

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 03/27/17	Ending: 03/31/17	Grades: 8
Standard(s):	ELAGSE8SL1, ELAGSE8SL2, ELAGSE8SL3, ELAGSE8SL6, ELAGSE8RI1, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8RI6, ELAGSE8RI10, ELAGSE8W2, ELAGSE8W4, ELAGSE8W5, ELAGSE8W6, ELAGSE8W8, ELAGSE8W9, ELAGSE8W10, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L4, ELAGSE8L6		
<i>I Can . . .</i>	<p>I can effectively engage in productive discussions.</p> <p>I can analyze in detail the structure of a specific paragraph in text and include its role in developing a key concept.</p> <p>I can use the knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>I can adapt speech to a variety of contexts.</p> <p>I can present claims and findings in a focused and coherent manner.</p> <p>I can cite textual evidence that supports inferences.</p> <p>I can analyze the connections between individuals, ideas, and events.</p> <p>I can determine the meaning of words and phrases in a text including figurative and connotative meanings.</p> <p>I can determine the author’s point of view or purpose in a text.</p> <p>I can read and comprehend literature from different Lexile bands.</p> <p>I can write informative texts to examine a topic and convey ideas, concepts, and information.</p> <p>I can produce clear and coherent writing.</p> <p>I can develop and strengthen my writing with support from peers and adults.</p> <p>I can use technology to produce writing and present the relationships between information and ideas.</p> <p>I can gather relevant information from multiple print sources.</p> <p>I can draw evidence from informational text to support analysis, reflection and research.</p> <p>I can write routinely over extended time frames and shorter time frames.</p> <p>I can demonstrate command of the conventions of standard English grammar when writing.</p> <p>I can determine or clarify the meaning of unknown words or phrases.</p> <p>I can acquire and accurately use grade level appropriate vocabulary.</p>		
This Week:	<p>Monday – USATestPrep Performance Task Warmup</p> <ul style="list-style-type: none"> ● Argumentative Writing Review <ul style="list-style-type: none"> ○ Looking at the Essays we have completed <ul style="list-style-type: none"> ■ Great Examples of Transitions, Counter-argument, Claim, Evidence in context, Integration of Quotes, etc. ● Grammar Practice <p>Tuesday – USATestPrep Performance Task Warmup</p> <ul style="list-style-type: none"> ● Literary Analysis Performance Assessment Booklet 		

	<ul style="list-style-type: none"> ○ Model of an Exemplar Lit Analysis Paper <ul style="list-style-type: none"> ■ “Kidnapped by a Poem” ● Grammar Practice <p>Wednesday – USATestPrep Performance Task Warmup</p> <ul style="list-style-type: none"> ● Literary Analysis Performance Assessment Booklet <ul style="list-style-type: none"> ○ Create a Literary Analysis Paper within 60 minutes ○ “The New Colossus” ● Grammar Practice <p>Thursday – USATestPrep Performance Task Warmup</p> <ul style="list-style-type: none"> ● Go Far Paired Text Constructed Response <ul style="list-style-type: none"> ○ “Beach Odyssey” and “A Walk on the Beach” <ul style="list-style-type: none"> ■ How does setting play a part in the narrative? ● Grammar Practice <p>Friday – USATestPrep Performance Task Warmup</p> <ul style="list-style-type: none"> ● Go Far Paired Text Constructed Response <ul style="list-style-type: none"> ○ “Beach Odyssey” and “A Walk on the Beach” <ul style="list-style-type: none"> ■ How does setting play a part in the narrative? ● Grammar Practice
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DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	USATestPrep Performance Task Warmup- Students are reviewing different material that they have learned over the school year every week until Milestones. Vocabulary/Journal Entries- Practice Complete Sentences, Grammar Usage, Correct Punctuation, Capitalization of Proper Nouns, etc.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	Grammar Practice- <ul style="list-style-type: none"> ● Gerunds, Participles, and Infinitives ● Active and Passive Voice 		<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response

		<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric: <input type="checkbox"/> Other-
3	<p>Argumentative Writing Evaluation</p> <p>Go Far Constructed response with Paired Texts</p>	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
4	Milestone Writing- Performance Assessment Booklet- Literary Analysis	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal: Speech <input checked="" type="checkbox"/> Rubric: Speech Rubric <input type="checkbox"/> Other-
Summarizing Activity:	<p>CSET Constructed Response Questions- Google Classroom</p> <p>Grammar Practice:</p> <ul style="list-style-type: none"> ● Gerunds, Participles, and Infinitives ● Active and Passive Voice <p>Argumentative Writing</p> <p>Informative Writing</p> <p>Narrative Writing</p> <p>Short Constructed Response</p> <p>Extended Response</p>		
Resources	<p>Google Classroom</p> <p>Chasing Lincoln's Killer</p> <p>Various Milestone Style Writing Resources</p> <p>Performance Booklet</p>		