



## GRADE 4 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:** Taking Responsibility

#### Characteristics of Text:

The authors in this unit have crafted complex characters whose actions support their book's themes and show the importance of taking responsibility for fixing mistakes and helping others. The unit includes **poetry, drama** and **fictional texts**.

#### Students will:

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

**If you notice any errors, inconsistencies, or have questions, please contact: Esmeralda Hernández at**

[esmeralda.hernandez@fwisd.org](mailto:esmeralda.hernandez@fwisd.org)

Updated 10/31/2024

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

Important Dates	Resources
<p><b>11/01 - 11/30</b> - Native American Heritage Month</p> <p><b>11/04</b> - 3rd 6 Weeks Start</p> <p><b>10/28 - 11/08</b> - LAN CA #2 Window</p> <p><b>11/05</b> - Election Day/District Professional Learning</p> <p><b>11/11</b> - Veteran's Day</p> <p><b>11/25 - 11/29</b> - Thanksgiving Break</p> <p><b>12/09 - 12/13</b> - Fall Benchmarks</p> <p><b>12/19</b> - 3rd 6 Weeks End</p> <p><b>12/20</b> - Teacher Prep</p>	<p><b>First Six Weeks Resources</b></p> <p><a href="#">Editable Copy of IPC</a></p> <p><a href="#">DOLs Folder</a> - <i>*Editable versions of the DOLs are available upon request*</i></p> <p><a href="#">Literacy Lesson Breakdown</a></p> <p><a href="#">LAN Literacy Resource Guide</a></p> <p><a href="#">DLE Manual</a></p> <p><a href="#">Lexile Grade-Level Chart</a></p> <p><a href="#">ELPS Interactive Language Objectives</a></p> <p><b>STAAR Resources:</b></p> <p>STAAR Grade 4 Assessed Curriculum - <a href="#">English/Spanish</a></p> <p>RLA K-12 Vertical Alignment - <a href="#">English/Spanish</a></p> <p>Grades 3-5 RLA Constructed Scoring Guide - <a href="#">English/Spanish</a></p> <p>Grade 4 STAAR RLA Blueprint - <a href="#">English/Spanish</a></p> <p><a href="#">Grade 4 ELAR &amp; SLAR TEKS Differences</a></p> <p><a href="#">24-25 RLA Year at a Glance</a> - Live Document (<i>Check frequently for updates</i>)</p> <p><b>Websites:</b></p> <p><a href="#">TEKS Resource System</a></p> <p><a href="#">Empowering Writers</a></p> <p><a href="#">STAAR Online Practice and Released Tests</a></p>
Direct Link to Weekly IPC	
<p><a href="#">Week 1</a></p> <p><a href="#">Week 2</a></p> <p><a href="#">Week 3</a></p> <p><a href="#">Week 4</a></p> <p><a href="#">Week 5</a></p> <p><a href="#">Week 6</a></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
<b>LAN CA #2 Window</b>					
<b>Genre, Grade-Level Text/Género, Texto a nivel</b>	<p><b>Genre:</b> Poetry</p> <p><b>Grade-Level Texts</b></p> <p><a href="#">Suggested poems from the book <i>Where the Sidewalk Ends</i> by Shel Silverstein:</a></p> <p><i>Jimmy Jet and His TV Set</i>, p. 28-29  <i>The Farmer and the Queen</i>, p. 32-33  <i>Smart</i>, p. 35  <i>Helping</i>, p. 101  <i>With His Mouth Full of Food</i>, p. 128</p> <p><a href="#">From <i>Butterfly Eyes and Other Secrets of the Meadow</i> by Joyce Sidman (myView - Unit 2 Week 4)</a></p>				
<b>Word Study/ Estudio de palabras 5-10 min</b>	<p><b>Student Expectation:</b></p> <p><b>4.3D</b> - identify, use, and explain the meaning of homophones such as reign/rain.</p> <p><b>Vocabulary:</b> teacher selected (varies based on selection of poems)</p>				
<b>Student Expectations/ Expectativas de estudiantes</b>	<p><b>4.3D</b> - identify, use, and explain the meaning of homophones such as reign/rain.</p> <p><i>Note: Antonyms and synonyms are assessed under this Student Expectation.</i></p>		<p><b>4.9B</b> - explain figurative language such as simile, metaphor, and personification that the poet uses to create images</p> <p><b>4.10D</b> - describe how the author's use of imagery, literal and figurative language such as simile</p>	<p><b>4.7B</b> - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources;</p> <p><b>4.10E</b> - identify and understand the use of literary devices, including first- or third- person</p>	<b>Everybody Grows Review</b>

			and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	point of view;	
<b>Content Objective/ Objetivo del contenido</b>	The students will explain the meaning of antonyms and synonyms by considering the context of words in poetry.		The students will analyze the characteristics of poetry by explaining how the author's use of figurative language 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.	
<b>Language Objective/ Objetivo de lenguaje</b>	The students will use antonyms and synonyms 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)	
<b>Academic Terms/ Términos Académicos</b>					
<b>Higher Order Thinking Questions/ Preguntas de pensamiento avanzado</b>					
<i>Text Analysis:</i> <b>Mini-lesson/ Análisis del texto: Mini-lección</b> 15-20 min	<b>Anchor Chart.</b>  <b>Mini-Lesson:</b>		<b>Anchor Chart.</b>  <b>Mini-Lesson:</b>	<b>Anchor Chart.</b>  <b>Mini-Lesson:</b>	<b>Anchor Chart.</b>  <b>Mini-Lesson:</b>

<p><i>Text Analysis:</i>  <b>Read Aloud/</b>  <i>Análisis del</i>  <i>texto:</i> <b>Lectura</b>  <b>en voz alta</b>  <b>10-15 min</b></p>	<p><b>Guided Practice:</b></p>		<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>
<p><b>Independent Practice:</b>  <b>Demonstration of Learning/</b>  <b>Práctica</b>  <b>Independiente:</b>  <b>Demostración de aprendizaje</b>  <b>10-15 min</b></p>	<p><a href="#">Week 1 Reading DOLs</a>  <b>Poem: <i>Me and My Giant</i> (Lexile Range 400L - 700L)</b></p>				
	<p><b>Independent Practice:</b></p> <p>Students will answer multiple-choice questions to determine the correct use of synonyms and antonyms.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. B</li> <li>3. A</li> </ol>		<p><b>Independent Practice:</b></p> <p>Students will answer multiple-choice questions and a hot text question to analyze the poet's use of figurative language.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>4. D</li> <li>5. D</li> <li>6. <i>He's high as a mountain and wide as a barn,</i></li> </ol>	<p><b>Independent Practice:</b></p> <p>Students will answer a short-constructed response question to identify the point of view in a poem.</p> <p><b>Possible Answer:</b>  <i>The poet uses a first-person point of view in the poem "Me and My Giant." In line 1, the poet writes, "I have a friend who is a giant." This shows that the speaker is talking about their own experience and relationship with the giant. Furthermore, the poet also writes in line 5, "I only come up to his toe, you know." This means the speaker is personally involved and present in the situation, describing what it's like being much smaller than the giant. These details help us understand the poem through the eyes of the speaker, making it more personal and engaging.</i></p>	<p><b>Independent Practice:</b></p>
<p><b>Suggestion:</b> Use one or two of the questions in the DOL as part of your guided practice, if needed. Time might not allow students to complete all the questions in the DOL, so use teacher discretion to assign work as part of their independent practice.</p>					
<p><b>Success Criteria/</b></p>	<p><b>Students will:</b></p>		<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>

<b>Crterios de éxito</b> A student has achieved mastery when...					
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**WRITING**

**Conventions/ Convenciones** **Week 1 Writing DOLs**

**4.11Dvii** - Edit drafts using standard English conventions, including: pronouns, including reflexive;

**Objective:** The students will edit drafts using standard English conventions by identifying pronouns, including reflexive pronouns.

<p style="text-align: center;"><b>NOTICE</b> <i>What do you notice?</i></p> <p><b>Mentor Sentence:</b> <i>He</i> (subjective pronoun) <i>told me</i> (objective) <i>he</i> (subjective pronoun) <i>enjoyed himself</i> (reflexive pronoun) <i>when I scratched his</i> (possessive pronoun) <i>toe.</i></p> <p><b>Focus Phrase:</b> A <b>subjective pronoun</b> is a pronoun that is the subject of the sentence. An <b>objective pronoun</b> acts as the object of a sentence and receives the action of the verb. A <b>possessive pronoun</b> demonstrates ownership. A <b>reflexive pronoun</b> is that refers back to the subject of the sentence or clause.</p>	<p style="text-align: center;"><b>IMITATE</b> <i>Try it out</i></p> <p>Use the poem “Me and My Giant” 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, 1 possessive pronoun and 1 reflexive pronoun.</p> <p><b>Extension.</b> Have students highlight the different types of pronouns with different colors.</p> <p><b>Example:</b> <i>I learned that communication doesn't always require words. The speaker and his giant friend use a special</i></p>	<p style="text-align: center;"><b>APPLY &amp; EDIT</b> <b>(FIX IT SENTENCES)</b> <i>What can we change? What effect does that change have?</i></p> <p><b>Fix It Sentences:</b></p> <ul style="list-style-type: none"> <li>● <i>Him went to the Mall to buy herself some shoes</i></li> <li>● <i>They is planning a trip to benbrook Lake with her family next weekend</i></li> <li>● <i>i need to learn to help me when I struggle with our homework.</i></li> </ul> <p><b>Correct Sentences:</b></p> <ul style="list-style-type: none"> <li>● <i>He went to the mall to buy himself some shoes.</i></li> <li>● <i>She is planning a trip to Benbrook Lake with her family next weekend.</i></li> </ul>	<p style="text-align: center;"><b>PRACTICE QUESTIONS</b></p> <p><small>Read the selection and choose the best answer to each question. 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.</small></p> <p style="text-align: center;"><small>A Fun Day at the Zoo</small></p> <p><small>(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 by himself and swinging from tree to tree. (6) My sister couldn't stop laughing at their 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 ourselves.</small></p> <p><b>1.</b> How does sentence 2 need to be changed?</p> <ol style="list-style-type: none"> <li>Change <b>were</b> to <b>was</b></li> <li>Change <b>excited</b> to <b>exciting</b></li> <li>Change <b>I</b> to <b>we</b></li> <li>Sentence 2 does not need to be changed.</li> </ol> <p><b>2.</b> What change, if any, should be made in sentence 5?</p> <ol style="list-style-type: none"> <li>Delete the comma after <b>Later</b></li> <li>Change <b>himself</b> to <b>themselves</b></li> <li>Change <b>swinging</b> to <b>swing</b></li> <li>No change needs to be made in sentence 5.</li> </ol> <p><b>3.</b> What change should be made in sentence 10?</p> <ol style="list-style-type: none"> <li>Change <b>his</b> to <b>hers</b></li> <li>Delete the comma after <b>lions</b></li> <li>Change <b>us</b> to <b>me</b></li> <li>Change <b>giraffes</b> to <b>giraffe</b></li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>C</li> </ol>
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	<p><b>Note:</b> Review subjective, objective and possessive pronouns.</p> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the <b>subject</b> of the sentence? Who is the sentence about?</li> <li>• Which <b>pronouns</b> are used in the sentence? What <b>types of pronouns</b> are these? How do you know?</li> </ul>		<p><i>scratch-tap code to talk to each other. This creative method taught <b>me</b> that <b>we</b> can connect deeply with others by finding <b>our</b> own unique ways to express <b>ourselves</b>.</i></p>	<ul style="list-style-type: none"> <li>• <i>I need to learn to help myself when I struggle with my homework.</i></li> </ul>	
<p><b>Composition/ Composición</b></p> <p><b>20-30 min</b></p>	<p style="text-align: center;"><b>ECR Prompt</b></p> <p><i>Read the poem "Me and My Giant." Based on the information in the poem, write a response to the following: Explain the speaker's point of view on being friends with the giant. Write a well-organized informational composition that uses specific evidence from the poem to support your answer.</i></p>				
	<p><b>*4.11A</b> - 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><b>4.12B</b> - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics, and craft;</p>				
	<p><b>Objective:</b> The students will engage in the writing process by planning an extended-constructed response that conveys information about a topic.</p>				
<p><b>Mini-Lesson/ Mini-Lección</b></p>	<p style="text-align: center;"><b>DAY 1</b></p> <p style="text-align: center;"><i>Steps for an Extended Response &amp; ECR Rubric</i></p> <p>Review the "<a href="#">Steps for an Extended Response</a>" and the <a href="#">ECR Rubric</a>.</p>		<p style="text-align: center;"><b>DAY 3</b></p> <p style="text-align: center;"><i>Creating a Pre-Writing Plan &amp; Finding Evidence</i></p>	<p style="text-align: center;"><b>DAY 4</b></p> <p style="text-align: center;"><i>Independent Writing Time</i></p>	<p style="text-align: center;"><b>DAY 5</b></p> <p style="text-align: center;"><i>Independent Writing Time</i></p>
<p><b>Guided Practice/ Práctica</b></p>	<p>Use the annotated poem from the reading lesson to fill out a summarizing</p>		<p>Using the same the annotated poem from Monday, model creating</p>	<p>Once students have their pre-writing plan and have selected relevant</p>	<p>Students should complete their ECR. Keep in mind that, even though</p>

<p><b>Guia</b></p>	<p>framework. Then model analyzing a sample prompt (this should be different from the one students will complete as part of their independent practice) for givens and variables.</p> <div data-bbox="336 414 630 511" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">SUMMARIZING FRAMEWORK</p> <p>The poem is about _____</p> <p>The experience was _____</p> <p>The experience ended when _____</p> </div> <div data-bbox="367 544 598 560" style="font-size: x-small; text-align: center;">ANALYZING A PROMPT FOR GIVEN AND VARIABLES</div> <div data-bbox="367 568 598 600" style="border: 1px solid black; padding: 2px; text-align: center; font-size: x-small;"> <b>Prompt:</b> Explain how the speaker overcomes fear and builds courage throughout the poem.         </div> <p><b>Givens</b> (those included in the task itself that need to be included in the response):</p> <p>_____</p> <p>_____</p> <p><b>Variables</b> (These include the decisions the author needs to make):</p> <p>_____</p> <p>_____</p> <p><b>Note:</b> If students are still struggling with givens and variables, review EW’s lesson “Analyzing Assignments for Givens and Variables” (In <b>Empowering Writers, see Literacy Launch &gt; Lesson 10</b>).</p>		<p>a pre-writing plan in which you restate and answer the prompt from the guided practice (this should be different from the one students will complete as part of their independent practice).</p> <div data-bbox="1018 406 1312 503" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1: _____</p> <p>Main Idea #2: _____</p> </div> <p>Then, model finding text evidence in the poem by conducting “think alouds” and highlighting/underlining evidence in the poem. Emphasize that this evidence should be relevant to the prompt.</p>	<p>evidence, allow students to write their ECR independently. Remind students to use the graphic organizer and the sentence starters to compose their ECR. Use this time to conduct writing conferences to support students.</p> <div data-bbox="1354 470 1648 544" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Pre-Writing Plan (Informational Writing)</p> <p>Topic: _____</p> <p>Main Idea #1: _____</p> <p>Main Idea #2: _____</p> </div> <div data-bbox="1354 552 1648 803" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Hook/Text Summary:</p> <p style="text-align: center; font-size: x-small;">Central Idea (Restate and Answer):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Body Paragraph 1</p> <p style="text-align: center; font-size: x-small;">Main Idea #1:</p> <p style="text-align: center; font-size: x-small;">Evidence #1 (Cite):</p> <p style="text-align: center; font-size: x-small;">Explain:</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Body Paragraph 2</p> <p style="text-align: center; font-size: x-small;">Main Idea #2:</p> <p style="text-align: center; font-size: x-small;">Evidence #2 (Cite):</p> <p style="text-align: center; font-size: x-small;">Explain:</p> </td> </tr> </table> <p style="text-align: center; font-size: x-small;">Transition:</p> <p style="text-align: center; font-size: x-small;">Restate the central idea:</p> <p style="text-align: center; font-size: x-small;">Evaluative Statement:</p> </div> <div data-bbox="1354 820 1648 1071" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;"><b>ECR Sentence Starters</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Introduction</p> <p style="font-size: x-small;"><b>Hooks</b></p> <ul style="list-style-type: none"> <li>□ Did you know that...?</li> <li>□ How did you ever...?</li> <li>□ I would like to help you...!</li> <li>□ I remember when...!</li> <li>□ Let me tell you about...!</li> <li>□ It was amazing...!</li> <li>□ interesting to read about...!</li> <li>□ There are some facts about...!</li> <li>□ There are many facts about...!</li> <li>□ _____</li> <li>□ _____</li> </ul> <p style="font-size: x-small;"><b>Response to Text</b></p> <ul style="list-style-type: none"> <li>□ In the text “1967”, the author...!</li> <li>□ The speaker...!</li> <li>□ The author explains...!</li> <li>□ The informational piece outlines...!</li> <li>□ After reading this...!</li> <li>□ I would find...!</li> <li>□ The author points out...!</li> <li>□ In this article, the reader discovers...!</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Transitions words for Body Paragraphs</p> <p style="font-size: x-small;"><b>First paragraph:</b></p> <ul style="list-style-type: none"> <li>□ First...</li> <li>□ To start...</li> <li>□ First of all...</li> <li>□ One fact is...</li> <li>□ One thing I know is...</li> <li>□ _____</li> </ul> <p style="font-size: x-small;"><b>Middle paragraph:</b></p> <ul style="list-style-type: none"> <li>□ Another thing I know is...</li> <li>□ The second thing I know is...</li> <li>□ Also...</li> <li>□ Another fact is...</li> <li>□ Second/Third/etc. thing is...</li> </ul> <p style="font-size: x-small;"><b>Final paragraph:</b></p> <ul style="list-style-type: none"> <li>□ Finally...</li> <li>□ The final fact is...</li> <li>□ _____</li> </ul> </td> <td style="width: 33%; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Citing Evidence</p> <p style="font-size: x-small;"><b>The text informational piece discusses:</b></p> <ul style="list-style-type: none"> <li>□ The author discusses...</li> <li>□ In paragraph “...”, the author writes “...”</li> <li>□ An interesting point that the author makes is...</li> <li>□ According to the article, based on the fact... thing is...</li> </ul> <p style="font-size: x-small;"><b>Explaining Evidence</b></p> <ul style="list-style-type: none"> <li>□ This shows...</li> <li>□ This proves...</li> </ul> <p style="font-size: x-small;"><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>□ To conclude...</li> <li>□ To summarize...</li> <li>□ To sum it up...</li> <li>□ Without a doubt...!</li> <li>□ Certainly...</li> </ul> </td> </tr> </table> </div>	<p style="text-align: center; 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Focus on this piece when providing feedback to students.</p>
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<p><b>Independent Practice:</b> <b>Demonstration of Learning/Práctica Independiente:</b> <b>Demostración de aprendizaje</b></p>	<p><b>Independent Practice:</b> Students will complete a summarizing framework using the poem “Me and My Giant” and will analyze the ECR prompt for givens and variables.</p> <p><b>Answer Key</b></p> <p><b>Summarizing</b></p>		<p><b>Independent Practice:</b> Students will create a pre-writing plan and will locate relevant evidence from the poem to support their answer.</p>	<p><b>Independent Practice:</b> Students will draft a 4-5 paragraph ECR.</p> <p><b>Note:</b> For students who are able to write 5-paragraphs, use the <a href="#">graphic organizer for 5-paragraph essays</a>.</p>	<p><b>Independent Practice:</b></p> <p><a href="#">Sample Response</a></p> <p><b>Note:</b> The sample response is a 5-paragraph essay. However, most students might only be able to write 4-paragraph responses. For students</p>					



	<p><b>Framework:</b>  <i>The poem is about a kid who has a giant friend. The experience was fun and exciting. The experience ended when the kid tickled the giant, making him laugh really loud and shake the sky, showing how much fun they have together.</i></p> <p><b>Givens:</b> <i>the speaker's point of view on being friends with the giant</i></p> <p><b>Variables:</b> <i>the evidence and explanation of the the speaker's point of view on being friends with the giant</i></p>				<p><i>who are ready, use the <a href="#">graphic organizer for 5-paragraph essays</a>.</i></p>
<p><b>Success Criteria/  Criterios de éxito</b>  <i>A student has achieved mastery when...</i></p>	<p><b>Students will.</b></p>		<p><b>Students will.</b></p>	<p><b>Students will.</b></p>	<p><b>Students will.</b></p>

WEEK 2: SPANISH

READING/LECTURA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/11/2024	11/12/2024	11/13/2024	11/14/2024	11/15/2024
<p>Genre, Grade-Level Text/<b>Género,</b> <b>Texto a nivel</b></p>	<p><b>Genre: Poetry/Poesía</b></p> <p><b>Grade-Level Text</b></p> <p>Suggested poems from the book <i>The New Kid on the Block</i> by Jack Prelutsky:</p> <p><a href="#"><i>Dainty Dottie Dee</i>, p. 44-45</a>  <a href="#"><i>Homework! Oh, Homework!</i>, p. 54-55</a>  <a href="#"><i>Bulgy Bunne</i>, p. 56-57</a>  <a href="#"><i>Song of the Gloppy Gloppers</i>, p. 58-59</a>  <a href="#"><i>Zany Zapper Zockke</i>, p. 150-151</a></p> <p><a href="#">Poetry Collection (myView - Unit 3 Week 5)</a></p> <p><a href="#">Poemas sugeridos del libro <i>Arco Iris de Poesía: Poemas de las Américas y España</i> - Selección de Sergio Andricain</a></p> <p><i>El sapito Glo Glo Glo</i> p. 7  <i>Mariposa</i> p. 8  <i>La flor del diente de león</i>, p. 13  <i>Preguntas</i>, p. 16  <i>Lluvia</i>, p. 25</p> <p><a href="#">Animalario del Iguazú por Francisco X. Alarcón (miVisión - Unidad 2 Semana 4)</a>  <a href="#">Colección de poesía (miVisión - Unidad 3 Semana 5)</a></p>				
<p>Word Study/ <b>Estudio de</b> <b>palabras</b> 5-10 min</p>	<p><b>Student Expectation:</b></p> <p><b>4.3B</b> - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; <b>4.3E</b> - Diferencie y use homógrafos, homófonos y términos que comúnmente se confunden, tales como porque/porqué/por qué/por que, sino/si no y también/tan bien.</p> <p><b>Vocabulary:</b> teacher selected (varies based on selection of poems)</p>				

<p><b>Student Expectations/ Expectativas de estudiantes</b></p> <p><b>SEs</b></p>	<p><b>4.9B</b> - explain figurative language such as simile, metaphor, and personification that the poet uses to create images; / <b>Explique el lenguaje figurado, tal como el símil, la metáfora y la personificación que el poeta utiliza para crear imágenes;</b></p> <p><b>4.10B</b> - explain how the use of text structure contributes to the author's purpose; / <b>Explique cómo el uso de la estructura del texto contribuye al propósito del autor;</b></p> <p><i>Note: Standard 4.9B has only been tested once since the RLA TEKS were updated. However, in the past, the structures of poetry were mostly tested under 4.10B (4.4A in the old TEKS)</i></p>	<p><b>4.10A</b> - explain the author's purpose and message within a text; / <b>Explique el propósito y mensaje del autor dentro de un texto;</b></p> <p><b>4.10D</b> - describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; / <b>Describa cómo el uso que hace el autor de las imágenes, del lenguaje literal y figurado, tales como los símiles y las metáforas, y de los recursos sonoros, tales como la aliteración y la asonancia, logran propósitos específicos;</b></p>	<p><b>4.6F</b> - make inferences and use evidence to support understanding;/ <b>Haga inferencias y use evidencia para apoyar la comprensión.</b></p> <p><b>4.7C</b> - use text evidence to support an appropriate response; / <b>Use evidencia textual para apoyar una respuesta apropiada.</b></p>	<p><b>4.7B</b> - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources;/ <b>Escriba respuestas que demuestren la comprensión de los textos, incluyendo la comparación y el contraste de ideas a través de una variedad de fuentes de información;</b></p> <p><b>4.8A</b> - infer basic themes supported by text evidence; / <b>Infiera temas básicos apoyándose en evidencia textual;</b></p>	<p><b>Everybody Grows Review</b></p>
<p><b>Content Objective/ Objetivo del contenido</b></p>	<p>The students will analyze the characteristics of poetry by explaining how the poet uses figurative language and poetic structures to achieve specific purposes. Los estudiantes analizarán las características de la poesía explicando cómo</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</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</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</p>	

	el poeta utiliza el lenguaje figurativo y las estructuras poéticas para lograr propósitos específicos.	uso de imágenes y lenguaje figurado logran propósitos específicos.	respuesta.	poema.	
<b>Language Objective/ Objetivo de lenguaje</b>	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)	
<b>Academic Terms/ Términos Académicos</b>					
<b>Higher Order Thinking Questions/ Preguntas de pensamiento avanzado</b>					
<i>Text Analysis:</i> <b>Mini-lesson/ Análisis del texto: Mini-lección</b> 15-20 min	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>
<i>Text Analysis:</i> <b>Read Aloud/ Análisis del texto: Lectura en voz alta</b> 10-15 min	<b>Guided Practice.</b>	<b>Guided Practice.</b>	<b>Guided Practice.</b>	<b>Guided Practice.</b>	<b>Guided Practice.</b>

<b>Independent Practice:</b> <b>Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</b> <b>10-15 min</b>	<b>Week 2 Reading DOLs</b> <b>Poem: <i>Rock the Boat</i> (Lexile Range 700L- 900L)</b> <b>Poema: <i>Estrellita se despide de su isla</i> (Lexile Range 700L- 900L)</b>				
	<b>Independent Practice:</b> Students will identify the characteristics of poetry and will answer multiple-choice questions.  <b>Answer Key:</b> 1. C 2. D 3. A 4. B	<b>Independent Practice:</b> Students will answer multiple choice and multi-select questions to analyze figurative language, imagery, and author's purpose.  <b>Answer Key:</b> 5. A 6. B & E 7. B	<b>Independent Practice:</b> Students will answer multiple-choice and hot text questions to make inferences.  <b>Answer Key:</b> 8. C 9. B 10. B/D 11. Line 44/Verso 40	<b>Independent Practice:</b> Students will answer a short-constructed response to analyze the main theme in the poem.  <a href="#">Sample responses</a>	<b>Independent Practice:</b>
	<b>Suggestion:</b> 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.				
<b>Success Criteria/ Criterios de éxito</b> <i>A student has achieved mastery when...</i>	<b>Students will:</b>	<b>Students will:</b>	<b>Students will:</b>	<b>Students will:</b>	<b>Students will:</b>
<b>WRITING/ESCRITURA</b>					
<b>Conventions/ Convenciones</b> <b>10-15 min</b>	<b>Week 2 Writing DOLs</b>				
	<b>4.11Diii</b> - Edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;/ <b>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;</b> <b>4.11Dix</b> - capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; / <b>letra mayúscula en eventos y documentos históricos, títulos de libros, cuentos y ensayos;</b>				

**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.

**NOTICE**  
*What do you notice?*

**Mentor Sentence:**  
*During lunch, Sarah found the courage to share her **apple** (singular noun) with the new **students** (plural noun).*

**Focus Phrase:**  
*A **singular noun** names a single person, place or thing. A **plural noun** names more than one person, place, or thing.*

**Probing Questions:**

- What are the **nouns** in the sentence?
- Which is the **singular** and which is the **plural** noun?

**COMPARE AND CONTRAST**  
*How are they alike and different?*

**Mentor Sentences:**

- *During lunch, **Sarah** (proper noun) found the courage to share her **apple** (singular noun) with the new **students** (plural noun).*
- *After reading “**Rock the Boat** (proper noun),” **Ms. Johnson** (proper noun) asked the **class** (common noun) to draw pictures (plural noun) of a time they showed bravery.*

**Focus Phrase:**  
*A **common noun** provides a general name of a person, place, or thing. A **proper noun** names a specific person, place, or thing, and begins with a **capital letter**.*

**Probing Questions:**

- What are the **nouns** in the second sentence?
- Which is the **common** and which is the **proper** noun?

**IMITATE**  
*Try it out*

Use the poem “Rock the Boat” to:

a) Write 2-3 sentences to answer the question: What did you learn in the poem?

b) Use 1 singular noun, 1 plural noun, 1 common noun, and 1 proper noun.

**Extension.** Have students highlight the different types of nouns with different colors.

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

**Fix It Sentences:**

- ***malakai** and his best **Friends** **Gia** go to the public library on **tuesdays***
- *The **childs** enjoyed playing with their new **Puppy** when they went to **cobb park**.*
- *In the **Summer**, we like to visit **lake** Arlington with **uncle** Joe.*

**Correct Sentences:**

- *Malakai and his best friend Gia go to the public library on Tuesdays.*
- *The children enjoyed playing with their new puppy when they went to Cobb Park.*
- *In the summer, we like to visit Lake Arlington with Uncle Joe.*

**PRACTICE QUESTIONS**

Read the selection and choose the best answer to each question.  
Marvin writes 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.

**Malala Yousafzai: A Young Hero**

(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.

(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.

(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.

(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.

1. What change needs to be made in sentence 1?  
a. Change **peoples** to **people**  
b. Change **world** to **World**  
c. Change **shown** to **showed**  
d. Change **bravery** to **braveries**

2. How does sentence 5 need to be changed?  
a. Change **group** to **groups**  
b. Change **taliban** to **Taliban**  
c. Change **Malala** to **malala**  
d. Sentence 5 does not need to be changed.

3. What change, if any, should be made in sentence 9?  
a. Change **started** to **start**  
b. Change **fund** to **funds**  
c. Change **girl** to **girls**  
d. No change needs to be made in sentence 9.

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?  
a. Malala has written a book about her life.  
b. Malala fights for education rights worldwide.  
c. Malala helps her friends with their studies.  
d. Malala enjoys reading books about history.

**Answers:**

1. A  
2. B  
3. C  
4. B

	<p style="text-align: center;"><b>NOTAR</b> <i>¿Qué notas en esta oración?</i></p> <p><b>Oración mentora:</b> <i>Durante el almuerzo, Sara encontró el valor para compartir su <b>manzana</b> (sustantivo singular) con los nuevos <b>estudiantes</b> (sustantivo plural).</i></p> <p><b>Frase de enfoque:</b> <i>Un <b>sustantivo singular</b> nombra a una sola persona, lugar o cosa. Un <b>sustantivo plural</b> nombra a más de una persona, lugar o cosa.</i></p> <p><b>Preguntas inquisitivas:</b></p> <ul style="list-style-type: none"> <li>• ¿Cuáles son los <b>sustantivos</b> en la oración?</li> <li>• ¿Cuál es el sustantivo <b>singular</b> y cuál es el <b>plural</b>?</li> </ul>	<p style="text-align: center;"><b>COMPARAR</b> <i>¿En qué se parecen? ¿En qué se diferencian?</i></p> <p><b>Oraciones mentoras:</b></p> <ul style="list-style-type: none"> <li>• <i>Durante el almuerzo, <b>Sara</b> (sustantivo propio) encontró el valor para compartir su <b>manzana</b> (sustantivo singular) con los nuevos <b>estudiantes</b> (sustantivo plural).</i></li> <li>• <i>Después de leer “<b>Estrellita</b> (sustantivo propio) se despide de su isla”, la <b>Sra. Johnson</b> (sustantivo propio) pidió a la <b>clase</b> (sustantivo común) que hicieran <b>dibujos</b> (sustantivo plural) de alguna ocasión en la que tuvieron que dejar algo que queremos mucho.</i></li> </ul> <p><b>Preguntas inquisitivas:</b></p> <ul style="list-style-type: none"> <li>• ¿Cuáles son los <b>sustantivos</b> de la segunda oración?</li> <li>• ¿Cuál es el sustantivo <b>propio</b> y cuál es el sustantivo <b>común</b>?</li> </ul>	<p style="text-align: center;"><b>IMITAR</b> <i>Inténtalo</i></p> <p>Utilice el poema “Estrellita se despide de su isla” para:</p> <p>a) Escribir 2 o 3 oraciones para responder la pregunta: ¿Qué aprendiste en el poema?</p> <p>b) Usa 1 sustantivo singular, 1 sustantivo plural, 1 sustantivo común y 1 sustantivo propio.</p> <p style="text-align: center;"><i><b>Extensión:</b> Pida a los estudiantes que resalten los diferentes tipos de sustantivos con diferentes colores.</i></p>	<p style="text-align: center;"><b>APLICAR Y CORREGIR</b> <i>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</i></p> <p><b>Oraciones para corregir:</b></p> <ul style="list-style-type: none"> <li>• <i><b>miguel</b> y su mejor <b>Amigas</b> Ivón van a la biblioteca pública los <b>Martes</b></i></li> <li>• <i>Los <b>niño</b> disfrutaron jugando con su nuevo <b>Cachorro</b> cuando fueron al <b>Parque cobb</b>.</i></li> <li>• <i>En <b>Verano</b>, nos gusta visitar el lago <b>arlington</b> con el <b>Tío José</b>.</i></li> </ul> <p><b>Oraciones correctas:</b></p> <ul style="list-style-type: none"> <li>• <i>Miguel y su mejor amiga Ivón van a la biblioteca pública los martes.</i></li> <li>• <i>Los niños disfrutaron jugando con su nuevo cachorro cuando fueron a Cobb Park.</i></li> <li>• <i>En verano, nos gusta visitar el lago Arlington con el tío José.</i></li> </ul>	<p style="text-align: center;"><b>PREGUNTAS DE PRÁCTICA</b></p> <p><small>Lee la selección y elige la mejor respuesta a cada pregunta. 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;"><b>Malala Yousafzai: una joven heroína</b></p> <p><small>(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. (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. (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. (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.</small></p> <p>1. ¿Qué cambio debe hacerse en la oración 1?</p> <ol style="list-style-type: none"> <li>Cambiar <b>gentes</b> por <b>gente</b></li> <li>Cambiar <b>mundo</b> por <b>Mundo</b></li> <li>Cambiar <b>demostrado</b> por <b>demostrar</b></li> <li>Cambiar <b>valentía</b> por <b>valiente</b></li> </ol> <p>2. ¿Qué cambio debe hacerse en la oración 5?</p> <ol style="list-style-type: none"> <li>Cambiar <b>grupo</b> por <b>grupos</b></li> <li>Cambiar <b>talibán</b> por <b>Talibán</b></li> <li>Cambiar <b>Malala</b> por <b>malala</b></li> <li>No es necesario cambiar la oración 5.</li> </ol> <p>3. ¿Qué cambio debe hacerse en la oración 9?</p> <ol style="list-style-type: none"> <li>Cambiar <b>inició</b> por <b>iniciar</b></li> <li>Cambiar <b>fondo</b> por <b>fondos</b></li> <li>Cambiar <b>niña</b> por <b>niñas</b></li> <li>No es necesario hacer ningún cambio en la oración 9.</li> </ol> <p>4. Luisa quiere mejorar la introducción de su ensayo. ¿Qué oración debe agregar después de la oración 2 para mejorar la introducción?</p> <ol style="list-style-type: none"> <li>Malala ha escrito un libro sobre su vida.</li> <li>Malala lucha por los derechos educativos en todo el mundo.</li> <li>Malala ayuda a sus amigos con sus estudios.</li> <li>Malala disfruta leyendo libros sobre historia.</li> </ol> <p><b>Respuestas:</b></p> <ol style="list-style-type: none"> <li>A</li> <li>B</li> <li>C</li> <li>B</li> </ol>
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<p><b>Composition/ Composición</b></p> <p><b>20-30 min</b></p>	<p style="text-align: center;"><b>ECR Prompt</b></p> <p style="text-align: center;"><i>Read the poem "Rock the Boat." Based on the information in the poem, write a response to the following: Explain how the poet describes the importance of speaking up against injustice. 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 "Estrellita se despide de su isla". Basándote en la información del poema, escribe una respuesta a lo siguiente: Explica cómo describe el poeta los sentimientos de la narradora al despedirse de su isla. Escribe un ensayo informativo bien organizado que utilice evidencia específica del poema para respaldar tu respuesta.</i></p>				
	<p><b>4.11Bi</b> - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; / <i>Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: organizar un texto con una estructura intencionada, incluyendo una introducción, transiciones y una conclusión;</i></p> <p><b>4.12B</b> - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. / <i>Redacte textos informativos, incluyendo composiciones breves que transmitan información sobre un tópico, utilizando una idea central clara, el arte del escritor y las características del género para escribir;</i></p>				
	<p><b>Objective:</b> The students will compose an extended-constructed response by writing an introduction with a summary of the text and clear central idea. <b>Objetivo:</b> Los estudiantes redactarán una respuesta extendida construida escribiendo una introducción con un resumen del texto y una idea central clara.</p>				
<p><b>Mini-Lesson/ Mini-Lección</b></p>	<p>Early in the week, writing lessons will be more teacher-led with guided support. As the week progresses, students will transition to more independent writing, culminating in fully independent work by week's end.</p>				
	<b>Teacher Responsibility</b>		<b>Student Responsibility</b>		
	<p style="text-align: center;"><b>DAY 1</b></p> <p style="text-align: center;"><i><b>Summarizing Framework &amp; Givens and Variables</b></i></p> <p>Review how to use the summarizing framework and how to determine the givens and variables in a prompt.</p>	<p style="text-align: center;"><b>DAY 2</b></p> <p style="text-align: center;"><i><b>Pre-Writing Plan and Writing the Introduction</b></i></p> <p>Review how to use the pre-writing plan and the components of a strong introduction.</p>	<p style="text-align: center;"><b>DAY 3</b></p> <p style="text-align: center;"><i><b>Independent Writing Time</b></i></p> <p>Review how to use the ECR graphic organizer, if needed.</p>	<p style="text-align: center;"><b>DAY 4</b></p> <p style="text-align: center;"><i><b>Independent Writing Time</b></i></p> <p>Review revising and editing.</p>	<p style="text-align: center;"><b>DAY 5</b></p> <p style="text-align: center;"><i><b>Share &amp; Celebrate</b></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 - Introductions” from EW (**In Empowering Writers, see Informational & Opinion Skills > Section 4 > Lesson 6**).

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):** \_\_\_\_\_

**Body Paragraph 1**

Main Idea #1: \_\_\_\_\_

Evidence #1 (Cite): \_\_\_\_\_

Explain: \_\_\_\_\_

Transition: \_\_\_\_\_

**Body Paragraph 2**

Main Idea #2: \_\_\_\_\_

Evidence #2 (Cite): \_\_\_\_\_

Explain: \_\_\_\_\_

Transition: \_\_\_\_\_

**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><b>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</b></p>	<p><b>Independent Practice:</b> Students will complete a summarizing framework using the poem from the DOL and will analyze the ECR prompt for givens and variables.</p> <p><b>Summarizing Framework:</b> <i>The poem is about speaking up when something is wrong, even if it's hard.</i> <i>The experience was feeling nervous but knowing it's important to do the right thing.</i> <i>The experience ended when the person stood up and spoke out with courage and love.</i></p> <p><b>Givens:</b> <i>how describes the importance of speaking up against injustice</i></p> <p><b>Variables:</b> <i>the evidence and explanation showing why speaking up is important</i></p>	<p><b>Independent Practice:</b></p> <p>Students will create a pre-writing plan and will complete their introduction paragraph.</p> <p><b>Note:</b> <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><b>Independent Practice:</b></p> <p>Students will finish a complete ECR draft.</p>	<p><b>Independent Practice:</b></p> <p>Students will revise and edit their ECR draft.</p>	<p><b>Independent Practice:</b></p> <p>Students will publish their ECR final draft.</p> <p><a href="#"><u>Sample Response</u></a></p>
<p><b>Success Criteria/ Criterios de éxito</b> <i>A student has achieved mastery when...</i></p>	<p><b>Students will.</b></p>	<p><b>Students will.</b></p>	<p><b>Students will.</b></p>	<p><b>Students will.</b></p>	<p><b>Students will.</b></p>

WEEK 3: ENGLISH

READING

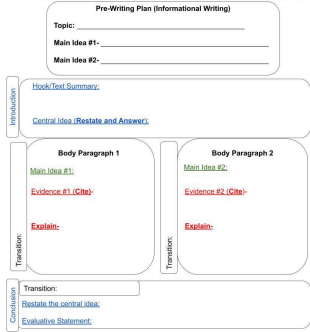
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	11/18/2024	11/19/2024	11/20/2024	11/21/2024	11/22/2024
Neuhaus/ Escalera 30 min	Lesson: RP 104	Lesson: RP 104a	Lesson: RP 104b/c	Lesson: RP 104d/e	Lesson: RP 105
Genre, Grade-Level Text/Género, Texto a nivel	<p><b>Genre:</b> Fable/Drama</p> <p><b>Grade-Level Text(s):</b>  <a href="#"><i>The Elephants and the Mice</i> by Spencer Kayden (from Scholastic Storyworks)</a></p>				
Word Study/ Estudio de palabras 5-10 min	<p><b>Student Expectation:</b>  <b>4.3B</b> - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><b>Vocabulary from Interactive Read Aloud:</b>                      megaphone, revenge, emerge, ornate, vermin, compassion, cinches</p>				
Student Expectations/ Expectativas de estudiantes  SEs	<p><b>4.6C</b> - Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>4.9C</b> - explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p><b>4.8B</b> - Explain the interactions of the characters and the changes they undergo;</p>	<p><b>4.8C</b> - analyze plot elements, including the rising action, climax, falling action, and resolution</p>	<p><b>4.6F</b> - Make inferences and use evidence to support understanding.</p> <p><b>4.8D</b> - explain the influence of the setting, including historical and cultural settings, on the plot.</p>	<p><b>Review</b></p> <p><b>Suggestion:</b> Use the extra practice question to review 4.6H. However, keep in mind that this SE will be addressed on week 4.</p> <p><b>Answer Key for Extra Practice:</b></p> <ol style="list-style-type: none"> <li>B</li> <li>Answers will vary</li> </ol>
Content Objective/	The students will use metacognitive skills to	The students will analyze literary elements by	The students will analyze literary elements by	The students will explain the influence of the	

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

<b>Independent Practice:</b> <b>Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</b> <b>10-15 min</b>	<b>Drama: Digging Up the Truth (Lexile Range 600L - 700L)</b>				
	<b>Independent Practice:</b> Students will answer questions to make predictions and to analyze the elements of drama.  <b>Answer Key:</b> 1. B 2. C 3. D	<b>Independent Practice:</b> Students will answer a multi-part question to explain how characters relate to one another.  <b>Answer Key:</b> 4. <b>PART A:</b> B <b>PART B:</b> D	<b>Independent Practice:</b> Students will answer a hot-text and an SCR question to analyze plot elements.  <b>Answer Key:</b> 5. Line 44 6. <a href="#">Sample Response</a>	<b>Independent Practice:</b> Students will answer questions to explain how the setting influences the play.  <b>Answer Key:</b> 7. <i>The setting of the play is at a public library. The play also takes place during 2 days at different times (morning and evening).</i> 8. <i>The playwright included the stage directions at the beginning of each scene to indicate the setting of the scene (time and place).</i> 9. D 10. A	<b>Independent Practice:</b>
<b>Success Criteria/ Criterios de éxito</b> <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>
<b>WRITING</b>					
<b>Conventions/ Convenciones</b> <b>10-15 min</b>	<a href="#">Week 3 Writing DOLs</a>				
	<b>4.11Dv</b> - Edit drafts using standard English conventions, including: adverbs that convey frequency and adverbs that convey degree;				
<b>Objective:</b> The students will use standard English conventions by using adverbs that convey frequency and adverbs that convey degree.					

	<p><b>NOTICE</b> <i>What do you notice?</i></p> <p><b>Mentor Sentence:</b> <i>Nelson <b>often</b> apologizes <b>sincerely</b> when he realizes he was <b>completely</b> wrong about the missing book.</i></p> <p><b>Focus Phrase:</b> <i>An <b>adverb</b> is a word that describes a verb, an adjective or another adverb and often conveys time, place, manner, and degree.</i></p> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the <b>verbs</b> in the sentence?</li> <li>• Are there any words (<b>adverbs</b>) <u>describing the verb</u> in the sentence?</li> <li>• Are there any words that <u>convey frequency or degree</u> (<b>adverbs</b>) in the sentence?</li> </ul>	<p><b>COMPARE AND CONTRAST</b> <i>How are they alike and different?</i></p> <p><b>Mentor Sentences:</b></p> <ul style="list-style-type: none"> <li>• Nelson <b>often</b> apologizes <b>sincerely</b> when he realizes he was <b>completely</b> wrong about the missing book.</li> <li>• Lucia <b>rarely</b> gets upset because she is <b>almost always</b> very patient with others.</li> </ul> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the <b>verbs</b> in the second sentence?</li> <li>• Are there any <b>adverbs</b> <u>describing the verb</u> in the sentence?</li> <li>• Are there any <b>adverbs</b> that <u>convey frequency or degree</u> in the sentence?</li> <li>• What do you notice about the ending in some of the <b>adverbs</b>?</li> </ul>	<p><b>IMITATE</b> <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 least two adverbs to paraphrase the resolution of the drama. Highlight the adverbs in your sentence.</p> <p>i) Example: <i><b>Finally</b>, Nelson <b>honestly</b> admitted that the missing book had been in his bag all along</i></p>	<p><b>APPLY &amp; EDIT</b> <b>(FIX IT SENTENCES)</b> <i>What can we change? What effect does that change have?</i></p> <p><b>Fix It Sentences:</b></p> <ul style="list-style-type: none"> <li>• Laura <b>paint</b> very <b>nicely</b> pictures <b>skillfully</b> with watercolors.</li> <li>• The boys can <b>some times</b> play <b>loud</b> in the yard</li> <li>• Christian <b>always</b> eats his lunch very <b>fastly</b>.</li> </ul> <p><b>Correct Sentences:</b></p> <ul style="list-style-type: none"> <li>• Laura <i>paints</i> very <i>nice</i> pictures <i>skillfully</i> with watercolors.</li> <li>• The boys can <i>sometimes</i> play <i>loudly</i> in the yard.</li> <li>• Christian <i>always</i> eats his lunch very <i>quickly</i>.</li> <li>OR</li> <li>• Christian <i>always</i> eats his lunch very <i>fast</i>.</li> </ul>	<p><b>PRACTICE QUESTIONS</b></p> <p>Read the selection and choose the best answer to each question.</p> <p>María 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.</p> <p><b>Community Gardens: A Tool for Change</b></p> <p>(1) I joined the community garden to plant my own veggies and meet new friends. (2) Very 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 especial important because it gave us fresh food when the nearby stores did not.</p> <p>(5) I happily helped set up events where we cooked food from the garden. (6) These cooking days were incredibly fun and taught us how to make really healthy food. (7) Soon, I want to help start more gardens like this in other places because they great help people make friends and eat well. (8) After a year of helping, I truly think gardens like ours can make a big difference.</p> <p>1. What change is needed in sentence 2?</p> <ol style="list-style-type: none"> <li>Delete <b>very</b></li> <li>Change <b>quick</b> for <b>Quickly</b></li> <li>Change <b>learned</b> for <b>learn</b></li> <li>Change <b>thought</b> for <b>think</b></li> </ol> <p>2. What change should be made in sentence 4?</p> <ol style="list-style-type: none"> <li>Change <b>garden</b> for <b>Garden</b></li> <li>Change <b>especial</b> for <b>especially</b></li> <li>Change <b>important</b> for <b>importantly</b></li> <li>No change should be made in sentence 4.</li> </ol> <p>3. What change is needed in sentence 7?</p> <ol style="list-style-type: none"> <li>Delete the comma after <b>Soon</b></li> <li>Change <b>this</b> for <b>these</b></li> <li>Change <b>great</b> for <b>greatly</b></li> <li>Insert the word <b>very</b> after <b>eat</b></li> </ol> <p>4. Which sentence would <b>BEST</b> follow and support sentence 7?</p> <ol style="list-style-type: none"> <li>Everyone should spend time helping others.</li> <li>Gardens can turn empty spaces into pretty places.</li> <li>Many areas would be better with gardens like ours.</li> <li>I wrote stories about our garden for the newspaper.</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>B</li> <li>B</li> <li>C</li> <li>C</li> </ol>
<p><b>Composition/ Composición</b> <b>20-30 min</b></p>	<p><b>ECR Prompt</b></p> <p><i>Read the story "Digging Up the Truth." Based on the information in the story, write a response to the following: Explain the importance of the torn backpack in the play. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</i></p> <p><b>4.11Bii</b> - Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details.</p> <p><b>4.12B</b> - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and</p>				

	genre characteristics and craft.				
	<b>Objective:</b> The students will compose an extended-constructed response by writing body paragraphs that include a clear main idea, relevant evidence, and explanations.				
<b>Mini-Lesson/ Mini-Lección</b>	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.				
	←		→		
	<b>Teacher Responsibility</b>		<b>Student Responsibility</b>		
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
	<b><i>Writing the Body Paragraphs: Main Ideas</i></b>	<b><i>Writing the Body Paragraphs: Main Ideas</i></b>	<b>Independent Writing Time</b>	<b>Independent Writing Time</b>	<b>Share &amp; Celebrate</b>
	<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"> <li>• Clear main Idea</li> <li>• Relevant textual evidence</li> <li>• Explanation of the textual evidence</li> </ul> <p>Tell students that the focus of the day will be on developing “broad yet distinct” <b>main ideas</b> for each one of the body paragraphs.</p>	<p>Review lesson from Day 1 and emphasize the components of a strong body paragraph:</p> <ul style="list-style-type: none"> <li>• Clear main Idea</li> <li>• Relevant textual evidence</li> <li>• Explanation of the textual evidence</li> </ul> <p><b>Note:</b> <i>Continue to focus on developing clear main ideas for the body paragraph.</i></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>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 <a href="#">Editing Dice</a> and the <a href="#">Revising Dice</a>.</p>	<p>Review rubric and scoring. If time allows, review question 4 from the STAAR writing practice.</p>
<b>Guided Practice/ Práctica Guiada</b>	<p>Review the “<a href="#">Steps for an Extended Response.</a>” This week students will focus on step 8 - composing body paragraphs. Use the “<b>Main Idea/Reason Blurbs into Sentences</b>”</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</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 <b>clear</b></p>	<p>Students should have a complete ECR draft and should begin revising and editing their piece.</p> <p><b>Suggestion:</b> <i>If students are having a hard time with sentence variety,</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</p>

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



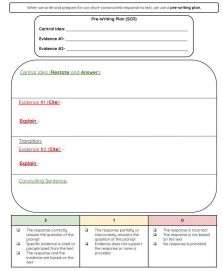
<p>Success Criteria/ <b>Crterios de éxito</b> <i>A student has achieved mastery when...</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>	<p><i>Students will.</i></p>
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WEEK 4: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

READING/LECTURA

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/02/2024	12/03/2024	12/04/2024	12/05/2024	12/06/2024
Neuhaus/ Escalera 30 min	Lesson: RP 105a	Lesson: Review	Lesson: Review	Lesson: Review	Lesson: Review
Genre, Grade-Level Text/Género, Texto a nivel	<p>Genre: <b>Drama (Play)/Drama (Obra de teatro)</b></p> <p>Grade-Level Text(s):</p> <p><i><a href="#">La Culebra (The Snake) from Multicultural Plays for Children by Pamela Gerke (myView - Unit 4 Week 3)</a></i>  <i><a href="#">La culebra: de obras de teatro multiculturales para niños por Pamela Gerke (miVisión - Unidad 4 Semana 3)</a></i></p>				
Word Study/ Estudio de palabras 5-10 min	<p>Student Expectation:</p> <p><b>4.3D</b> - identify, use, and explain the meaning of homophones such as reign/rain. / Identifique, use y explique el significado de antónimos, sinónimos, modismos, homófonos y homógrafos en un texto.</p> <p>Vocabulary from Interactive Read Aloud:  sensitive, exchange, deed, insisted, satisfied  sensibles, intercambiar, acción, insistió, trato, satisfechos</p>				
Student Expectations/ Expectativas de estudiantes  SEs	<p><b>4.10F</b> - 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><b>4.6G</b> - evaluate details read to determine key ideas; / Evalúe los detalles leídos para determinar las ideas claves.</p>	<p><b>4.6H</b> - Synthesize information to create new understanding. / Sintetice información para crear un nuevo entendimiento.</p>	<p><b>4.7B</b> - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources;/ Escriba respuestas que demuestren la comprensión de los textos, incluyendo la comparación y el</p>	<p><b>Everybody Grows Review</b></p>

				<p>contraste de ideas a través de una variedad de fuentes de información;</p> <p><b>4.10A</b> - explain the author's purpose and message within a text; /  Explique el propósito y mensaje del autor dentro de un texto;</p>	
<p><b>Content Objective/ Objetivo del contenido</b></p>	<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>	
<p><b>Language Objective/ Objetivo de lenguaje</b></p>	<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>	
<p><b>Academic Terms/ Términos Académicos</b></p>					
<p><b>Higher Order Thinking Questions/</b></p>					

<p><b>Preguntas de pensamiento avanzado</b></p>					
<p><i>Text Analysis:</i> <b>Mini-lesson/</b> <i>Análisis del texto:</i> <b>Mini-lección</b> 15-20 min</p>	<p><b>Anchor Chart.</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart.</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart.</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart.</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart.</b>  <b>Mini-Lesson:</b></p>
<p><i>Text Analysis:</i> <b>Read Aloud/</b> <i>Análisis del texto:</i> <b>Lectura en voz alta</b> 10-15 min</p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>
<p><b>Independent Practice:</b> <b>Demonstration of Learning/</b> <b>Práctica Independiente:</b> <b>Demostración de aprendizaje</b> 10-15 min</p>	<p><b>Week 4 Reading DOLs</b> <b>Drama: A Special Thanksgiving (Lexile Range 900L - 1000L)</b> <b>Obra de teatro: Un día de Acción de Gracias especial (Lexile Range 700L - 900L)</b></p>				
<p><b>Independent Practice:</b></p> <p>Students will answer a variety of questions to learn about and to analyze the author's voice.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>1. Author's craft is the <b>language</b> and <b>technique</b> a writer uses to make his or her writing interesting and to communicate ideas to the reader. One of those techniques is <b>voice</b>. Voice is the author's writing <b>style</b> that makes</li> </ol>	<p><b>Independent Practice:</b></p> <p>Students will answer multiple-choice questions to evaluate key ideas in the play.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>5. A</li> <li>6. C</li> <li>7. D</li> </ol>	<p><b>Independent Practice:</b></p> <p>Students will answer multi-select questions to synthesize information in the play.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>8. B &amp; E</li> <li>9. A &amp; D</li> </ol>	<p><b>Independent Practice:</b></p> <p>Students will answer a short-constructed response question to analyze the author's purpose.</p> <p><b>Sample Responses</b></p> 	<p><b>Independent Practice:</b></p>	

	<p>his or her writing unique. A writer uses certain <b>words</b> to show his or her style. An author's voice may change depending on the <b>genre</b> of the text.</p> <p>2. Possible answers: thoughtful, warm, reflective</p> <p>3. Answers will vary</p> <p>4. D</p>				
<p><b>Success Criteria/ Criterios de éxito</b></p> <p><i>A student has achieved mastery when...</i></p>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>	<i>Students will.</i>

**WRITING/ESCRITURA**

<p><b>Conventions/ Convenciones</b></p> <p><b>10-15 min</b></p>	<u><a href="#">Week 4 Writing DOLs</a></u>				
	<p><b>4.11Dxi</b> - Edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. / <i>Edite borradores usando las convenciones comunes de la lengua española, incluyendo: escritura correcta de las palabras con patrones ortográficos y reglas ortográficas apropiados para el nivel del grado escolar;</i></p> <p><b>4.2Biv</b> - Demonstrate and apply spelling knowledge by: spelling words using advanced knowledge of syllable division patterns; / <i>4.2Biv - marcar los acentos apropiadamente al conjugar verbos en los tiempos pasado simple y pasado imperfecto, [así como en los tiempos pasado] perfecto [compuesto], condicional y futuro;</i></p>				
	<p><b>Objective:</b> The students use standard English conventions by spelling multisyllabic words with multiple sound-spelling patterns.  <b>Objetivo:</b> Los estudiantes usarán su conocimiento ortográfico para marcar los acentos apropiadamente al conjugar verbos.</p>				
	<p><b>NOTICE</b>  <i>What do you notice?</i></p> <p><b>Mentor Sentence:</b>  Maya <b>realized</b> that <b>celebrating Thanksgiving</b> with her</p>	<p><b>COMPARE AND CONTRAST</b>  <i>How are they alike and different?</i></p> <p><b>Mentor Sentences:</b></p> <ul style="list-style-type: none"> <li>Maya <b>realized</b> that <b>celebrating</b></li> </ul>	<p><b>IMITATE</b>  <i>Try it out</i></p> <p>To practice spelling multisyllabic words with multiple sound-spelling patterns correctly, dictate the following</p>	<p><b>APPLY &amp; EDIT (FIX IT SENTENCES)</b>  <i>What can we change? What effect does that change have?</i></p> <p><b>Fix It Sentences:</b></p> <ul style="list-style-type: none"> <li><b>emma</b> felt very</li> </ul>	<p><b>PRACTICE QUESTIONS</b></p>

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

	<p>no era especial, pero cuando su papá le <b>explicó, comprendió</b> que lo importante era estar juntos.</p> <p><b>Frase de enfoque:</b> <i>Es español, los <b>acentos</b> ortográficos se tienen que marcar apropiadamente al <b>conjugar</b> verbos.</i></p> <p><b>Note:</b> Ver las diferentes reglas en TEKS Resource System.</p> <p><b>Preguntas inquisitivas:</b></p> <ul style="list-style-type: none"> <li>¿Qué palabras tienen <b>acento ortográfico</b> o <b>tilde</b>?</li> <li>¿Cuáles son los <b>verbos</b>?</li> <li>¿En qué tiempo están <b>conjugados</b> los <b>verbos</b>?</li> </ul>	<p>Gracias no era especial, pero cuando su papá le <b>explicó, comprendió</b> que lo importante era estar juntos.</p> <ul style="list-style-type: none"> <li><i>Maya y su familia <b>entendían</b> que el Día de Acción de Gracias siempre era especial porque lo <b>compartían</b> juntos.</i></li> </ul> <p><b>Preguntas inquisitivas:</b></p> <ul style="list-style-type: none"> <li>¿Qué palabras tienen <b>acento ortográfico</b> o <b>tilde</b>?</li> <li>¿Cuáles son los <b>verbos</b>?</li> <li>¿En qué tiempo están <b>conjugados</b> los <b>verbos</b>?</li> </ul>	<p>los estudiantes las siguientes oraciones. Puedes compartir una lista de palabras con ellos para que puedan usarla como recurso.</p> <ol style="list-style-type: none"> <li>Hablé con mi amigo ayer y él me <b>contó</b> una historia interesante.</li> <li>Mañana <b>estudiaré</b> para el examen que tengo la próxima semana.</li> <li>Nosotros <b>habíamos vivido</b> en esa ciudad antes de mudarnos al campo.</li> </ol> <p><b>Nota:</b> Al dictar oraciones, lee la oración y pregunta: “¿Cuántas palabras tiene la oración?” Luego dicta la oración lentamente. Revisen las oraciones juntos.</p>	<p><b>corregir:</b></p> <ul style="list-style-type: none"> <li>La niña se <b>comio</b> todo su desayuno antes de <b>va</b> a la <b>escuela</b></li> <li><b>nosotros vivíamos</b> cerca del mar cuando <b>eramos</b> pequeños.</li> <li>Los niños <b>correrian</b> en el <b>Parque</b> si no <b>estuviéra</b> lloviendo.</li> </ul> <p><b>Oraciones correctas:</b></p> <ul style="list-style-type: none"> <li>La niña se <b>comió</b> todo su desayuno antes de <b>ir</b> a la escuela.</li> <li>Nosotros <b>vivíamos</b> cerca del mar cuando <b>éramos</b> pequeños.</li> <li>Los niños <b>correrían</b> en el parque si no <b>estuviera</b> lloviendo.</li> </ul>	<p><small>Saúl escribió este ensayo sobre su experiencia en una excursión escolar. Lee el ensayo de Saúl y busca las correcciones que necesita hacer. Luego responde las preguntas que aparecen a continuación.</small></p> <p style="text-align: center;"><b>Visita al acuario</b></p> <p><small>(1) Estaba muy emocionado por la visita de nuestra clase de cuarto grado al acuario. (2) Siempre me han fascinado los animales marinos, así que no podía esperar para verlos de cerca. (3) Cuando entramos, el enorme tanque de tiburones fue lo primero que llamó nuestra atención. (4) La señora García, nuestra guía, nos dijo que esos tiburones habían estado en el acuario por más de diez años. (5) Explicó que los tiburones eran una de las especies más antiguas que aún vivían en los océanos. (6) Escuché con atención mientras la señora García hablaba sobre cómo estos depredadores cazaban en el mar.</small></p> <p><small>(7) Lo más emocionante de la visita fue el área donde podíamos tocar a las criaturas marinas. (8) Mis amigos y yo tocamos estrellas de mar y erizos, y sentimos la textura áspera de sus cuerpos. (9) También había un lugar donde podíamos aprender sobre lo que comían las diferentes especies. (10) Me sorprendí al descubrir que algunas especies de tiburones eran bastante pequeñas y se alimentaban solo de peces pequeños y plantas marinas. (11) Además, aprendí que las ballenas no eran peces, sino mamíferos, lo que me resultó muy interesante.</small></p> <p><small>(12) En el autobús de regreso a la escuela, pensaba en todas las cosas nuevas que había aprendido sobre los océanos. (13) Mi interés en la vida marina aumentó, y decidí que buscaría más información sobre ballenas cuando llegara a casa. (14) Ya había encontrado un documental sobre la vida marina y no podía esperar para verlo.</small></p> <ol style="list-style-type: none"> <li>¿Qué cambio debe hacerse en la oración 3?       <ol style="list-style-type: none"> <li>Cambiar <b>entramos</b> por <b>entrámos</b></li> <li>Cambiar <b>fue</b> por <b>fué</b></li> <li>Cambiar <b>llamo</b> por <b>llamó</b></li> <li>Cambiar <b>atención</b> por <b>atencion</b></li> </ol> </li> <li>¿Qué cambio debe hacerse en la oración 5?       <ol style="list-style-type: none"> <li>Cambiar <b>Explicó</b> por <b>Explicaría</b></li> <li>Cambiar <b>eran</b> por <b>son</b></li> <li>Cambiar <b>adn</b> por <b>aun</b></li> <li>Cambiar <b>vivían</b> por <b>vivían</b></li> </ol> </li> <li>¿Qué cambio debe hacerse en la oración 7?       <ol style="list-style-type: none"> <li>Cambiar <b>más</b> por <b>mas</b></li> <li>Cambiar <b>visita</b> por <b>visitá</b></li> <li>Cambiar <b>podíamos</b> por <b>podíamos</b></li> <li>Cambiar <b>tocar</b> por <b>tocó</b></li> </ol> </li> <li>Saúl quiere añadir la siguiente frase a su escrito.       <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <small>Los animales marinos tienen diferentes hábitats y comportamientos únicos.</small> </div> <ol style="list-style-type: none"> <li>Después de la oración 3</li> <li>Después de la oración 5</li> <li>Después de la oración 10</li> <li>Después de la oración 12</li> </ol> </li> </ol> <p><b>Respuestas:</b></p> <ol style="list-style-type: none"> <li>C</li> <li>D</li> <li>C</li> <li>B</li> </ol>
<p><b>Composition/ Composición</b> <b>20-30 min</b></p>	<p style="text-align: center;"><b>ECR Prompt</b></p> <p style="text-align: center;"><i>Read the play “A Special Thanksgiving.” Based on the information in the play, write a response to the following: Explain how Maya’s understanding of Thanksgiving changes throughout the play. Write a well-organized informational essay that uses specific evidence from the play to support your answer.</i></p> <p style="text-align: center;"><i>Lee la obra “Un día de Acción de Gracias especial”. Basándote en la información de la obra, escribe una respuesta a lo siguiente: Explique cómo cambia la opinión de Maya sobre el Día de Acción de Gracias a lo largo de la obra. Escribe un ensayo informativo bien organizado que utilice evidencia específica de la obra para respaldar tu respuesta.</i></p> <p><b>4.11Bii</b> - Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant</p>				

	<p>details./Desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al: desarrollar una idea interesante con detalles relevantes;</p> <p><b>4.12B</b> - 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 t3pico, utilizando una idea central clara, el arte del escritor y las caracter3sticas del g3nero para escribir;</p>				
	<p><b>Objective:</b> The students will compose an extended-constructed response by writing body paragraphs that include a clear main idea, relevant evidence, and explanations.</p> <p><b>Objetivo:</b> Los estudiantes redactar3n una respuesta extendida construida escribiendo p3rrafos que incluyen una idea principal clara, evidencia relevante y explicaciones.</p>				
	<p>Early in the week, writing lessons will be more teacher-led with guided support. As the week progresses, students will transition to more independent writing, culminating in fully independent work by week’s end.</p>				
	<p style="text-align: center;">←-----→</p> <p><b>Teacher Responsibility</b> <span style="float: right;"><b>Student Responsibility</b></span></p>				
<p><b>Mini-Lesson/ Mini-Lecci3n</b></p>	<p style="text-align: center;"><b>DAY 1</b></p> <p style="text-align: center;"><i>Writing the Body Paragraphs: Paraphrasing Evidence</i></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"> <li>● Clear main Idea</li> <li>● Relevant textual evidence</li> <li>● Explanation of the textual evidence</li> </ul> <p>Tell students that the focus of the day will be on <b>paraphrasing textual evidence</b> for each one of the body paragraphs.</p>	<p style="text-align: center;"><b>DAY 2</b></p> <p style="text-align: center;"><i>Writing the Body Paragraphs: Explaining the Evidence</i></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"> <li>● Clear main Idea</li> <li>● Relevant textual evidence</li> <li>● Explanation of the textual evidence</li> </ul> <p>The focus of the day will be on explaining the <b>textual evidence</b> for each one of the body paragraphs.</p>	<p style="text-align: center;"><b>DAY 3</b></p> <p style="text-align: center;"><b>Independent Writing Time</b></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 style="text-align: center;"><b>DAY 4</b></p> <p style="text-align: center;"><b>Independent Writing Time</b></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 <a href="#">Editing Dice</a> and the <a href="#">Revising Dice</a></p>	<p style="text-align: center;"><b>DAY 5</b></p> <p style="text-align: center;"><b>Share &amp; Celebrate</b></p> <p>Review rubric and scoring. If time allows, review question 4 from the STAAR writing practice.</p>
<p><b>Guided Practice/</b></p>	<p>Use the “<b>Paraphrasing</b>” lesson from EW to teach</p>	<p>Use the model lesson from Monday and the</p>	<p>Students should continue working on their ECR.</p>	<p>Students should have a complete ECR draft and</p>	<p>Have some students share their responses.</p>



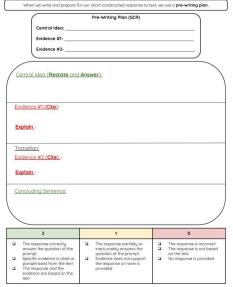
<p><b>Práctica Guiada</b></p>	<p>students how to paraphrase evidence from the text. <b>In EW see Informational &amp; Opinion Writing &gt; Section 2 &gt; Lesson 12.</b> Use a sample prompt (this should be different from the one students will complete as part of their independent practice) to model how to paraphrase pre-selected relevant evidence from the text. Remind students that evidence should always support the main idea sentence for a given body paragraph.</p> <p><i>Note: Use the <a href="#">“Sentence Starters”</a> as a reference.</i></p>	<p><b>“Inferential and Evaluative Thinking”</b> lesson from EW to model explaining evidence in an informational text. <b>In EW, see Literacy Launch &gt; Lesson 11.</b> 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>Keep in mind that, even though students are writing a full ECR, the instructional focus for the week is to <b>paraphrase and explain the evidence.</b> Focus on these pieces when providing feedback to students.</p>	<p>should begin revising and editing their piece.</p> <p><i>Suggestion: If students are having a hard time with sentence variety, review the <b>“Sentence Variety and Word Referents”</b> lesson from EW. <b>In EW, see Informational &amp; Opinion Skills &gt; Section 1 &gt; Lesson 15.</b></i></p>	<p>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>Independent Practice: Demonstration of Learning/ <b>Práctica Independiente: Demostración de aprendizaje</b></p>	<p><b>Independent Practice:</b></p> <p>Students will complete a pre-writing plan and will write their first body paragraph in which they will paraphrase one piece of evidence.</p>	<p><b>Independent Practice:</b></p> <p>Students will write at least 2 body paragraphs and will provide a detailed explanation for each piece of evidence.</p>	<p><b>Independent Practice:</b></p> <p>Students will finish writing their ECR draft.</p>	<p><b>Independent Practice:</b></p> <p>Students will revise and edit their ECR.</p>	<p><b>Independent Practice:</b></p> <p>Students will finish writing and editing the body paragraphs for their ECR.</p> <p><a href="#">Sample Response</a></p>
<p>Success Criteria/ <b>Criterios de éxito</b></p> <p><i>A student has achieved mastery when...</i></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>


WEEK 5: ENGLISH

READING

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	12/09/2024	12/10/2024	12/11/2024	12/12/2024	12/13/2024
<b>FALL BENCHMARKS</b>					
Neuhaus/ Escalera 30 min	MC V	MC V	MC V	MC V	MC V DUE
Genre, Grade-Level Text/ <b>Género,</b> <b>Texto a nivel</b>	<p><b>Genre:</b> Realistic Fiction</p> <p><b>Grade-Level Text</b> <i><a href="#">The Secret Olivia Told Me</a> by N. Joy</i></p>				
Word Study/ <b>Estudio de palabras</b> 5-10 min	<p><b>Student Expectation:</b> 4.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p> <p><b>Vocabulary from Interactive Read Aloud:</b> accidentally, declared, fretted, overheard, consequence, integrity, responsibility</p>				
Student Expectations/ <b>Expectativas de estudiantes</b> SEs	4.3B - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	4.7B - write responses that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources; 4.8B - explain the interactions of the characters and the changes they undergo;	<b>*Extra Day - Benchmark Testing*</b>	<b>*Extra Day - Benchmark Testing*</b>	<b>Everybody Grows Review</b>
Content Objective/	The students will determine the meaning	The students will write a response to a literary			

<b>Objetivo del contenido</b>	of multiple- meaning words by using context within and beyond a sentence.	text that demonstrates understanding by explaining the interactions of the characters and the changes they undergo..			
<b>Language Objective/ Objetivo de lenguaje</b>	The students will use context clues to learn new vocabulary. (ELPS.c.1C)	The students will show comprehension of a fictional text through basic reading skills such as analyzing character relationships. (ELPS.c.4H)			
<b>Academic Terms/ Términos Académicos</b>					
<b>Higher Order Thinking Questions/ Preguntas de pensamiento avanzado</b>					
<i>Text Analysis: Mini-lesson/ Análisis del texto: Mini-lección</i> 15-20 min	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>	<b>Anchor Chart.</b> <b>Mini-Lesson.</b>			<b>Anchor Chart.</b> <b>Mini-Lesson.</b>
<i>Text Analysis: Read Aloud/ Análisis del texto: Lectura en voz alta</i> 10-15 min	<b>Guided Practice.</b>	<b>Guided Practice.</b>			<b>Guided Practice.</b>

<b>Independent Practice:</b> <b>Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje</b> <b>10-15 min</b>	<b>Week 5 Reading DOLs</b> <b>Fictional Text: <i>An Honest Mistake</i> (700L - 850L)</b>				
	<b>Independent Practice:</b> Students will answer multiple-choice questions and a hot text question to determine the meaning of words using context.  <b>Answer Key:</b> 1. <i>tapped her pencil</i> 2. B 3. A 4. C	<b>Independent Practice:</b> Students will answer a short-constructed response question to analyze character relationships.  <u>Sample Response</u> 			<b>Independent Practice:</b>
<b>Success Criteria/ Criterios de éxito</b> <i>A student has achieved mastery when...</i>	<b>Students will:</b>	<b>Students will:</b>			<b>Students will:</b>
<b>WRITING</b>					
<b>Conventions/ Convenciones</b>  <b>10-15 min</b>	<b>Week 5 Writing DOLs</b>				
	<b>4.11Dvi</b> - Edit drafts using standard English conventions, including: prepositions and prepositional phrases;				
	<b>Objective:</b> The students will edit drafts by identifying and using prepositions and prepositional phrases.				
	<b>NOTICE</b>	<b>APPLY &amp; EDIT</b>			<b>PRACTICE QUESTIONS</b>

	<p><b>What do you notice?</b></p> <p><b>Mentor Sentence:</b> Karie placed the test paper <u>on the kitchen</u> table after talking to her dad.</p> <p><b>Focus Phrase:</b> A <u>preposition</u> is a word that relates its object to another word in the sentence. A <u>prepositional phrase</u> is a phrase that begins with a preposition and is followed by an object.</p> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>Does the sentence have any <b>prepositions</b>?</li> <li>What is the <b>prepositional phrase</b>?</li> </ul>	<p><b>(FIX IT SENTENCES)</b> <b>What can we change?</b> <b>What effect does that change have?</b></p> <p><b>Fix It Sentences:</b></p> <ul style="list-style-type: none"> <li><b>alex</b> wanted to go <b>in</b> a walk at <b>trinity park</b>.</li> <li>My dad <b>like</b> the food <b>across</b> that restaurant</li> <li>I laughed <b>to</b> the joke my <b>Brother</b> told me</li> </ul> <p><b>Correct Sentences:</b></p> <ul style="list-style-type: none"> <li>Alex wanted to go for a walk at Trinity Park.</li> <li>My dad likes the food from that restaurant.</li> <li>I laughed at the joke my brother told me. I'd me.</li> </ul>			<p>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.</p> <p><b>Why Cats Should Stay Out of Grocery Stores</b></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"> <li>Change <b>While</b> for <b>Since</b></li> <li>Change <b>from</b> for <b>with</b></li> <li>Change <b>at</b> for <b>in</b></li> <li>Change <b>in</b> for <b>on</b></li> </ol> <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.</td><td>from</td></tr><tr><td>B.</td><td>for</td></tr><tr><td>C.</td><td>if</td></tr><tr><td>D.</td><td>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"> <li>Change <b>By</b> for <b>for</b></li> <li>Change <b>in</b> for <b>on</b></li> <li>Change <b>can</b> for <b>is</b></li> <li>No change is needed in sentence 12.</li> </ol> <p>4. Dylan wants to add a closing sentence to the fourth paragraph (sentences 11 - 15). Which sentence could <b>BEST</b> be added after sentence 15 to help close this paragraph?</p> <ol style="list-style-type: none"> <li>Cats belong at home, not in grocery stores.</li> <li>Cats might enjoy playing with items they find in the store.</li> <li>Some stores have special areas where pets can relax.</li> <li>Grocery stores often have bright lights that could catch a cat's attention.</li> </ol> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>B</li> <li>B (for)</li> <li>C</li> <li>A</li> </ol>	A.	from	B.	for	C.	if	D.	at
A.	from												
B.	for												
C.	if												
D.	at												
<p><b>Composition/ Composición</b> <b>20-30 min</b></p>	<p style="text-align: center;"><b>ECR Prompt</b></p> <p style="text-align: center;"><i>Read the story "An Honest Mistake." Based on the events in the story, write a response to the following: Explain what Karie's thoughts and actions show about the kind of person she is. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</i></p> <p><b>4.11Bi</b> - Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion;</p> <p><b>4.12B</b> - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p><b>Objective:</b> The students will compose an extended-constructed response with purposeful structure by writing a conclusion with a restatement of the central idea and an evaluative statement.</p> <p style="text-align: center;">Early in the week, writing lessons will be more teacher-led with guided support. As the week progresses, students will transition to more independent writing, culminating in fully independent work by week's end.</p> <div style="text-align: center;">  </div>												

	Teacher Responsibility		Student Responsibility		
<b>Mini-Lesson/ Mini-Lección</b>	<p><b>DAY 1</b></p> <p><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"> <li>● Transition word</li> <li>● Central idea restated</li> <li>● Evaluative statement</li> </ul> <p>Tell students that the focus of the day will be on <b>the conclusion paragraph</b>.</p>	<p><b>DAY 2</b></p> <p><i>Writing a Strong Conclusion</i></p> <p>Review the components of strong conclusions:</p> <ul style="list-style-type: none"> <li>● Transition word</li> <li>● Central idea restated</li> <li>● Evaluative statement</li> </ul> <p>Tell students that the focus of the day will be on adding an <b>evaluative statement</b>.</p>			<p><b>DAY 5</b></p> <p><i>Independent Writing Time</i></p> <p>Review concepts as needed and allow students to continue working on their ECR independently.</p>
<b>Guided Practice/ Práctica Guiada</b>	<p>Use the <b>“Writing Response to Text - Conclusion Paragraph”</b> lesson from EW to teach students how to write a strong conclusion paragraph. Keep in mind that this is a 2-day lesson. <b>In EW see Informational &amp; Opinion Writing &gt; Section 4 &gt; Lesson 11.</b> Use a sample prompt (this should be different from the one students will complete as part of their independent practice) to model how to use a transition word for the conclusion and how to restate the central idea in the</p>	<p>Finish the <b>“Writing Response to Text - Conclusion Paragraph”</b> 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 make sense of) the information from the source material and include the author’s deeper thoughts about</p>			

	<p>conclusion paragraph using word referents, informative verbs, and definitive words.</p> <p><b>Note:</b> <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>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><b>Independent Practice:</b> <b>Demonstration of Learning/</b> <b>Práctica Independiente:</b> <b>Demostración de aprendizaje</b></p>	<p><b>Independent Practice:</b> Students will create a pre-writing plan with a clear central idea and will begin drafting a conclusion paragraph.</p>	<p><b>Independent Practice:</b> Students will finish their conclusion paragraph and will continue working on the rest of the ECR.</p>			<p><b>Independent Practice:</b> Students will finish their ECR draft.</p> <p><a href="#">Sample Response</a></p>
<p><b>Success Criteria/</b> <b>Crterios de éxito</b> <i>A student has achieved mastery when...</i></p>	<p><b>Students will:</b></p>	<p><b>Students will:</b></p>			<p><b>Students will:</b></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: <i>Fable/Fábula</i></p> <p>Grade-Level Text  <a href="#"><i>The Three Questions</i> by Jon J Muth</a>  <a href="#"><i>Las tres preguntas</i> por Jon J Muth</a></p>				
Word Study/ Estudio de palabras 5-10 min	<p><b>Student Expectation:</b>  <b>4.3B</b> - 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 relevante de palabras desconocidas o de palabras de significado múltiple;</p> <p><b>Vocabulary from Interactive Read Aloud:</b>  injured, peace, uncertain, mentor, moral, quest  anticipación, vigilar, acertadas, ensordecedor, compadecido</p>				
Student Expectations/ Expectativas de estudiantes  SEs	<b>4.9A</b> - demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales; Demuestre conocimiento de las características distintivas de la literatura	<b>4.8C</b> - analyze plot elements, including the rising action, climax, falling action, and resolution; / Analice los elementos de la trama, incluyendo la acción ascendente, el punto culminante, la acción descendente y la resolución;	<b>4.6F</b> - make inferences and use evidence to support understanding; / Haga inferencias y use evidencia para apoyar la comprensión. <b>4.7C</b> - use text evidence to support an appropriate response; / Use evidencia textual para apoyar una	*Extra Day - Review*	



	infantil más conocida, tal como cuentos populares, fábulas, leyendas, mitos y cuentos exagerados;		respuesta apropiada.		
<b>Content Objective/ Objetivo del contenido</b>	The students will recognize and analyze genre-specific characteristics by demonstrating knowledge of distinguishing characteristics of well-known children’s literature. Los estudiantes reconocerán y analizarán características específicas del género demostrando conocimiento de las características distintivas de la literatura infantil conocida.	The students will analyze the plot elements by identifying significant events in the text that contribute to the story. Los estudiantes analizarán los elementos de la trama identificando eventos significativos en el texto que contribuyen a la historia.	The students will deepen comprehension by making inferences using text evidence to support understanding. Los estudiantes profundizarán la comprensión haciendo inferencias utilizando evidencia textual para apoyar su respuesta.		
<b>Language Objective/ Objetivo de lenguaje</b>	The students will use characteristics of text to enhance understanding of fictional texts. (ELPS.c.2E)	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)		
<b>Academic Terms/ Términos Académicos</b>					
<b>Higher Order Thinking</b>					

<p><b>Questions/ Preguntas de pensamiento avanzado</b></p>					
<p>Text Analysis: <b>Mini-lesson/ Análisis del texto: Mini- lección 15-20 min</b></p>	<p><b>Anchor Chart:</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart:</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart:</b>  <b>Mini-Lesson:</b></p>	<p><b>Anchor Chart:</b>  <b>Mini-Lesson:</b></p>	
<p>Text Analysis: <b>Read Aloud/ Análisis del texto: Lectura en voz alta 10-15 min</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	<p><b>Guided Practice:</b></p>	
<p><b>Independent Practice: Demonstration of Learning/ Práctica Independiente: Demostración de aprendizaje 10-15 min</b></p>	<p><b><u>Week 6 Reading DOLs</u></b>   <b>Fictional Text:</b> <i>The Elephant and the Crocodile</i> (Lexile Range 790L - 1110L)  <b>Texto ficticio:</b> <i>El elefante y el cocodrilo</i> (Lexile Range 700L - 900L)</p>				
<p><b>Independent Practice:</b>  Students will annotate the text and identify common characteristics of the genre (fable) and will answer a multiple-choice question to analyze these characteristics.  <b>Answer Key:</b> <b>1.</b> <i>The genre of the story "The Elephant and the Crocodile" is a fable because there are animals that act like people, the story has a</i></p>	<p><b>Independent Practice:</b>  Students will answer a multi-select question and a multiple-choice question to analyze plot elements.  <b>Answer Key:</b> <b>3.</b> C <b>4.</b> A &amp; C <b>5.</b> B</p>	<p><b>Independent Practice:</b>  Students will answer a multiple-part question to make inferences.  <b>Answer Key:</b> <b>1.</b> PART A: A PART B: D</p>			

	<i>moral lesson, and the setting is outside in nature.</i>				
	2. A				
<b>Success Criteria/ Criterios de éxito</b> A student has achieved mastery when...	<b>Students will:</b>	<b>Students will:</b>	<b>Students will:</b>	<b>Students will:</b>	

**WRITING/ESCRITURA**

Week 6 Writing DOLs

**Conventions/  
Convenciones**

10-15 min

**4.11Dxi** - 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;*  
**4.2Biii** - Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; / **4.2Biii** - *Demuestre y aplique el conocimiento ortográfico al: escribir palabras con diptongos y hiatos;*

**Objective:** The students use standard English conventions by spelling multisyllabic words with multiple sound-spelling patterns.  
**Objetivo:** Los estudiantes usarán las convenciones comunes de la lengua española escribiendo palabras con diptongos e hiatos.

**NOTICE**  
*What do you notice?*

**Mentor Sentence:**  
*In the story, the **Elephant** and **Crocodile** show **perseverance** and learn that their **different strengths** work well together.*

**Focus Phrase:**  
*A **multisyllabic** word is a word that has more than one syllable. When*

**COMPARE AND CONTRAST**  
*How are they alike and different?*

**Mentor Sentences:**

- In the story, the **Elephant** and **Crocodile** show **perseverance** and learn that their **different strengths** work well together.*
- The **determined** animals*

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

**Fix It Sentences:**

- My friend **sandra** gave me a **beutiful** **drowing** of a butterfly.*
- The **Febriuary** weather was colder than **expeckted**.*
- It is **necessary** to bring a jacket for the field*

**PRACTICE QUESTIONS**

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.

**A Winter Break to Remember**

(1) Over winter break, my family and I went to the mountains to go sledding. (2) At first, I was nervous 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 difficult 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 accidentally crashed into a pile of snow. (8) I was impressed 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!

	<p>spelling multisyllabic words, <b>segmenting</b> words into syllables and applying known <b>sound-spelling patterns</b> or rules can help.</p> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>Which words are <b>multisyllabic</b>?</li> <li>Do you recognize any <b>sound-spelling patterns</b>? For example: long-vowel sounds, short-vowel sounds</li> </ul>	<p><b>demonstrated resilience and collaboration, realizing that perseverance was essential to succeed.</b></p> <p><b>Probing Questions:</b></p> <ul style="list-style-type: none"> <li>Which words are <b>multisyllabic</b> in the second sentence?</li> <li>Do you recognize any <b>sound-spelling patterns</b>?</li> </ul>	<p>trip <b>tomorrou.</b></p> <p><b>Correct Sentences:</b></p> <ul style="list-style-type: none"> <li>My friend Sandra gave me a beautiful drawing of a butterfly.</li> <li>The February weather was colder than expected.</li> <li>It is necessary to bring a jacket for the field trip.</li> </ul>	<p>1. What change needs to be made in sentence 2?</p> <ol style="list-style-type: none"> <li>Delete the comma after <b>first</b></li> <li>Change <b>nervus</b> for <b>nervous</b></li> <li>Change <b>reminded</b> for <b>remind</b></li> <li>Change <b>impatient</b> for <b>inpatient</b></li> </ol> <p>2. What change needs to be made in sentence 5?</p> <ol style="list-style-type: none"> <li>Change <b>irresponsible</b> for <b>irresponsible</b></li> <li>Change <b>forgot</b> for <b>forget</b></li> <li>Delete the comma after <b>gloves</b></li> <li>No change is needed in sentence 5</li> </ol> <p>3. Sentence 7 contains an error. Select the response that corrects the error in this sentence.</p> <p>We raced down the hill, and my brother <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A. accidentally</td></tr><tr><td>B. accidently</td></tr><tr><td>C. accidientally</td></tr><tr><td>D. accidently</td></tr></table> crashed into a pile of snow.</p> <p><b>Answer Key:</b></p> <ol style="list-style-type: none"> <li>B</li> <li>A</li> <li>C</li> </ol>	A. accidentally	B. accidently	C. accidientally	D. accidently	
A. accidentally									
B. accidently									
C. accidientally									
D. accidently									
	<p><b>NOTAR</b> <b>¿Qué notas en esta oración?</b></p> <p><b>Oración mentor:</b> <i>El león fue rápido y nadie lo vio cruzar el río.</i></p> <p><b>Diptongos:</b> fue, vio <b>Hiatos:</b> león, río</p> <p><b>Frase de enfoque:</b> Un <b>diptongo</b> es una combinación de <b>dos sonidos vocálicos</b> en una sílaba para formar un fonema nuevo (por ej., /ui/ en fui, /ie/ en viernes y /oi/ en oigan).</p> <p><b>Preguntas inquisitivas:</b></p> <ul style="list-style-type: none"> <li>¿Qué palabras tienen dos sonidos vocálicos en una sílaba</li> </ul>	<p><b>COMPARAR</b> <b>¿En qué se parecen? ¿En qué se diferencian?</b></p> <p><b>Oraciones mentoras:</b></p> <ul style="list-style-type: none"> <li>El león fue rápido y nadie lo vio cruzar el río.</li> <li>El elefante <b>quería</b> cruzar el río, pero <b>debía</b> tener <b>cuidado</b> de no <b>caer</b>.</li> </ul> <p><b>Diptongos:</b> cuidado <b>Hiatos:</b> quería, río, debía, caer</p> <p><b>Frase de enfoque:</b> Un <b>hiato</b> es una pausa breve entre dos vocales consecutivas que se pronuncian en <b>sílabas diferentes</b> (por ej., en español, fideo y poeta).</p>	<p><b>APLICAR Y CORREGIR</b> <b>¿Qué podemos cambiar? ¿Qué efecto tiene el cambio que hicimos?</b></p> <p><b>Oraciones para corregir:</b></p> <ul style="list-style-type: none"> <li>El maestro <b>leia</b> un libro sobre la historia de <b>Eropa</b>.</li> <li>El cielo se <b>veia</b> muy claro <b>despues</b> de la <b>lluvia</b>.</li> <li>Mi <b>Tía</b> tiene un <b>baul</b> lleno de juguetes.</li> </ul> <p><b>Oraciones correctas:</b></p> <ul style="list-style-type: none"> <li>El maestro <b>leía</b> un libro sobre la historia de <b>Europa</b>.</li> <li>El cielo se <b>veía</b> muy claro <b>después</b> de la <b>lluvia</b>.</li> </ul>	<p><b>PREGUNTAS DE PRÁCTICA</b></p> <p>Lee la selección y elige la mejor respuesta a cada pregunta.</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><b>Un día en la granja</b></p> <p>(1) La semana pasada, fui a la granja de mi tío para ayudarte con los animales. (2) Me emocionaba ver de cerca a las vacas y los caballos, que eran muy curiosos. (3) Primero, alimentamos a los caballos y los acariciamos mientras comían. (4) Luego, recogimos los huevos frescos de las gallinas. (5) Lo que más me gustó fue darle de comer al cordero bebé. (6) Era muy tierno y siempre quería jugar. (7) También aprendí a usar las herramientas para arreglar la cerca del corral. (8) Aunque fue difícil al principio, me gustó aprender algo nuevo. (9) Al final del día, estaba cansado pero feliz de haber ayudado en la granja.</p> <p>1. ¿Qué cambio debe hacerse en la oración 1?</p> <ol style="list-style-type: none"> <li>Cambiar <b>fui</b> por <b>fuí</b></li> <li>Cambiar <b>tío</b> por <b>tio</b></li> <li>Cambiar <b>animales</b> por <b>animal</b></li> <li>No es necesario hacer ningún cambio en la oración 1.</li> </ol> <p>2. ¿Qué cambio debe hacerse en la oración 4?</p> <ol style="list-style-type: none"> <li>Cambiar <b>recogimos</b> por <b>recogimos</b></li> <li>Cambiar <b>huevos</b> por <b>huevos</b></li> <li>Cambiar <b>gallinas</b> por <b>gallina</b></li> <li>No es necesario hacer ningún cambio en la oración 4.</li> </ol> <p>3. La oración 7 contiene un error. Seleccione la respuesta que corrige el error en esta oración.</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>A. También</td></tr> <tr><td>B. Tambien</td></tr> <tr><td>C. Tambien</td></tr> <tr><td>D. Tambien</td></tr> </table> aprendí a usar las herramientas para arreglar la cerca del corral. <p><b>Respuestas:</b></p> <ol style="list-style-type: none"> <li>D</li> <li>A</li> <li>B</li> </ol>	A. También	B. Tambien	C. Tambien	D. Tambien	
A. También									
B. Tambien									
C. Tambien									
D. Tambien									

	(diptongos)?	<b>Preguntas inquisitivas:</b> <ul style="list-style-type: none"> <li>¿Qué palabras tienen <b>hiatos</b>?</li> </ul>	<ul style="list-style-type: none"> <li>Mi tía tiene un baúl lleno de juguetes.</li> </ul>		
<b>Composition/ Composición</b> <b>20-30 min</b>	<b>ECR Prompt</b> <i>Read the story "An Elephant and a Crocodile." Based on the events in the story, write a response to the following: Explain the lesson that the Elephant and Crocodile learn by the end of the story. Write a well-organized informational essay that uses specific evidence from the story to support your answer.</i> <i>Lee el cuento "Un elefante y un cocodrilo". Basándote en los acontecimientos del cuento, escribe una respuesta a lo siguiente: Explica la lección que aprenden el elefante y el cocodrilo al final del cuento. Escribe un ensayo informativo bien organizado que utilice evidencia específica del cuento para respaldar tu respuesta.</i> <a href="#">Sample Responses</a>				
	<b>4.11E</b> - Publish written work for appropriate audiences. / <i>Publique la obra escrita para el público apropiado.</i> <b>4.12B</b> - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. / <i>Redacte textos informativos, incluyendo composiciones breves que transmitan información sobre un tópico, utilizando una idea central clara, el arte del escritor y las características del género para escribir;</i>				
	<b>Objective:</b> The students will publish a written work for an appropriate audience by composing an informational extended-constructed response. <b>Objetivo:</b> Los estudiantes publicarán una obra escrita para el público apropiada redactando una respuesta extendida-construida informativa.				
<b>Mini-Lesson/ Mini-Lección</b>	<b>DAY 1</b>  <b>REVIEW</b>	<b>DAY 2</b>  <i>Independent Writing Time</i>	<b>DAY 3</b>  <i>Independent Writing Time</i>	<b>DAY 4</b>  <i>Independent Writing Time</i>	
<b>Guided Practice/ Práctica Guiada</b>	Go over the independent writing ECR prompt with students. Then, review the " <a href="#">Steps for Approaching Response to Text Compositions for a Single Source Text</a> " and tell students that this week they will practice completing all the steps by writing an ECR on their own.				

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