Teacher: ROBINSON/HALL Date: 10/21-25 Subject: LANGUAGE/WRITING Period: 2ND

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| **Alabama CCRS/COS: Standards**  LF.WR.EXP.W.38.fLF.WR.EXP.W.38.e LF.PH.REC.R.3LF.PH.1LF.PH.EXP.W.4  WL.8.5 WRITING COMPLEX SENTENCES TO VARY SENTENCE STRUCTURE.  L.R.2.A USE CORRECT CAPITALIZATION.  TSW FORM AND USE PREPOSITIONAL PHRASES. L.4.1E  TSW USE COMMON GRADE APPROPRIATE GREEK AND LATIN AFFIXES AND ROOTS AS CLUES TO THE MEANING OF A WORD.L4.4B  ELD STANDARD 2 ENGLISH LANUGUAGE LEARNERS COMMUNICATE INFORMATION, IDEAS AND CONCEPTS NECESSARY FOR ACADEMIC SUCCESS IN THE CONTENT AREA OF LANGUAGE.  RETREACH |

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| **Outcome(s)/Objective(s)STUDENTS WILL BE ABL TO**   * review using a graphic organizer to plan writing. * review the purpose of informational writing. * begin brainstorming topics for informational writing. * learn about spelling patterns with the Latin roots tract, sign, * choose a topic for informational writing. * begin researching a topic. * learn about capitalization. * discuss using resources and taking notes. * finish researching topics for informational writing. * begin planning their writing using a TIDE graphic organizer. * review spelling words. * set writer’s goals for their informational text. * write the draft of their informational text. * take the spelling assessment. * review capitalization. |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  | KWL |  | Word Splash |  | Anticipation Guide |  | Lecture |  | Graphic Organizer/VLT | |  | Poem, Rhymes, etc. |
|  | Survey |  | Possible Sentence |  | Think-Pair-Share |  | Reading |  | Pictograph | |  | Acronyms/Word |
|  | First Word |  | Concept Map |  | Vocabulary Overview |  | Model |  | Diagram | |  | Other: AROUND THE ROOM AUTHENTIC RELATIONS\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Word Map |  | Frayer Model |  | Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Hands-on |  | Mind Map/Visual Guide |  | |  |
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| **Engagement Strategies:**  - Collaborative Group Work  - Writing to Learn  - Literacy Groups  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Questioning Techniques  - Scaffolding Text  -Classroom Talk  - T.W.I.R.L. | | | | | | | | | | | | |
| **Technology Integration:**  Smart board  Document Camera  IPADS  Mac Books  Computers  Kindles  Interactive Tablets  Digital/ Video Camera  Clickers  ACCESS  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | |

**This Week’s Vocabulary:**

**CAPITALIZATION**

**PROCEDURAL CONTENT (application)**

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|  | | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| ***Essential Question*** | | HOW CAN I USE CAPITALIZATION? | HOW CAN I USE CAPITALIZATION? | HOW CAN I USE CAPITALIZATION? | HOW CAN I USE CAPITALIZATION? | HOW CAN I USE CAPITALIZATION? | |
| ***Daily Objective(s)***  ***I Can Statement*** | | **I CAN USE CAPITALIZATION PROPERLY.** | **I CAN USE CAPITALIZATION PROPERLY.** | **I CAN USE CAPITALIZATION PROPERLY.** | **I CAN USE CAPITALIZATION PROPERLY.** | **I CAN USE CAPITALIZATION PROPERLY.** | |
| *Preview*  *(Before)*  *Warm-up- Hook* | | Say Something  Word Analysis  INTRODUCTION ALL NEW SKILLS | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  Word Analysis  WHOLE GROUP REVIEW (30 MINS)  SMALL GROUP CENTERS  PHONICS PRACTICE  WORD WORK  SKILLS REVIEW  WRITING  IREADY PATHWAY | Say Something  REVIEW | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING  SPELLING  ORALLY PRETEST | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING-PREWRITING  INFORMATIONAL WRITING  PREPOSITIONS  FOUNDATION SKILLS  WORD ANALYSIS  PHONIC AND DECODING | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING-DRAFTING  INFORMATIONAL WRITING  SPELLING  Greek roots phon and graph, PREFIXES tele auto | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  INFOMATIONAL WRITING  PREPOSITIONS AND PREPOSITIOANL PHRASES | TEST  INFOMATIONAL WRITING  PREPOSITIONS AND PREPOSITIOANL PHRASES | |
| Small Groups | | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet  READING SKILLS  WRITING PG  WORD WORK/DECODING PG  FLUENCY PG  COMPREHENSION-TEXT CONNECTION PG Q, Q, | GRAND CONVERSATION  CENTER ACTIVITIES  OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  CENTER ACTIVITIES  INDEPENDENT REVIEW OCR Practice Skills, Study Notes, Home Connection Sheet | GRAND CONVERSATION  Study Notes, Home Connection Sheet | |
| *After/Homework* | | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | TEST | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

**Assessment (Summative):** Quizze**s** T**ests** Group activities Project based Other:

**Summarizing****:**  3-2-1  Ticket out the Door  The Important Thing  Cue Cards  Teacher Questions  Student Summary  Other: