**Lesson Plan – English II**

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

**Course:** English II

**Unit Name:** *Long Way Down*

**Dates:** February 27-March 3, 2023

**Major TEKS for this week:**

**ENG2.5C** Use text evidence and original commentary to support an interpretive response

**ENG2.4C** Make and correct or confirm predictions using characteristics of genre

**ENG2.4F** Make inferences and use evidence to support understanding

**ENG2.5D** Summarize texts in ways that maintain meaning and logical order

**ENG2.9Dv** Use correct punctuation, including commas

**Monday - Periods 1-7**

**Daily Objective**

Students will begin their review for the STAAR EOC by looking closely at both the test blueprint and the online test platform. Students will discuss and write about these items.

**Agenda**

1. Warm-up: Test blueprint and questions.
2. Questions and directions for online test platform.
3. Introduction of weekly reading log/silent reading/small group trips to library as time allows
4. Exit Ticket: Beginning of grammar review (commas)

**Formative Assessments**

Warm-up, exit ticket, questions over blueprint and online platform

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and exit ticket. Teacher will walk around to assist students with questions over test platform and accessing site. Students will be allowed to choose any book for silent reading so that everyone has a book they can read and enjoy.

**Extensions**

Some students will choose more in-depth/difficult books than others.

**Follow Up/Homework**

Students will take their interim assessment on 2-28 using the same online platform used in class today.

Student will continue to read daily.

Students will continue grammar review begun during exit ticket and have a quiz on Friday.

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| **Tuesday Morning – STAAR Interim or TELPAS Listening and Speaking** |

**Tuesday/Wednesday (Tuesday 2, 4, 6 – 60 mins each) and (Wednesday 1, 3, 5, 7 – 90 mins each)**

**Daily Objective**

Students will read about research-based reading strategies and begin their first genre study with fiction and narrative non-fiction practice. Students will identify elements of the genre and apply the research-based strategies to an example text with teacher assistance.

**Agenda**

1. Warm-up: Grammar Practice (Commas)
2. Review of research-based reading strategies with citations (make symbols of these as able)
3. Demo of these strategies with fiction passage #1 (continue to make symbols of these as able)
4. Make mini poster of top 3 strategies
5. Silent Reading
6. Exit Ticket: Note about narrative non-fiction and its similarity to fiction using what we’ve read this year

**Formative Assessments**

Warm-up answers, participation in making of poster and in demo of strategies using color

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and provide a visuals for the fiction qualities poster, the review of research-based strategies, and the demo of the strategies

**Extensions**

Students will begin creating symbols to go with the strategies they plan to use as able

**Follow Up/Homework**

Students will use strategies with a partner and then independently. Students will have a quiz over the grammar rules from the warm-up. Students will create a poster that we leave up.

**Thursday – Periods 1-7**

**Daily Objective**

Students will review research-based strategies for reading and make an anchor poster for these strategies. Students will answer the questions that go with the example text used in the previous class period.

**Agenda**

1. Warm-up: Grammar Review
2. Review of strategies and poster creation with symbols
3. Answer questions over example text used in previous class – teacher models how to answer questions in a think aloud
4. Silent reading if time
5. Exit Ticket: Grammar Review

**Formative Assessments**

Warm-up, exit ticket, participation in poster creation and in answering questions using example text

**Modifications and Interventions**

Teacher will assist with warm-up and exit ticket answers as needed.

Teacher will provide review of strategies and ideas for how to create the anchor poster.

**Extensions**

Some students will have more in-depth posters and some will be able to explain reasoning for example text answers better and be able to help others with their ideas.

**Follow Up/Homework**

Students will use strategies independently next week.

**Friday**

**Daily Objective**

Students will review grammar rules and take quiz over these. Students will read independently and complete a Freckle reading lesson independently.

**Agenda**

1. Warm-up: Grammar practice
2. Grammar quiz
3. Freckle Review
4. Time to silent read or work on Freckle

**Formative Assessments**

Warm-up, Freckle assignment, reading summary

**Modifications and Interventions**

Teacher will assist by providing warm-up answers as needed.

Teacher will walk around to assist with Freckle as needed.

Quiz will be multiple choice.

**Extensions**

Students will have Freckle practice at their individual levels.

**Follow Up/Homework**

Students will continue to use Freckle and continue to be held accountable for the items learned this week.