



WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

Teacher: Mrs. Rodriguez-Olmedillo Subject: ESOL Reading 1

Week of: February 9th, 2025 February 16th, 2025	Monday February 10 th	Tuesday February 11 th	Wednesday / Thursday February 12 th /13 th	Friday February 14 th
<p>TEKS</p>	<p>ESOL. 9.2.A Acquire, demonstrate and apply phonetic Knowledge.</p> <p>ELPS #3A: Practice pronouncing English words in an increasingly comprehensible manner.</p> <p>ELPS #5A: Learn relationships between sounds and letters of the English language to represent sounds when writing.</p> <p>ESOL 9.3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p>	<p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas author’s purpose.</p> <p>ESOL 9.10A Identify and analyze the author’s purpose, audience, and message withing a text.</p> <p>ESOL9.10B Identify and analyze use of text structure to achieve the aauthor’s purpose.</p>	<p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas author’s purpose.</p> <p>ESOL 9.10A Identify and analyze the author’s purpose, audience, and message withing a text.</p> <p>ESOL9.10B Identify and analyze use of text structure to achieve the aauthor’s purpose.</p>	<p>STAFF PD</p>

Learning Objective	SWBAT use multimodal tools to perform tasks while Connecting to Literacy. Via listening practice and foundational skills.	SWBAT determine key ideas by using text evidence and original commentary.	SWBAT determine key ideas by using text evidence and original commentary.	
Higher Order Thinking Questions		<p>Why do states require tests before issuing licenses?</p> <p>How does the author structure the information to make it clear?</p> <p>What connections can you make to your own experiences or things you've seen in movies or real life?</p>	<p>What is the most important responsibility of a new driver?</p> <p>How does the author emphasize the importance of safety?</p>	
Agenda	<p>Do Now: Getting Started on Summit K12</p> <p>SUMMIT K – 12 “Connect to Literacy” (Speaking practice & Foundational skills)</p>	<p>Do Now (4 min):</p> <ul style="list-style-type: none"> ● Display this prompt on the board: “What does driving mean to you? Write 2-3 sentences.” ● Think-Pair-Share: Students discuss their answers with a partner. <p>Direct Instruction (10 min):</p> <ul style="list-style-type: none"> ● Introduce License to Drive by discussing its purpose and audience. ● Explain key vocabulary (e.g., permit, responsibility, license, requirements, 	<p>Do Now (4 min):</p> <ul style="list-style-type: none"> ● Display a poll on the board: “At what age should people be allowed to drive? Why?” <p>Direct Instruction (15 min):</p> <ul style="list-style-type: none"> ● Review key points from last class. ● Introduce the concept of author’s purpose and text structure. ● Model identifying how the author uses 	

		<p>independence).</p> <ul style="list-style-type: none">● Model how to identify key ideas and text evidence using a short passage from the book. <p>Guided Practice (15 min):</p> <ul style="list-style-type: none">● Read pages 1-8 as a class using the “popcorn” reading strategy.● Stop periodically to ask higher-order thinking questions.● Use a graphic organizer to track key ideas and supporting details. <p>Independent Practice (10 min):</p> <ul style="list-style-type: none">● Students read pages 9-12 independently and answer:<ul style="list-style-type: none">○ What are the steps to getting a driver’s license?○ Why is it important to follow these steps? <p>Demonstration of Learning (DOL) (6 min):</p> <ul style="list-style-type: none">● Summarize today’s reading in 2-3	<p>cause-effect and sequence structures.</p> <p>Guided Practice (20 min):</p> <ul style="list-style-type: none">● Read pages 13-24 together.● Discuss:<ul style="list-style-type: none">○ How does the author organize information to help the reader?○ How does the text persuade, inform, or explain?○ What challenges might young drivers face?● Students complete a text structure worksheet in pairs. <p>Independent Practice (20 min):</p> <ul style="list-style-type: none">● Students continue reading the book and take notes on the main ideas and supporting details.● Answer:<ul style="list-style-type: none">○ What is the most important responsibility of a new driver?	
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		sentences and explain one key idea.”	<ul style="list-style-type: none"> o How does the author emphasize the importance of safety? <p>Extra Activity (16 min): Debate</p> <ul style="list-style-type: none"> ● Students split into two groups: “The driving age should be lower” vs. “The driving age should be higher.” ● Groups prepare arguments and discuss. <p>Demonstration of Learning (DOL) (10 min):</p> <ul style="list-style-type: none"> ● Students write a paragraph explaining the most important lesson they learned from the book. ● Share in small groups. 	
Demonstration of Learning	By way of a digital platform that aids in the building block of fundamental of English, students practice speaking practice and Foundational skills to achieve Telpas Benchmarks.	By the end of the lesson, students will summarize today’s reading in 2-3 sentences and explain one key idea.	By the end of the lesson, students will write a paragraph explaining the most important lesson they learned from the book, with 80% accuracy.	
Intervention & Extension	Individual assistance on the Digital platform Summit K-12	Individual assistance	Individual assistance	

Resources	Digital resources	Book: License to Drive by Jill L. Haney	Book: License to Drive by Jill L. Haney	
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