

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 9/12/16	Ending: 9/16/16	Grades: 8
Standard(s):	ELAGSE8W1 & ELAGSE8W5		
I Can . . .	<p>I can write arguments to support claims with clear reasons and relevant evidence.</p> <p>I can establish and maintain a formal writing style.</p> <p>I can clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>I can cite textual evidence that most strongly supports an analysis of the text.</p> <p>I can create clear and coherent writing.</p>		
This Week:	<p>Monday- Continue working through Step 1 (Analyze the model) [p. 2-10] and the terminology on p.10</p> <p>Tuesday- Begin working on Step 2 (Practice the Task)</p> <p>Wednesday- Continue Working on Step 2</p> <p>Thursday- Step 2 Drafting and Editing</p> <p>Friday- Step 2 Rough Draft Evaluation</p>		
DOK Level	Activities / Assignments / Questions		Assessment
Remediation	<ul style="list-style-type: none"> Terminology of Argumentative Texts 		Formative Summative Selected Response Constructed Response Verbal Rubric Other - Define terms
2			Formative Summative Selected Response Constructed Response Verbal Rubric Other
3	<ul style="list-style-type: none"> Constructed Response Questions included within the argumentative model 		Formative Summative Selected Response Constructed Response Essay Verbal Rubric Other

4	<ul style="list-style-type: none"> Analyzing the argumentative model provided within the Performance Assessment Workbook 	Formative Summative	Selected Response Constructed Response Essay Verbal Rubric Other
Summarizing Activity:	<ul style="list-style-type: none"> Analyze the student model to develop a structure that students can use in future writings 		
Resources	<i>Incident at Hawk's Hill</i> novel Timeline Maker: http://www.readwritethink.org/files/resources/interactives/timeline_2/ Performance Assessment Consumable Workbook		