a las que alguna vez pertenecieron. (9) También había un juego divertido que nos enseñaba que comían los diferentes dinosaurios. (10) Descubrí que no todos los dinosaurios eran feroces carnívoros; muchos eran herbívoros, como algunos de los animales de hoy. (11) Fue una revelación enterarme de que algunos dinosaurios no eran más grandes que los pollos.</p> <p>(12) Durante el viaje de regreso en autobús, reflexioné sobre todas las cosas nuevas que había aprendido. (13) Mi curiosidad sobre los dinosaurios no hizo más que crecer y decidí leer más sobre ellos cuando llegara a casa. (14) Ya había elegido un libro sobre dinosaurios y no podía esperar a empezar a leerlo.</p>

	<p>mag-ní-fi-co cá-li-do</p> <p>Frase de enfoque: Las palabras agudas tienen el acento prosódico y ortográfico en la última sílaba. Las palabras graves, o llanas, tienen el acento prosódico y ortográfico en la penúltima sílaba. Las palabras esdrújulas tienen el acento en la antepenúltima sílaba.</p> <p>Lista de palabras</p> <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> ¿Qué palabras tienen acento ortográfico o tilde? ¿Cuántas sílabas tiene cada palabra? ¿Cuáles palabras son agudas? ¿Cuáles son graves? ¿Cuáles son esdrújulas? 	<p>tiene cada palabra?</p> <ul style="list-style-type: none"> ¿Cuáles palabras son agudas? ¿Cuáles son graves? ¿Cuáles son esdrújulas? 	<p><i>parque ecológico.</i></p> <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><i>así que tuve que caminar rápidamente.</i></p> <ul style="list-style-type: none"> El médico le recomendó descansar después de la operación. El lápiz está en el escritorio de la maestra López. 	<ol style="list-style-type: none"> ¿Qué cambio debe hacerse en la oración 7? <ol style="list-style-type: none"> Cambiar mas por más Cambiar visita por visitó Cambiar exhibición por exhibición Cambiar interactiva por interactiva ¿Qué cambio debe hacerse en la oración 9? <ol style="list-style-type: none"> Cambiar También por Tambien Cambiar había por habia Cambiar que por qué Cambiar comían por cóman ¿Qué cambio debe hacerse en la oración 10? <ol style="list-style-type: none"> Cambiar Descubrí por Descubri Cambiar carnívoros por carnívoro Cambiar herbívoros por herbívoros Cambiar como por cómo Elena quiere añadir la siguiente frase a su trabajo. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Los dinosaurios eran de varios tamaños y formas.</div> <p>¿Dónde debería añadirse esta frase?</p> <ol style="list-style-type: none"> Después de la oración 6 Después de la oración 9 Después de la oración 11 Después de la oración 14 <p>Respuestas:</p> <ol style="list-style-type: none"> A C C C
<p>Composition/ Composición 20-30 min</p>	<p style="text-align: center;">ECR Prompt</p> <p style="text-align: center;"><i>Read the play "The Magic of Friendship." Based on the information in the play, write a response to the following: Explain how working together helped Sofia and Marcus with the mural project. 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 "La magia de la amistad". Basándote en la información de la obra, escribe una respuesta a lo siguiente: Explica cómo el trabajo en equipo ayudó a Sofía y a Marcos con el proyecto del mural. Escribe un ensayo informativo bien organizado que utilice evidencia específica de la obra para respaldar tu respuesta.</i></p> <p>3.11Bii - Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details./Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: desarrollar una idea interesante con detalles relevantes;</p> <p>3.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and</p>				

	<p>Informational & Opinion Writing > Section 2 > Lesson 15. 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: Review how to select relevant evidence (See the “Finding Evidence - Be a Text Detective” lesson, if needed). Use the “Sentence Starters” as a reference.</i></p>	<p>explaining evidence in an informational text. In EW, see Literacy Launch > Lesson 13. 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>instructional focus for the week is to paraphrase and explain the evidence. Focus on these pieces when providing feedback to students.</p>	<p>Suggestion: <i>If students are having a hard time with sentence variety, review the “Sentence Variety and Word Referents” lesson from EW. In EW, see Informational & Opinion Skills > Section 1 > Lesson 15.</i></p>	<p>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: 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: Students will write at least 2 body paragraphs and will provide a detailed explanation for each piece of evidence.</p>	<p>Independent Practice: Students will finish writing their ECR draft.</p>	<p>Independent Practice: Students will revise and edit their ECR.</p>	<p>Independent Practice: Students will finish writing and editing the body paragraphs for their ECR.</p> <p>Sample Response</p>
<p>Success Criteria/ Criterios de éxito <i>A student has achieved</i></p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>	<p>Students will:</p>

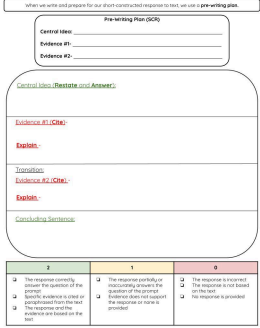
<i>mastery when...</i>					
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WEEK 5: ENGLISH

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: Humorous Fiction (Fairy Tale)</p> <p>Grade-Level Text(s): <i>The Princess Knight</i> by Cornelia Funke</p> <p>Vocabulary: determined, honor, knights, struggled, expectations, jousting, tournament</p>				
Student Expectations/ Expectativas de estudiantes SEs	3.9A - Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.	3.7B - write a response to a literary or informational text that demonstrates an understanding of a text; 3.8B - explain the relationship among the major and minor characters;	*Extra Day - Benchmark Testing*	*Extra Day - Benchmark Testing*	Everybody Grows Review
Content Objective/ Objetivo del contenido	The students will recognize and analyze genre-specific characteristics by demonstrating knowledge of distinguishing	The students will write a response to a literary text that demonstrates understanding by explaining the relationship among major and minor			

	characteristics of well-known children's literature.	characters.			
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 10-15 min	Guided Practice.	Guided Practice.			Guided Practice.
Independent Practice: Demonstration	Week 5 Reading DOLs Fictional Text: <i>The House Dog and the Wolf</i> (610L - 730L)				

<p>of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</p>	<p>Independent Practice:</p> <p>Students will complete a sentence stem and will answer a multiple-choice question to analyze the characteristics of children’s literature.</p> <p>Answer Key:</p> <ol style="list-style-type: none"> I can tell this is a fable because animals act like people, there is a moral lesson, and the setting is outside in nature. C 	<p>Independent Practice:</p> <p>Students will answer a short-constructed response question to analyze character relationships.</p> <p><u>Sample Response</u></p> 			<p>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>
WRITING					
<p>Conventions/ Convenciones 10-15 min</p>	<u>Week 5 Writing DOLs</u>				
	<p>3.11Dvi - Edit drafts using standard English conventions, including: prepositions and prepositional phrases;</p>				
	<p>Objective: The students will edit drafts by identifying and using prepositions and prepositional phrases.</p>				
	<p>NOTICE <i>What do you notice?</i></p>	<p>APPLY & EDIT <i>(FIX IT SENTENCES)</i></p>			<p>PRACTICE QUESTIONS</p>

	<p>Mentor Sentence: <i>Then they'd strike the heads off practice dummies so hard the heads would fly right <u>over the castle walls!</u></i></p> <p>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.</p> <p>Probing Questions:</p> <ul style="list-style-type: none"> Does the sentence have any prepositions? What is the prepositional phrase? 	<p>What can we change? What effect does that change have?</p> <p>Fix It Sentences:</p> <ul style="list-style-type: none"> alex wanted to go in a walk at trinity park. My dad like the food across that restaurant I laughed to the joke my Brother told me <p>Correct Sentences:</p> <ul style="list-style-type: none"> Alex wanted to go for a walk at Trinity Park. My dad likes the food from that restaurant. I laughed at the joke my brother told me. 			<p><i>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.</i></p> <p>Why Cats Should Stay Out of Grocery Stores</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>1. What change needs to be made in sentence 3?</p> <ol style="list-style-type: none"> Change While for Since Change from for with Change at for in Change in for on <p>2. Sentence 6 contains an error. Select the response that corrects the error in this sentence.</p> <p>This could cause a serious problem <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A. from</td></tr><tr><td>B. for</td></tr><tr><td>C. of</td></tr><tr><td>D. at</td></tr></table> customers who have cat allergies.</p> <p>3. What change is needed in sentence 12?</p> <ol style="list-style-type: none"> Change by for for Change in for on Change on for in No change is needed in sentence 12. <p>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?</p> <ol style="list-style-type: none"> 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. <p>Answer Key:</p> <ol style="list-style-type: none"> B B (for) C A 	A. from	B. for	C. of	D. at
A. from									
B. for									
C. of									
D. at									
<p>Composition/ Composición 20-30 min</p>	<p style="text-align: center;">ECR Prompt</p> <p style="text-align: center;"><i>Read the story titled "The House Dog and the Wolf." Based on the information in the story, write a response to the following: Explain the differences between the character traits Dog and Wolf have. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</i></p> <p>3.11Bi - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p>3.12B - 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 compose an extended-constructed response with purposeful structure by writing a conclusion with a</p>								

	restatement of the central idea and an evaluative statement.				
	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.				
	← Teacher Responsibility		Student Responsibility →		
Mini-Lesson/ Mini-Lección	<p style="text-align: center;">DAY 1</p> <p style="text-align: center;"><i>Writing a Strong Conclusion</i></p> <p>Explain to students that the focus for this week will be on creating strong conclusions that include:</p> <ul style="list-style-type: none"> ● Transition word ● Central idea restated ● Evaluative statement <p>Tell students that the focus of the day will be on the conclusion paragraph.</p>	<p style="text-align: center;">DAY 2</p> <p style="text-align: center;"><i>Writing a Strong Conclusion</i></p> <p>Review the components of strong conclusions:</p> <ul style="list-style-type: none"> ● Transition word ● Central idea restated ● Evaluative statement <p>Tell students that the focus of the day will be on adding an evaluative statement.</p>			<p style="text-align: center;">DAY 5</p> <p style="text-align: center;"><i>Independent Writing Time</i></p> <p>Review concepts as needed and allow students to continue working on their ECR independently.</p>
Guided Practice/ Práctica Guiada	<p>Use the “Writing Response to Text - Conclusion Paragraph” lesson from EW to teach students how to write a strong conclusion paragraph. Keep in mind that this is a 2-day lesson. In EW see Informational & Opinion Writing > Section 4 > Lesson 11. Use a sample prompt (this should be different from the one students will complete as part of their independent</p>	<p>Finish the “Writing Response to Text - Conclusion Paragraph” lesson from Day 1. Emphasize what an evaluative statement is and how this part of the conclusion should focus on how what they read inspired them to some kind of action, or changed a long-held attitude, assumption, or belief. Also, explain that the conclusion should synthesize (combine and</p>			

	<p>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>Note: <i>In order to write the conclusion paragraph, students need to write the central idea (restate and answer of the prompt) first.</i></p>	<p>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: Realistic Fiction/Ficción realista</p> <p>Grade-Level Text <i>Owl Moon</i> by Jane Yolen <i>Luna de búho</i> por Jane Yolen</p> <p>Vocabulary: echo, hooted, pumped, threading, nocturnal, observe ulular, erguían, enmudecieron, desilusioné, tiznaban, agitó</p>				
Student Expectations/ Expectativas de estudiantes SEs	3.3B - Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words. / Use el contexto dentro y fuera de la oración para determinar el significado de palabras desconocidas y palabras de significado múltiple.	3.8C - Analyze plot elements, including the sequence of events, the conflict, and the resolution. / Analice los elementos de la trama, incluyendo la secuencia de eventos, el conflicto y la resolución;	3.6F - make inferences and use evidence to support understanding; / Haga inferencias y use evidencia para apoyar la comprensión. 3.7C - use text evidence to support an appropriate response; / Use evidencia textual para apoyar una respuesta apropiada.	*Extra Day - Review*	
Content Objective/ Objetivo del	The students will determine the meaning of multiple- meaning	The students will analyze the plot elements by identifying significant	The students will deepen comprehension by making inferences using		

contenido	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.	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.	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 texto: Mini-lección 15-20 min	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	Anchor Chart: Mini-Lesson:	
Text Analysis: Read Aloud/ Análisis del	Guided Practice:	Guided Practice:	Guided Practice:	Guided Practice:	

<p>texto: Lectura en voz alta 10-15 min</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>The Champion of Quiet</i> (Lexile Range 650L - 850L) Texto ficticio: <i>La campeona del silencio</i> (Lexile Range 650 - 850L)</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>	
<p>WRITING/ESCRITURA</p>					
<p>Conventions/ Convenciones 10-15 min</p>	<p><u>Week 6 Writing DOLs</u></p>				
	<p>3.11Dxi - 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; 3.2Bvi - Demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; / 3.2Bix - Demuestre y aplique el</p>				

conocimiento ortográfico al: escribir palabras con el sonido fuerte y suave de la letra “r”

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 el sonido fuerte y suave de la letra “r”.

<p style="text-align: center;">NOTICE <i>What do you notice?</i></p> <p>Mentor Sentence: <i>Maggie was impatient to start the game, but she didn't feel invisible or discouraged when her team didn't win.</i></p> <p>Focus Phrase: A prefix is one or more letters placed before a root or base word that changes the meaning of the word.</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"> • Maggie was impatient to start the game, but she didn't feel invisible or discouraged when her team didn't win. • Maggie gave an incorrect answer at first, but she stayed independent and wasn't disappointed by her mistake. <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"> • It's illegal to park in front of a fire hydrant so we had to move the car • The instructions were noncomplete, so we have to figure out the rest on our own. • the teacher asked us to pre view the chapter before the quiz Tomorrow. <p>Correct Sentences:</p> <ul style="list-style-type: none"> • It's <i>illegal</i> to park in front of a fire <i>hydrant</i>, so we had to move the <i>car</i>. • The instructions were <i>incomplete</i>, so we had to figure out the rest on our own. • The teacher asked us to <i>preview</i> the chapter before the quiz <i>tomorrow</i>. 	<p style="text-align: center;">PRACTICE QUESTIONS</p> <p><small>Read the selection and choose the best answer to each question. 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;">A Winter Break to Remember</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 displeased 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? a. Change worried for worry b. Delete the comma after cold c. Change reminded for preiminded d. Change impatient for impatiant</p> <p>2. What change needs to be made in sentence 5? a. Change irresponsible for irresponsible b. Change forgot for forget c. Delete the comma after gloves d. No change is needed in sentence 5</p> <p>3. Sentence 8 contains an error. Select the response that corrects the error in this sentence. I was <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A. impressed</td></tr><tr><td>B. imressed</td></tr><tr><td>C. nonpressed</td></tr><tr><td>D. ilpressed</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. imressed	C. nonpressed	D. ilpressed	
A. impressed								
B. imressed								
C. nonpressed								
D. ilpressed								
NOTAR	COMPARAR	APLICAR Y CORREGIR	PREGUNTAS DE					

	<p>¿Qué notas en esta oración?</p> <p>Oración mentor: Maggie corrió rápido al recoger la pelota, pero luego respiró y regresó despacio.</p> <p>Frase de enfoque: Cuando escribimos palabras que usan el sonido fuerte y suave de la r, seguimos las siguientes reglas:</p> <ul style="list-style-type: none"> - La letra "r" tiene siempre un sonido fuerte al inicio de la palabra - Cuando está al centro de la palabra, la letra "r" tiene un sonido suave - Se escribe "rr" cuando el sonido es fuerte y se encuentra entre dos vocales. <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Qué palabras usan la letra r? • ¿Que sonido es (fuerte o suave)? 	<p>¿En qué se parecen? ¿En qué se diferencian?</p> <p>Oraciones mentoras:</p> <ul style="list-style-type: none"> • Maggie corrió rápido al recoger la pelota, pero luego respiró y regresó despacio. • Maggie miró a Jazmín y le ofreció pasar la pelota con cuidado. <p>Preguntas inquisitivas:</p> <ul style="list-style-type: none"> • ¿Qué palabras tienen sonido de la letra r en la segunda oración? • ¿Que sonido es (fuerte o suave)? 	<p>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</p> <p>Oraciones para corregir:</p> <ul style="list-style-type: none"> • 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 regañe la Sra. gómez. <p>Oraciones correctas:</p> <ul style="list-style-type: none"> • Me gustaría poder comprarle unas rosas a mi amiga Karen, pero no tengo dinero. • Quisiera poder llegar a la fiesta de mi hermano en un carruaje. • Tenemos que susurrar para que no nos regañe la Sra. Gómez. 	<p>PRÁCTICA</p> <p>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.</p> <p>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. (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 curioso. (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 granja por granja Cambiar ayudarrle por ayudarle 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 rrecogimos por recogimos Cambiar frescos por frescos Cambiar gallinas por gallina No es necesario hacer ningún cambio en la oración 4. <p>3. ¿Qué cambio debe hacerse en la oración 7?</p> <ol style="list-style-type: none"> Cambiar aprendí por aprendo Cambiar herramientas por heramientas Cambiar arreglar por arreglar Cambiar corral por coral <p>Respuestas:</p> <ol style="list-style-type: none"> D A B 	
<p>Composition/ Composición 20-30 min</p>	<p>ECR Prompt</p> <p><i>Read the story "The Champion of Quiet." Based on the events in the story, write a response to the following: Explain the importance of Maggie's decision to volunteer as a team captain. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</i></p> <p><i>Lee la selección "La campeona del silencio" y responde a lo siguiente: Explica la importancia de la decisión de Maggie de ofrecerse como voluntaria para capitana del equipo. Escribe un ensayo informativo bien organizado que utilice evidencia específica de la obra de teatro para respaldar tu respuesta.</i></p>				

Sample Responses

3.11E - Publish written work for appropriate audiences. / *Publique la obra escrita para el público apropiado.*
3.12B - 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 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.

Mini-Lesson/ Mini-Lección	DAY 1 <i>REVIEW</i>	DAY 2 <i>Independent Writing Time</i>	DAY 3 <i>Independent Writing Time</i>	DAY 4 <i>Independent Writing Time</i>	
Guided Practice/ Práctica Guiada	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. <i>Note: 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 ECR on the day of the test. Therefore, allow them to move ahead through the steps as needed.</i>				

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