



JUDSON INDEPENDENT SCHOOL DISTRICT

2020-2021 ELAR Block Framework 6th-7th Grades

Revision: July 2020

Minutes	Component Resources Primary Delivery	What does it look like? What is happening?	English Learners In Addition To
5 minutes	Warm-up/Bell Ringer	<ul style="list-style-type: none"> Based upon established routine: <ol style="list-style-type: none"> Students begin working on warm-up within their Composition Journal before class begins. Composition Journals are necessary. <ul style="list-style-type: none"> Recommended to bind 2 Journals together-1 for notes and practicing skills, the other for writing- Remote Learning may do digital journals, or a combination of digital and handwritten journals Students complete warm-up/bell ringer. Options include: <ul style="list-style-type: none"> Grammar practice, written response (quick-write, reflection, author's craft), vocabulary review (academic, content, prefixes, suffixes, or roots), review or reflection from the previous lesson text, idea generator to springboard into the day's topic or theme (critical thinking questions, pre-reading questions, or an Students share responses/ideas with a partner or teacher selects or cold calls students to share. 	<p>EL's need the warm up read out loud</p> <p>EL's need to use Native Language or symbols to increase understanding</p> <p>EL's need more time to complete assignment</p> <p>Gage comfort of language use prior to cold calling EL's</p>
5 minutes	Comprehension Check	<ul style="list-style-type: none"> Review of main concepts from previous day (option to embed within warm-up).. Repetition of concepts is necessary for student application. <ul style="list-style-type: none"> Quick Review of: vocabulary, writing skill, grammar, text context or summary, literary device/figurative language. Teacher check for understanding around the room, think-pair-share with a partner, class discussion, or survey. 	<p>EL's need partner that is non-EL to develop language</p>
15 minutes	Direct Teach/Notes	<ul style="list-style-type: none"> Given prior to mini-lessons and contain important concepts and skills necessary for the students to independently work with such as: <ol style="list-style-type: none"> Text Structures Figurative Language/Literary Devices Strategy to Analyze Author's Purpose Writing Strategies/Writing Process Background/Setting, pre-teach of vocabulary of a text for students to understand the context before reading 	<p>EL's need to pre-review vocabulary</p>
15-20 minutes	Mini-Lesson/Modeling	<ul style="list-style-type: none"> Will be one of the following: Author's craft in a text, analyzing literary devices, practice a close reading strategy for comprehension and analysis, analyzing a text to practice the craft of writing, grammar and mechanics in writing, strategies for the writing process. <ol style="list-style-type: none"> Teacher will model on board or on Elmo/document camera. Teacher will guide students through the close reading or writing skill the students need to practice. Gradual Release model of: "I do, we do, you do" 	<p>EL's need more time to complete assignment</p> <p>EL's need I do __, We do, You do, We do , you do ___</p>
5 minutes	Cognitive Brain Break	<ul style="list-style-type: none"> Due to length of class, students may take a cognitive brain break, organically helps to transition to the next activity. Provides opportunities for the following: <ol style="list-style-type: none"> time for silent reading, time for students to stretch and use restroom to avoid class disruption during lesson, allows teacher to set up for next activity, allows teacher to check on students and hold mini conferences for comprehension checks and writing conferences, or to check on students to help build rapport. 	<p>N/A</p>
20-30 minutes	Independent Practice or Group Work	<ul style="list-style-type: none"> Follows the concept or skill from the direct teach or mini-lesson: <ol style="list-style-type: none"> Students practice any close reading or writing strategy modeled. <ul style="list-style-type: none"> Cold Read of a text either independently or with a partner. Students work on any composition within the writing process (brainstorming, planning, drafting, revising, editing). Whole class guided reading (especially if it is a drama/play). Writing Conferences: While students are working on their independent writing compositions, teacher can circulate and hold 1-1 writing conferences to give appropriate feedback to the students in order for to continuously improve upon their writings skills. Peer Revision or Editing -Group Projects or Presentations -Computer Lab or Chrome Cart Time (research, typing up essays, web-hunts, synthesizing information from internet or library, creating a project for the class) 	<p>Need the instructions of activity in writing and present during the activity</p> <p>EL's need to use Native Language or symbols to increase understanding</p> <p>EL's need extra time to complete</p>
10 minutes	Self-Sustained Silent Reading	<ul style="list-style-type: none"> Each campus ELAR department must decide on where to integrate the silent reading. Suggestions indicated below: <ol style="list-style-type: none"> 1st 10 minutes of class as part of established routine Last 10 minutes of class as part of established routine After 5 minute Cognitive Brain Break/used as a transition activity 1 day a week for 20 minutes 	<p>Self-selected by Lexile level</p> <p>EL's need assistance with dictionary- read out loud</p>

Available District Resources: Textbook ^{HMH} Critical Writing Prompts – found in Curriculum Guides
Curriculum Guides include Instructional Strategies to address all components.

