WESTSIDE HIGH SCHOOL
Level Up: RISE to Your Potential

2024- 2025 Lesson Plan Template   Teacher: <mark>Mrs. MAYFIELD</mark>   Subject: <mark>ESOL</mark>

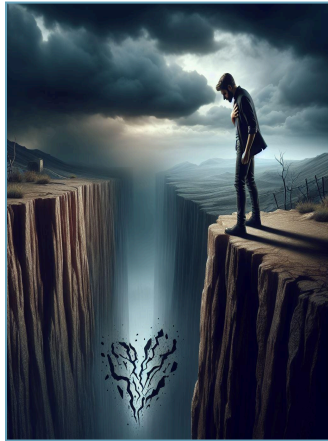| Week of:	Monday	Tuesday	Wednesday / Thursday	Friday
<mark>February 02, 2025</mark> - <mark>February 08, 2025</mark>	February 03, 2025	February 04, 2025	February 05, 2025 / February 06, 2025	February 07, 2025
TEKS	**ESOL. 9.8 G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas. **ESOL. 9.7 C** Use text evidence and original commentary to support a comprehensive response.	**ESOL 9.10B** Identify and analyze use of text structure to achieve the author's Purpose. **ESOL 9.9 Di** Controlling idea and thesis, relevant supporting evidence, pertinent examples, and conclusion.	**ESOL 9.9 Di** Controlling idea and thesis, relevant supporting evidence, pertinent examples, and conclusion. **ESOL. 9.7** Paraphrase and summarize texts in ways that maintain meaning and logical order.	**ESOL. 9.2.A** Acquire, demonstrate and apply phonetic Knowledge. **ELPS #3A** Practice pronouncing English words in an increasingly comprehensible manner. **ELPS #5A** Learn relationships

		ESOL 9.9 Diii Multiple organizational patterns within the text to develop the thesis.		between sounds and letters of the English language to represent sounds when writing. **ESOL 9.3.B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.
Learning Objective	**SWBAT** determine key ideas by using text evidence and original commentary.	**SWBAT** analyze organizational patterns and text structure to identity the controlling.	**SWBAT** evaluate organizational patterns and text features to analyze the author's purpose with at least eighty - percent accuracy.	**SWBAT** continue working on **Reading and Writing (WRITING)** on **SUMMIT K 12.** _____ **APPLY Skills when taking the TELPAS Exam from February 18th - February 22, 2024.**
Higher Order Thinking Questions	**A)** *How does the author use specific examples or details to support*	**A) How do the character's facial expressions in the image convey their emotions, and what can you**	**A) How does the author's use of organizational patterns (such as cause and effect, compare and**	**A) How does the author's choice of sentence structure (such as short, abrupt sentences versus**

the central theme of the text, and what do these examples reveal about the main message or purpose of the work? *B) Which theme do you relate best to and why? Explain your answer in complete sentences.* **I relate to the**	infer about the situation or conflict they are experiencing based on these expressions? Use specific details from the image to support your interpretation ? B) Based on the events or patterns you've observed so far, what do you predict will happen next, and how might these developments impact the characters or the overall storyline? Justify your prediction with evidence from the text or image, and explain the significance of this potential outcome in the	contrast, or chronological order) and text features (like headings, bolded text, or graphics) influence your understanding of the main idea or argument? B) In what ways do these choices help convey the author's purpose or message to the reader? (* CHGBT This question encourages a deeper analysis of how the structure and design of the text work together to shape the reader's understanding, requiring the student to think critically about both content and presentation in the context of the author's intentions.	long, complex ones) affect the tone, pacing, or emotional impact of the text? Provide examples of specific sentences and explain how the syntax enhances the overall meaning or message of the passage. B) Why is it important to punctuate sentences correctly ? C) How does correct punctuation in a sentence influence its clarity, meaning, and tone? Analyze how a change in punctuation (such as adding a

		broader context of the narrative.		**comma, exclamation mark !, or question mark ?) could alter the reader's interpretation or emotional response to the sentence.**
Agenda	1) DO NOW: Step 1: On the white Response Card, write your name, date, period. (Thirty seconds) Step 2: Then copy the sentence starter. (Thirty seconds) *Some words that come to mind when I see this picture are…*	1) DO NOW: Step 1: On the white Response Card, write your name, date, period. (Thirty seconds) Step 2: Then copy the sentence starter. (Thirty seconds) *Some words that come to mind when I see this picture are…* Step 3: Look at the image.	1) DO NOW: Go to	1) DO NOW: Go to **SUMMIT K - 12** quietly. Start doing the assignments that have not been completed on **The FOUNDATIONAL SKILLS and READING & WRITING TEKS EDITING SKILLS.**

	Step 3: Look at the image. (Thirty Seconds) Step 4: Complete the sentence with an authentic answer. *Some words that come to mind when I see this picture are... despair,* **heartbreak, rain clouds, stormy night** **because the canyon**	(Thirty Seconds) Step 4: Complete the sentence with an authentic answer. *Some words that come to mind when I see this picture are...* **heartbreak, worry, sadness, uncertainty Because the young woman and the young man look sad, worried, and uncertain about something and they**	

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	has a rift, the artist // illustrator used dark colors, and the man standing is bent over and his hand is placed on his heart. 2) **H.I.S.D. SLIDES** 3) Why Do We Hate Love?" By: Robert Firestone	are standing next to each other on a street. They are probably on a first or second date and I know this because _____ . 2) **H.I.S.D. SLIDES** 3) Why Do We Hate Love?" By: Robert Firestone		
Demonstration of Learning	**Informational** Given a text, students will determine key ideas by using evidence and the original commentary with at least eighty - percent accuracy.	**Informational** Given a text, students will determine key ideas by using text evidence and original commentary with at least eighty - percent accuracy.	**Informational** Given a text, students will evaluate organizational patterns and text features to analyze the author's purpose with at least eighty - percent accuracy.	By way of a digital platform that aids in the building block of fundamentals of English, students practice Writing to achieve TELPAS Benchmarks progress by one point in the four domains..
Intervention &	**INTERVENTION:**	**INTERVENTION:**	**INTERVENTION:**	**INTERVENTION:**

Extension	EXTENSION: Students to use the **IMAGE INFERENCING** flashcards to complete the Noun - Setting - Verb (N - S - V) hand - out and write a story. Minimum of twelve sentences.	Teacher to chunk information for students. EXTENSION: Students to interview four (4) Teachers at Westside High School about their relationships with colleagues. Love ? Hate ? Agree to Disagree ?	Assign Advanced Beginner partners with Low Beginner learners. Student Say Back (Teach Back) EXTENSION: Students to write a one - paragraph continuation of the story.	Individual assistance on the Digital platform **Summit K–12.** EXTENSION: Students to write a Short - Constructed - Response and then say their response on VOCAROO.com . EXTENSION:
Resources	**Why Do We Hate Love?** **(CommonLit)**	**Why Do We Hate Love?** **(CommonLit)**	**Adolescence and the Teenage Crush** **(CommonLit)**	Digital platform - **SUMMIT K 12** **READING & WRITING** → **WRITING →**

				TEKS EDITING SKILLS;
				Students who are completely finished with **TEKS EDITING SKILLS** must do **FOUNDATIONAL SKILLS. (All Sets)**