



JUDSON INDEPENDENT SCHOOL DISTRICT

2020-2021 ELAR Block Framework 8th Grade

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>
5-10 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>
10-15 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>
15-20 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>
5 minutes	Comprehension Check	<ul style="list-style-type: none"> Review of main concepts to check for understanding. 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, survey, or an exit ticket. 	<p>EL's need partner that is non-EL to develop language</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>
<p>Available District Resources: Textbook ^{HMH} Critical Writing Prompts – found in Curriculum Guides Curriculum Guides include Instructional Strategies to address all components.</p>			