

English Language Arts Lesson Plan Elementary School

Objective	The student will write an essay that correlates to one of the activities previously completed, i.e. the density tower, the vocabulary words, or the table chart.
TEKS	<p>§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.</p> <p>(b) Knowledge and skills.</p> <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively and ask questions to understand information and answer questions using multi-word responses; (B) restate and follow oral directions that involve a short, related sequence of actions; (C) share information and ideas by speaking audibly and clearly using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. <p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) gather information from a variety of sources with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. <p>§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources; (B) write brief comments on literary or informational texts; (C) use text evidence to support an appropriate response; (D) retell texts in ways that maintain meaning; (E) interact with sources in meaningful ways such as illustrating or writing; and (F) respond using newly acquired vocabulary as appropriate. <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies</p>

author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss the author's purpose for writing text;
- (B) discuss how the use of text structure contributes to the author's purpose;
- (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
- (D) discuss how the author uses words that help the reader visualize; and

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
- (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
- (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- (E) develop social communication such as distinguishing between asking and telling.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate,

volume, enunciation, and the conventions of language to communicate ideas effectively;
(D) work collaboratively with others by following agreed-upon rules, norms, and protocols;
and

(E) develop social communication such as conversing politely in all situations.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.

(E) recognize characteristics and structures of argumentative text by:

(i) identifying the claim;

(ii) explaining how the author has used facts for an argument; and

(iii) identifying the intended audience or reader; and

(F) recognize characteristics of multimodal and digital texts.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence that requests information.

§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) past tense of irregular verbs;

(iii) collective nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) conjunctive adverbs;

(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;

(vii) pronouns, including indefinite;

(viii) subordinating conjunctions to form complex sentences;

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- (ix) capitalization of abbreviations, initials, acronyms, and organizations;
 - (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
- (E) publish written work for appropriate audiences.
- (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate and clarify questions on a topic for formal and informal inquiry;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant information from a variety of sources;
 - (D) understand credibility of primary and secondary sources;
 - (E) demonstrate understanding of information gathered;
 - (F) differentiate between paraphrasing and plagiarism when using source materials;
 - (G) develop a bibliography; and
 - (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

STAAR

B

- 1 EAU CLAIRE**—Apparently, spitting tart cherry pits, an activity that began at Eau Claire’s Tree-Mendus Fruit Farm as a neighborhood get-together and evolved into an international competition, is a difficult habit to break.
- 7** According to the article, the annual event began when —
- A** a local family wanted to prove they could win an award
 - B** neighbors gathered at a local fruit farm
 - C** a frost ruined a crop of cherries at a local fruit farm
 - D** people came to the town to seek employment
- 4** In addition to helping her team at the university, Catchings made a big change in her life. Coach Summitt noticed that players sometimes had to repeat instructions to Catchings while on the court. Summitt convinced Catchings that wearing hearing aids would not only help her be a better player but also help others who were hearing-impaired by allowing her to serve as a role model. Catchings started wearing her hearing aids and eventually began to speak openly about her hearing loss. As Coach Summitt predicted, Catchings has been an inspiration to many children. She has proved that having a disability does not have to be a disadvantage.

D	<p>25 What was an unexpected result of Catchings’s relationship with Pat Summitt?</p> <ul style="list-style-type: none">A Catchings taught Summitt lessons on how to communicate better.B Catchings helped Summitt become a better basketball coach.C Summitt taught Catchings how to overcome her disability.D Summitt encouraged Catchings to use her disability to set a good example. <p>4 Lewis stopped by the river again. The calf stayed by his side. I stared at the calf. Why was he attaching himself to Lewis? Did he think he was going to stay with Lewis permanently?</p> <p>7 Next, Lewis did something that surprised me. He reached out his hand and placed it on the calf’s head, the same way he put his hand on my head sometimes. That was the last thing I expected. Could it be that Lewis wanted the calf to stay with us? What was Lewis thinking?</p> <p>8 “Where’s your mother?” Lewis said.</p> <p>9 At that moment everything became clear, like the streams in the mountains. I looked at the calf’s eyes. He didn’t have those piercing black eyes that the adult buffaloes have when they’re mad. His eyes were soft, tinted with fear.</p> <p>10 The calf was afraid of me. How could I have missed that? The calf reeked of fear. He was twice my size, but he was frightened nonetheless. I backed away.</p> <p>28 What do the dog’s questions in paragraphs 4, 7, and 10 suggest?</p> <ul style="list-style-type: none">F The dog is trying to make sense of the situation.G The dog is not familiar with the surroundings.H The dog is unsure about his feelings for Lewis.J The dog is not paying attention to Lewis.
Struggling	<ul style="list-style-type: none">● The struggling learnings may write one paragraph.

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Learners	<ul style="list-style-type: none">● The struggling learners do not have to present their essay.
Advanced Learners	<ul style="list-style-type: none">● The advanced learners will write one to one and a half pages.● The advanced learners will also write about how one of the projects could be altered to better educate them.
Helpful Links	Oil and Gas
Engage	The teacher will have the density tower, the table chart, and the vocabulary list that was created available for all to see.
Explore	The teacher should ask open ended questions that will foster a higher order of cognitive skills for the students to think outside the box. These questions should be in reference to the purpose, priority, and advantages of creating the two activities and the vocabulary list.
Explain	Students are to create a short half to one page essay of which activity was the best way for them to learn, based on their own learning style. The essay will be presented to the class based on their conclusion.
Elaborate	Once students have completed their essay the next school day, they will present their conclusion and reasoning to the class. The students will ask closed ended questions to help the presenter emphasize their reasoning for that activity.
Evaluate	When the teacher is in the power zone, it should be easily detectable who is and who is not creating their essay and presentation. However, the true evaluation will be once the students present their project to the entire class.