



		Campus: Harper, Lowe, Smith, Lacy, Godwin	
Author: Carker, Lindstrom, Nylander		Date Created / Revised: 11/18/2021	
Six Weeks Period: 4th		Grade Level & Course: 5th ELAR	
Timeline: 10 Days Unit Title: Unit 05: Reading and Performing Drama		Lesson 2	
Stated Objectives: TEK # and SE	<p>5.1B, 5.2A, 5.2A.i, 5.2B, 5.2B.ii, 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.7B, 5.7C, 5.7D, 5.7E, 5.7G, 5.8A, 5.8B, 5.8C, 5.8D, 5.9C, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.11A, 5.12A</p> <p>Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum</p> <p>Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum</p> <p>Student Expectations (TEKS) in black: Not identified by TEA as part of the assessed curriculum</p>		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	<p><u>Introduction</u></p> <p>This unit bundles student expectations that address analyzing and writing literary texts, specifically drama. Playwrights include literary elements and devices in their craft of drama. Playwrights write plays for a variety of purposes such as entertainment, social critique, and persuasion. Readers read and experience drama as an art form that provide insight into diverse perspectives about the world.</p> <p><u>Prior to this Unit</u></p> <p>In previous units, students engaged in deep analysis and application of author’s craft, structural elements, and language choices to support authentic purposes and audiences. Students used the writing process to craft an original piece in the genre being studied. In Unit 04, students focused on analyzing and composing informational text.</p> <p>In Grade 4, students explained the following elements of drama: character tags, acts, scenes, and stage directions. This is the same expectation for Grade 5.</p> <p><u>During this Unit</u></p> <p>In Reading, students read, respond to/write about, and discuss multiple scenes from plays while employing strategies to support comprehension such as interacting with the text through annotating and note taking. Students explore and explain the structural elements of drama, including character tags, acts, scenes, and stage directions. Students also analyze the author's</p>		

	<p>purpose and audience, genre characteristics, and author’s craft, including literary elements and devices. Students also utilize text evidence to support their ideas and inferences.</p> <p>In Writing, students work in groups to craft a short original scene including setting, characters, dialogue, character tags, and stage directions. Together, students plan, draft, revise, and edit their scenes as well as rehearse and perform the scene for an audience of their peers.</p> <p>In Word Study, students continue to learn and build comprehension of unfamiliar grade-level academic vocabulary through authentic reading and writing practices and utilize newly acquired vocabulary in their own responses, both oral and written. Students also focus on consonant changes in words with a focus on /t/ to /sh/ as in <i>act</i> to <i>action</i> as well as other types of consonant changes.</p> <p>In Collaboration, students engage in discussion to develop a deeper understanding of a literary text by sharing their own analysis of a text using textual evidence and responding to the perspectives and analyses of others. Students work with a small group of peers to plan, draft, revise, edit, and publish a short original dramatic scene and to perform their scene for an audience of their peers. In their small group work, students collaborate to elicit feedback from their audience. This feedback informs their writing of individual written reflections about their successes and challenges in this small group collaboration.</p>
<p>Misconceptions</p>	<p>Students may think that playwrights write plays with an exclusive purpose of entertaining the reader/audience. However, playwrights’ reasons for writing plays are more complex. For example, playwrights may aim to make critical comments on historical or current socio-political climates or to employ elements of persuasion such as appealing to the audience’s emotions.</p> <p>Students may not be in the habit of thinking critically about the effects of the historical and cultural context of the setting of plays and/or the time period the plays were written.</p> <p>Students may be unfamiliar with how the multimodal elements of performance (props, gestures, expressions, inflection) contribute to the overall message, purpose, and effectiveness of plays.</p> <p>Students may be unfamiliar with the importance of and how to read and interpret character tags and stage directions.</p>
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> ● Audience— the intended target group for a message, regardless of the medium ● Author’s craft — intentional and deliberate use of organizational patterns, text and graphic features, sentence structures, devices, and language to create an effective written work; author’s craft may vary by genre ● Author’s purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work ● Character tag — specific phrases, actions, or mannerisms displayed regularly by a character that make them distinguishable in the reader’s mind ● Character — a person or thing who plays a role in a book, play, or movie ● Context — the words, sentences, or passages that precede or follow a specific word, sentence, or passage ● Figurative Language — language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices ● Genre — the type or class of a work, usually categorized by form, technique, or content

- Metaphor — a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally
- Plot — the basic sequence of events in a story that includes the exposition, rising action, climax, falling action, and resolution
- Setting — the time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.
- Stage direction — descriptions or instructions in a play that provide information about characters, dialogue, setting, and actions
- Theme — the central or universal idea of a literary work that often relates to morals and/or values and speaks to the human experience/condition
- Voice — articulation or expression in coherent form, either verbally or in a piece of writing
- Drama — literary works written in a stage play format which includes dialogue and stage directions that is intended to be performed
- Scene — a subdivision of a play where the action takes place in a specific setting and moment in time
- Act — a large division of a full-length play, sometimes separated from the other acts by an intermission
- Conflict — in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story
- Exposition — the element of plot structure that provides important details in the beginning of the story to introduce the setting, characters, background information, and details or hints about the conflict(s)
- Rising action — the element of plot structure that develops the conflict through a series of events to build interest and/or suspense and leads up to the climax
- Climax — the highest point in the plot where the problem/conflict reaches its peak
- Resolution — the point in a literary work at which the story’s problem is worked out
- Text structure — the way or pattern in which an author organizes ideas within a text
- Imagery — the use of language to create mental images and sensory impressions. Imagery can be used for emotional effect and to intensify the impact on the reader.
- Word choice — **the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader**
- Literary device — a specific convention or structure—such as imagery, irony, or foreshadowing—that is employed by the author to produce a given effect
- Point of view — the perspective from which the events in the story are told

Related Vocabulary:

- Dramatization
- Play
- Playwright
- Script

Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus- Story Elements</p>	<p>Optional Additional Dramas for review from STAAR Bright Reading</p> <p>-Teacher’s Pet pg. 27</p>

READING WORKSHOP (30-40min.) Genre-Drama

Whole Group Instruction:

Introduce drama terms and definitions

[Drama Flocabulary](#)- before playing the video, click on 'vocab cards' tab on the side and discuss words and pictures.

-There are also other options on the side such as 'read and respond' and 'quiz.'

Project or display Anchor Chart 14: [Elements of Drama](#) or begin one of your own.

Tell students that a play, or drama, is a story that can be performed for an audience. The format or structure of a drama has elements that are different from other kinds of stories. One of these elements is the **cast of characters**, or the list at the beginning of a play that names each character. This sometimes contains a description of each character. Another element found in a play is **dialogue**, or the words that actors say to each other. A line of dialogue begins with the name of the character who will say it. A **scene** is a section of a play. A new scene often signals a change in time or place.

The **stage directions** are the instructions in a play that tell how the actors should move or speak. They also identify the **setting** for each scene, or where the scene takes place, and may describe the appearance of the stage, lighting, or sound effects.

Point out examples of each of these elements in a play with which students are familiar or in a sample play that includes these elements.

Discuss with students how identifying the elements of drama can help them better understand the structure and content of a play.

Tell them they will practice identifying elements of drama as they read [Living Green](#) tomorrow.

[HMH Anchor Chart 58: Play](#)

Wrap-Up/Exit Ticket:

Discuss the following:

Plays:

-are written to be performed on a stage, by actors, in front of an audience.

-consist of dialogue, or the words spoken by characters.

-can include made-up events and characters or events and characters from real life.

-Step Right Up pg. 33

-Short Notice pg. 39

***There are also some great text structure readers theaters in the PShare



that would be a great review from last week.***

-are written in acts (larger sections) and scenes (smaller sections set in a particular place).

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK
Perfect Tenses

[Perfect Tenses TE Page](#) W268
[Display and Engage](#)
[Weekly Printables](#)

Whole Group:

With students, brainstorm a list of possible topics/themes for your scene. Examples of topics may include relationships or conflict among family or peers, fictional scenes that include action, or historical reenactments. As you consider topics, consider the following questions:

- What knowledge, interests, passions, ideas, or opinions do you share as a group that might lead to a topic?
- Is your topic realistic to effectively explore in one short scene?
- What is your purpose as playwrights? What effect would you like to have on an audience of your peers?
- What role will dialogue play in your scene?
- Does your topic work with your number of actors, timeline, space, and materials for props and staging?

Independent/Small Group:

Students take notes in their journals to answer the questions above.

Day 2

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Story Elements

READING WORKSHOP (30-40min.)

Whole Group Instruction:

[Get Curious Video- Planet Home](#) (for background knowledge)

Students will read Living Green. In this text, students apply their understanding of the elements of drama, recognize the central idea in a play, and synthesize information.

[Critical Vocabulary pgs. 12-13](#) for the week

Read aloud each word and have students repeat it.

Read aloud and discuss each word's student-friendly explanation. Point out the example for the word. Have students suggest other examples.

Tell students that they are going to read a play called [Living Green](#) by Doreen Beauregard.

Tell students that as they read a text their thinking changes and they begin to form new ideas. When readers combine their existing knowledge with what they learn from a text in order to gain a new understanding, they synthesize.

Explain to students that even before they start to read, they already have prior knowledge and ideas they can apply to a text. As they read about a topic, they will learn additional information that deepens their understanding or changes their existing opinions.

Tell students that synthesizing during and after reading will help them master new concepts and become better thinkers.

Project or display Anchor Chart 8: [Synthesize](#). Use it to show students how their initial thoughts will change as they read about something.

Tell students that they will practice synthesizing when they read Living Green.

In your Teaching Pal, pages 333–336, use the blue READ FOR UNDERSTANDING prompts and the red Notice & Note prompts to read Living Green as students follow along and annotate their myBook.

Wrap-Up/Exit Ticket:

Discuss the elements of drama that students noticed in the play.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Past Perfect Tenses 'Had'

[Past Perfect Tenses 'Had' TE Page](#) W269

[Display and Engage](#)

Whole Group:

Together, draft a short dramatic scene that includes characters, dialogue, a clear setting, character tags, and stage directions. As you draft, consider the following questions:

- How will your audience know the setting and context of your scene?
- How will props and staging support your scene and message?
- How will you balance dialogue and stage directions like action, gestures, and expressions to create meaning for your audience?

	<ul style="list-style-type: none"> • Will you have a narrator? If so, what point of view will your scene take? <p><u>Independent/Small Group:</u></p> <p>In groups, students will start the first drafting process.</p> <p>Use graphic organizer to plan out drama</p>	 <p>The graphic organizer is titled "Planning a Script" and is enclosed in a decorative border. It contains the following sections: <ul style="list-style-type: none"> "What is the name of your scene?" with a large rectangular box for the answer. "Which characters are in the scene?" with a large rectangular box on the left and four smaller boxes on the right labeled "Scene 1", "Scene 2", "Scene 3", and "Scene 4". "What will happen in your play?" with a large rectangular box on the left and four smaller boxes on the right labeled "Scene 1", "Scene 2", "Scene 3", and "Scene 4". </p> <p>*Planning a Script graphic organizer...TPT</p>
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<p>Day 3</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Guide students to reread the selection. Pause occasionally, using the prompts in your Teaching Pal to gauge students' understanding and to have them synthesize information from the text. As students synthesize information, have them refer back to the Anchor Chart to determine if they combined what they already know with what they are learning.</p> <p>Have students reread page 334 to analyze elements of drama.</p> <p>What information does the author share before the play begins? What is the purpose of this part of the play? (the names of the four characters and the setting; this information introduces who will be in the play and where the action will take place.)</p> <p>What details are given in parentheses after the characters' names? Why is this information important? (stage directions; they describe how characters move, which helps us understand the play's action) How does the dialogue between Grace and Bo present a conflict? (It shows that the characters are trying to figure out if they are truly doing all they can to reduce, reuse, and recycle.)</p> <p>Refer back to the Anchor Chart to support the discussion.</p> <p>Students may add sticky notes to the chart to note the elements of drama they identify in Living Green.</p>	
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	<p><u>Independent/Small Group Instruction:</u> After reading, use the COLLABORATIVE DISCUSSION routine with the Collaborative Discussion questions on Teaching Pal and myBook page 337. Have students annotate their myBook with details from the text and visuals as evidence to explain their responses.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over the three collaborative discussion questions as a group.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Perfect Tenses 'Will Have'</p> <p>Perfect Tenses 'Will Have' TE Page W270 Display and Engage</p> <p><u>Whole Group:</u> Using your favorite dramatic plays and scenes as examples of playwrights' craft,</p> <p><u>Independent/Small Group:</u> Revise your play for structure, development, and word choice.</p> <p>Edit the draft for previously learned conventions(proper spelling, capitalization, punctuation, and grammar) so that it is clear for the actors involved to be able to read and follow along.</p>	
<p>Day 4</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> Genre- Drama <u>Whole Group Instruction:</u></p> <p>Living Green Selection Quiz - Students must write the page number next to the question to provide text evidence.</p> <p><u>Independent/Small Group:</u> If time allows after students complete their quiz, they may write a new scene. Turn to pages 338–339 in your Teaching Pal. Have students turn to pages 338–339 in their myBook. Read the directions with students and use the Teaching Pal prompts to guide them as they plan and complete their scene.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over questions and answer choices with students.</p>	<p>HMH Resources Student myBook Teachers Teaching Pal and Teachers Guide</p> <p>Teachers Choice</p> <p>Writing Workshop Guide and Resources</p>

	<p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Review the verbs 'Be' and 'Have'</p> <p>Review the verbs 'Be' and 'Have' TE Page W266 Display and Engage Review Pages</p> <p><u>Independent/Small Group:</u></p> <p>Publish (final draft) your scene so that it functions as a script for your group's performance.</p>	
<p>Day 5</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Weekly Assessment</p> <p><u>Wrap-Up/Exit Ticket:</u> Read the story and go over questions and answer choices with text evidence.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Connect to Writing: Using Perfect Tenses</p> <p>Connect to Writing: Using Perfect Tenses TE Page W272 Display and Engage</p> <p><u>Independent/Small Group:</u></p> <p>With your small group, make a plan for performing your scene, including how you will assign acting parts, design and create props, and rehearse your play to be prepared for the performance. Record your plan including multiple action steps. As you plan, consider the following questions:</p> <ul style="list-style-type: none"> ● How will you ensure that all members of your group feel satisfied and fulfilled with their responsibilities and contributions? ● How will you ensure that all group members contribute both to acting and to prop design and staging? ● Where and when will you rehearse your scene to prepare for your play? 	

	<ul style="list-style-type: none"> ● Will your lines be memorized or will you read from a script? ● How will you provide constructive and encouraging feedback to each other during this period of preparation and rehearsal 	
<p>Day 6</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u> Review elements of drama</p> <p>Genre Overview-Drama HMH binder page 23 Drama Brainpop</p> <p>Kahoot Review</p> <p><u>Independent/Small Group Instruction:</u> In partners or groups, read A Force for Change (pg. 24 from HMH binder) and complete Reading graphic Organizer 14: Elements of Drama . Students will only complete the organizer together, not questions.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over the graphic organizer together and discuss.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Easily Confused Verbs</p> <p>Easily Confused Verbs TE Page W273 Display and Engage Weekly Printables</p> <p><u>Whole Group:</u> Perform your scene for an audience of your peers. After you perform, elicit feedback from your audience by orally giving instructions for how you would like them to respond. For example, <i>“Thank you for viewing our dramatic scene. We are interested in hearing your response. Please write a response to us that includes what you enjoyed about our scene, what you think our purpose was, whether you think we achieved that purpose, and what questions you have for us about our process.”</i></p>	<p>Options for additional drama practice- (from P share)</p>

Day 7

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Story Elements

READING WORKSHOP (30-40min.)

Whole Group Instruction:

Read the play [A Life of Adventure](#) (pgs 68-72 in HMH binder)

- Annotate
- Discuss features of drama as you read, such as stage directions and scene changes)
- How do the scene changes affect the setting?
- Discuss vocabulary

***Do not complete questions from the story today. Students will take the quiz tomorrow for a grade.**

Independent/Small Group Instruction:

In partners, groups, or independently, students will complete the [drama map](#).

Wrap-Up/Exit Ticket:

Discuss answers from the drama map.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK

Identify Easily Confused Verbs

[Identify Easily Confused Verbs TE Page W274](#)

[Display and Engage](#)

Whole Group:

With students, brainstorm a list of possible topics/themes for your scene. Examples of topics may include relationships or conflict among family or peers, fictional scenes that include action, or historical reenactments. As you consider topics, consider the following questions:

- What knowledge, interests, passions, ideas, or opinions do you share as a group that might lead to a topic?
- Is your topic realistic to effectively explore in one short scene?
- What is your purpose as playwrights? What effect would you like to have on an audience of your peers?
- What role will dialogue play in your scene?
- Does your topic work with your number of actors, timeline, space, and materials for props and staging?

Independent/Small Group:

In a small group, brainstorm a list of possible topics/themes for your scene. Examples of topics may include relationships or conflict among family or peers, fictional scenes that include action, or historical reenactments. As you consider topics, consider the following questions:

- What knowledge, interests, passions, ideas, or opinions do you share as a group that might lead to a topic?
- Is your topic realistic to effectively explore in one short scene?
- What is your purpose as playwrights? What effect would you like to have on an audience of your peers?
- What role will dialogue play in your scene?
- Does your topic work with your number of actors, timeline, space, and materials for props and staging?

Day 8

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific
Focus-Story Elements

READING WORKSHOP (30-40min.)

Whole Group Instruction:

[A Life of Adventure](#) Selection Quiz

Wrap-Up/Exit Ticket:

Go over questions and answer choices and discuss any misconceptions. Students must provide text evidence to support answer choices.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: TEK
Choosing the Right Word

[Choosing the Right Word TE Page](#) W275

[Display and Engage](#)

Independent/Small Group:

Together, draft a short dramatic scene that includes characters, dialogue, a clear setting, character tags, and stage directions.

- How will your audience know the setting and context of your scene?
- How will props and staging support your scene and message?
- How will you balance dialogue and stage directions like action, gestures, and expressions to create meaning for your audience?
- Will you have a narrator? If so, what point of view will your scene take?

<p>Day 9</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Students will focus on reading with fluency with a readers theatre: Intonation. Think about how your voice may change as you read your lines. Look at the punctuation for clues about whether to make your voice go up or down.</p> <p>Since there are five characters, put students in groups of five to practice reading through the play together. (They will present it to the class tomorrow) Students can add their own stage directions and props if they have time.</p> <p>Do Your Part for the Planet Readers Theatre HMH</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK 5.11Dxi Review Spelling</p> <p>Review Spelling TE Page W346 Display and Engage Review Printable</p> <p><u>Independent/Small Group:</u></p> <p>Using your favorite dramatic plays and scenes as examples of playwrights' craft, revise your play for structure, development, and word choice.</p> <p>Edit the draft for previously learned conventions so that it is clear for the actors involved to be able to read and follow along.</p>	
<p>Day 10</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific Focus-Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u> <u>Whole Group Instruction:</u></p> <p>Students will do one read through of the play with their group for practice before presenting.</p> <p>Students will present with their group in front of the class.</p> <p><u>Wrap-Up/Exit Ticket:</u></p>	

	<p>Students will complete the 'Take a Bow' section and rate themselves on how well they feel their intonation was.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u> <u>Grammar:</u> TEK Connect to Writing: Using Verbs Correctly</p> <p>Connect to Writing: Using Verbs Correctly TE Page W277 Display and Engage</p> <p><u>Independent/Small Group:</u> Publish (final draft) your scene so that it functions as a script for your group's performance. With your small group, make a plan for performing your scene, including how you will assign acting parts. Perform your scene for an audience of your peers.</p>	
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<p>Test Review and SW Testing</p> <p>Monday, February 14, 2022</p>	<p>Six Weeks Test Review</p>	
<p>Tuesday, February 15, 2022</p>	<p>Six Weeks Test Review</p>	
<p>Wednesday, February 16, 2022</p>	<p>Six Weeks Testing</p>	
<p>Thursday, February 17, 2022</p>	<p>Six Weeks Testing</p>	
<p>Friday, February 18, 2022</p>	<p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus selected Focus- Story Elements</p> <p><u>READING WORKSHOP (30-40min.)</u></p> <p><u>Whole Group:</u> Go over the ELAR SW test. Be sure to re-read the stories and go through each answer choices to clear up any misconceptions as you go.</p> <p><u>Wrap-Up/Exit Ticket:</u> Have students write down and share their biggest 'AHA' moment from going over the test.</p>	<p>***Make-Up Tests and students who have extended time will be able to finish SW tests today.***</p>

	<ul style="list-style-type: none">-Do they now understand something they've struggled with before?-Were they confused by the wording in the question?-etc.	
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**Accommodations
for Special
Populations**

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.