**Lesson Plan – English II**

**Instructors:** Messinger, Pena, Shariff, Swart

**Course:** English II

**Unit Name:** STAAR EOC Review

**Dates:** April 10-14, 2023

**Major TEKS for this week:**

**ENG2.9C** Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness.

**ENG2.4G** Evaluate details read to determine key ideas, main idea

**ENG2.4I** Monitor comprehension (while reading for writing practice and assessment)

**ENG 2.9** Use the writing process recursively to compose and use appropriate conventions (short answer and extended response)

**ENG 2.2** Use newly acquired vocabulary (academic vocab for test)

**ENG 2.9D** Edit drafts using standard English conventions

**Monday**

**Daily Objective**

Students will share writing and make revisions based on peer and teacher feedback. Students will review grammar rules and vocabulary expected on their upcoming STAAR EOC test.

**Agenda**

1. Warm-up: Edit sentences based on rules frequently tests on the STAAR EOC test.
2. Pass back Taco Head writing from last week and allow time for students to read feedback and ask questions about feedback.
3. Break students up into groups of 4. Provide revising checklist on slide at front of room. Direct students to read their writing out loud. Each listener gives one compliment and make one suggestion based on the projected revision list.
4. Students make revisions based on all feedback and turn in revision for opportunity to raise grade.
5. Exit Ticket: Blooket over all STAAR vocabulay
6. Turn in Week 5 Reading Log & notify those who haven’t turned in all logs.

**Formative Assessments**

Warm-up, exit ticket - Blooket, participation in small group reading and revision

**Modifications and Interventions**

Teacher will provide answers and guidance for warm-up.

Teacher will walk around to assist while students work on revisions.

Copy of academic vocabulary used for Blooket will be provided.

**Extensions**

Some students will have more advanced writing and will be able to make more advanced revisions.

**Follow Up/Homework**

Students will take the STAAR EOC on April 19th and students will again write 100% independently on block day this week.

**Tuesday**

**Daily Objective**

Students will correct grammar errors like those expected on the STAAR EOC test. Students will practice writing short answer responses for STAAR using the TEE format learned this year. Students will evaluate STAAR writing and compare it to their own. Students will practice with vocabulary words expected on the STAAR EOC test.

**Agenda**

1. Warm-up: Correct errors in grammar similar to those on STAAR EOC test.
2. In small groups, rotate through two very short readings followed by short answer questions. Use TEE method for answers. (Readings: Hair Raising Information and Greyfriar’s Bobby)
3. Exit Ticket: STAAR Vocabulary Blooket
4. Provide reminders about missing major assignments and tutoring times. Cycle ends Friday.

**Formative Assessments**

Warm-up, exit ticket, short answer writing assignments, participation in rating STAAR writing

**Modifications and Interventions**

Teacher will provide answers as needed for warm-up and exit ticket - Blooket

Copy of academic vocabulary used for Blooket will be provided.

Teacher will walk around to assist and provide feedback as student work on short answer practice

**Extensions**

Some will have a more in-depth answer to the short answer writing prompts.

**Follow Up/Homework**

Students will take the STAAR EOC on April 19th. Students will have a second independent writing on block day.

**Wednesday-Thursday**

**Daily Objective**

Students write independently based on reading. Students practice with academic vocabulary that will be on their STAAR EOC test. Students will practice with the new STAAR 2.0 question types.

**Agenda**

1. Warm-up: Vocabulary Blooket. For written warm-up: write down one word you’re still trying to remember for the Blooket. Ask students to share these and help them by giving examples of the word.
2. Answer essay writing questions. Remind students of feedback from last week’s writing.
3. Major Timed Writing based on students’ article of choice: Frisbees, Flies, or Fleas. Answers depend on article chosen.

Underline and label thesis, topic sentences, evidence

1. Exit Ticket: Blooket as time permits

**Formative Assessments**

Warm-up, Exit ticket, Blooket participation

**Modifications and Interventions**

Assistance provided for words listed on written warm-up

Vocabulary provided for Blooket

Students choice for writing topic

**Extensions**

Some will have more in-depth answers to writing prompt

**Follow Up/Homework**

Students will take the STAAR EOC on April 19th.

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| **Friday** |

**Daily Objective**

Students practice reading comprehension skills during competition based on reading passages used this week. Competition includes reading questions, vocabulary questions, and grammar questions.

**Agenda**

1. Warm-up: Vocabulary Blooket. For written warm-up: write down one word you’re still trying to remember for the Blooket. Ask students to share these and help them by giving examples of the word. (Same as block day warm-up)
2. Jeopardy-type game using vocabulary, grammar rules, and readings used this week
3. Exit Ticket: Alternate vocabulary game if time permits

**Formative Assessments**

Warm-up, game participation

**Modifications and Interventions**

Assistance provided for words listed on written warm-up

Vocabulary provided for Blooket

Students work together on Jeopardy-type game

**Extensions**

Some will be leaders of the game

**Follow Up/Homework**

Students will take the STAAR EOC on April 19th.

**Pack Time Lessons – April 12-13, 2023**

**Wednesday –** Video and reading about Triangle Shirtwaist Factory Fire – Begin to write

**Thursday** – Finish writing (teacher gives feedback as able while students write – won’t see them again before test)