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|  | **Monday, 11/02** |
| **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | Understand that chronological order is a way for author’s to organize informational text  We will learn that chronological order is a way for author’s to organize informational text and will work independently  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  RI.7.3 Analyze the interactions between individuals , events and ideas in a text ( how ideas influence individuals or events , or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Go over what is chronological order and explain that** chronological order is a way for author’s to organize informational text and let the students know what is expected from them on the assignment |
| **Student Activities** | **Students will read the story Bromistas de Béisbol and put the events in order from 1-6**  **Rotations: whole group, small group, computers, independent reading.** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and Bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/ Resources**    **Strategy** | Evaluanciones diagnósitcas y de ubicación Systemm44 and Reading 180 and Rosetta Stone  Google translate  [www.ereadingworksheets.com/reading](http://www.ereadingworksheets.com/reading)  K12education.com  Computers  Think- Pair-share and peer tutoring |
|  | **Tuesday, 11/03** |
| **Objective**  **(Student will…)**  **Language objective**  **Common core standards/ ELD STANDARDS** | Practice arranging the events in chronological order in a text  We will Practice arranging the events in chronological order in a text and working independently  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals , events and ideas in a text ( how ideas influence individuals or events , or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Go over again what is chronological order and explain that** chronological order is a sequence of events and let students know what is expected from them on the assignment |
| **Student Activities** | **Students will read the story Janie el Genio and put the events in order from 1-6**  **Rotations: whole group, small group, computers, independent reading.** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/ Resources**    **Strategy** | Google translate  [www.ereadingworksheets.com/reading](http://www.ereadingworksheets.com/reading)  Think-pair-share and peer tutoring |
|  | **Wednesday,11/04** |
| **Objective**  Language objective  **Common core standards/ ELD STANDARDS** | Student will recognize the four types of sentences declarative, interrogative, imperative, and exclamatory sentences.  We will learn to recognize the four different types of sentences used in English declarative, interrogative, imperative, and exclamatory sentences. We work in groups  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and knowledge to support their progress form level to level of language proficiency  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  a. Choose language that express ideas precisely an concisely recognizing and elimination wordiness an redundancy  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Go over what are the four different types of sentences and show examples on how they are used in a sentence and continue their rotations** |
| **Student Activities** | **Students will complete the work sheet the four functions of sentences declarative, interrogative, imperative and exclamatory sentences. They will recognize the four types of sentences and write a complete sentence of each type in their own words, and identify the four types of sentence in a sentence,**  **Rotations: whole group, small group, computers, independent reading.** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL, and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?      \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
| **Academic Vocabulary** | Genre (género) ,stanza (estrofa), autobiography (autobiografías) narrative( narrative) y (personal narrative) ,hyperbole (hyperbole), onomatopoeia (onomatopeya)context clue ( clave de context) simile( símil) dialogue (diálogo) sensory details ( sensoriales detalles), imagery (imagineria), and transition (trancicion) Symbolism/ Simbolismo , Personication, personificación, Theme ( tema),Characterization(caracterizacion), myth(mito),chronological order, (orden cronologico) |
| **Additional Research/Resources**    **Strategy** | English for the Spanish Speaker  <http://www.scholastic.com>  Prentice hall writing and grammar  System44 and Reading 180 and Rosetta Stone  Think- Pair-Share and peer tutoring |
|  | **Thursday, 11/05** |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Practice arranging the events in chronological order in a text  We will Practice arranging the events in chronological order in a text and working independently  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals , events and ideas in a text ( how ideas influence individuals or events , or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** | **Go over again what is chronological order and explain that** chronological order is a sequence of events and let students know what is expected from them on the assignment |
| **Student Activities** | **Students will read the story Que Manera sucedió? La Chica mala put the events in order from 1-6**  **Rotations: whole group, small group, computers, independent reading.** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
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| **Additional Research/Resources**      **Strategy** | Evaluanciones diagnósitcas y de ubicación  [www.ereadingworksheets.com/reading](http://www.ereadingworksheets.com/reading)  Google translate , and computers, System44, Reading 180,and Rosetta Stone      Think- Pair-Share and peer tutoring |
|  | **Friday, 11/06**   . |
| **Objective**  **(Student will…)**  **Language Objective**  **Common core standards/ ELD STANDARDS** | Student will be able to arrange the events in chronological order using a text  We will be able to arrange the events in chronological order using a text and working independently  ELD STANDARD: Emerging language development language expectations for English language learners represented within progressive levels of language proficiency  ELD STANDARD: Emerging Scaffolding the curriculum careful shaping of the supports environment, and materials used to build on students ‘already acquired skills and  ELD STANDARDS :Learn the four essential skills Reading, speaking, Listening and Writing to main stream student into English  RL. 7.1 Cite several pieces of textual evidence to support analysis of what the text says knowledge to support their progress form level to level of language proficiency  RI. 7.2 Determine two or more central ideas in a text an analyze their development over the course of the text; provide an objective summary of the text  Ri.7.3 Analyze the interactions between individuals , events and ideas in a text ( how ideas influence individuals or events , or how individuals influence ideas or events  RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  SL.7.1 c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed  L.7.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening  L.7.6 Acquire and use accurately grade appropriate general academic and domain specific works and phrases gather vocabulary knowledge then considering a word or phrase important to comprehension or expression |
| **Teacher Activities** |  |
| **Student Activities** | **Students will read the story Yo Mire marcianos de mi tramplín ! and put the events in order from 1-6**  **Rotations: whole group, small group, computers, independent reading.** |
| **Differentiated Learning Styles** | Students are collaboratively working with classmates of various learning styles (ELL and bilingual). Directions are revisited for clarification. Teacher monitors each group by walking around asking questions to extend and expand on student learning. Using hands-on activities encourages visual aids. Demonstrating visually, verbally, audibly, and teacher questioning promotes thinking. |
| **Assessment/Evaluation** | 1. Get feedback from students 4 questions to know    * What did you learning?    * Why is it important?    * How do you know it is good?    * How can you improve?    \*\*\*Students are asked every day to go back on Word wall. They are to say the word in English and Spanish they learned, define it and give example of each word they learn every day. |
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| **Additional Research/Resources**      **Strategy** | Google translate  [www.ereadingworksheets.com/reading](http://www.ereadingworksheets.com/reading)  Think-pair-share and peer tutoring |