

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 03/6/17	Ending: 03/10/17	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 Narrative Writing and Dialogue Evaluation- Reviewing the Narrative Writing from last Thursday Active and Passive Voice Practice in Chasing Lincoln's Killer Chasing Lincoln's Killer book distribution</p> <p>Tuesday – USATestPrep Performance Task Warmup Argumentative Milestone Resource- Writing an Argumentative Essay Review and Timed Writing (30 min.) Gerunds, Participles, and Infinitives Practice in Chasing Lincoln's Killer Google Classroom- Short Constructed Response</p>		

	<p>Wednesday – USATestPrep Performance Task Warmup Argumentative Milestone Resource- Timed Writing (40 min.) Read Ch.1 in Chasing Lincoln’s Killer- Grammar in Context Analysis Active and Passive Voice Practice in Chasing Lincoln’s Killer Google Classroom- Short Constructed Response</p> <p>Thursday – USATestPrep Performance Task Warmup Milestone Writing- Performance Assessment Booklet- Literary Analysis Review and Timed Writing (20 min.) Gerunds, Participles, and Infinitives Practice in Chasing Lincoln’s Killer Google Classroom- Short Constructed Response</p> <p>Friday – USATestPrep Performance Task Warmup Milestone Writing- Performance Assessment Booklet- Literary Analysis Timed Writing (50 min.) Finish Ch. 1 and Read Ch. 2 in Chasing Lincoln’s Killer Active and Passive Voice and Gerunds, Participles, and Infinitives Practice in Chasing Lincoln’s Killer Google Classroom- Short Constructed Response</p>
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DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	<p>USATestPrep Performance Task Warmup- Students are reviewing different material that they have learned over the school year every week until Milestones.</p> <p>Vocabulary/Journal Entries- Practice Complete Sentences, Grammar Usage, Correct Punctuation, Capitalization of Proper Nouns, etc.</p>	<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	<p>Grammar Practice within the text- Chasing Lincoln’s Killer</p> <ul style="list-style-type: none"> ● Gerunds, Participles, and Infinitives ● Active and Passive Voice 	<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-
3	<p>Google Classroom Short Constructed Responses- Chasing Lincoln’s Killer</p> <p>Narrative Writing and Dialogue Evaluation</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 Argumentative Milestone Resource	<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:	CSET Constructed Response Questions- Google Classroom Grammar Practice: <ul style="list-style-type: none"> ● Gerunds, Participles, and Infinitives ● Active and Passive Voice Argumentative Writing Informative Writing Narrative Writing Short Constructed Response Extended Response		
Resources	Google Classroom Chasing Lincoln's Killer Various Milestone Style Writing Resources		