

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 1/9/16	Ending: 1/13/16	Grades: 8
Standard(s):	ELAGSE8SL1, ELAGSE8SL2, ELAGSE8RI1, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI8, ELAGSE8RI10 ELAGSE8W2, ELAGSE8W4, ELAGSE8W5, ELAGSE8W6, ELAGSE8W8, ELAGSE8W9, ELAGSE8W10, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L4, ELAGSE8L6		
I Can . . .	<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 cite textual evidence that supports inferences.</p> <p>I can determine the meaning of words and phrases in a text including figurative and connotative meanings.</p> <p>I can analyze the structure of a specific paragraph in a text.</p> <p>I can determine the author’s point of view or purpose in a text.</p> <p>I can evaluate specific claims within a text.</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 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-Friday- Ticket out the Door Activity- Summary of the activities that the students have accomplished during class that day. This will be used as a formative assessment to check understanding of the content.</p> <p>Overall goal: Students will be able to read selections from informational passages and gather evidence from the text to support their observations of the texts in a 5 paragraph essay (extended response).</p> <p>Monday- Warmup</p> <ul style="list-style-type: none"> ● Verbal Mood practice (5 minutes) ● Introduction of Informative Writing p.35-42 (15 minutes) ● Student Practice: Article Scan-throughs (10 minutes) ● Teacher Model: Writer’s Brain Article Scan-Throughs (8 minutes) ● Whole Class: Evidence Gathering (5 minutes) ● Student Practice: Evidence Gathering (10 minutes) 		

	<ul style="list-style-type: none"> ● Student Practice: Answering Article Questions (15 minutes) ● Class Review: Article Questions Answers (10 minutes) <p>Tuesday- Warmup</p> <ul style="list-style-type: none"> ● Verbal Mood practice ● Informative Writing Terms ● Student Practice: p. 43- 51 ● Whole Class: Review of Informative Writing prompt/ Preparation for tomorrow's prompt <p>Wednesday- Warmup</p> <ul style="list-style-type: none"> ● Read an Informative Brochure, a Blog, a News Report, an Insurance Claim ● Complete Close Read and Discuss/Decide Questions (Model Answers w/Class use CSET Strategy) ● Complete Reading Comprehension Questions on Informative Piece <p>Thursday- Warmup</p> <ul style="list-style-type: none"> ● Complete Prose-Constructed Response Questions (CSET Strategy) ● Teacher Model: Rough Drafting Process Pieces (25 minutes) ● Student Practice: Planning and Prewriting Process for Step 2 Process <ul style="list-style-type: none"> ○ Google Classroom Teacher Editing and Commenting <p>Friday- Warmup</p> <ul style="list-style-type: none"> ● Verbal Mood Check In/ Writing Practice (8 minutes) ● Teacher Model: How to write an essay in 60 minutes (12 minutes) ● Student Practice: Final Drafting Process (50 minutes) <ul style="list-style-type: none"> ○ Google Classroom Teacher Editing and Commenting
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DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	Scholastic Warmup Writing Journals- These journals help students accomplish and practice their writing standards throughout the course of the year. These journals also help students with their verbal skills and articulation when they choose to share their writing with the class.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	<ul style="list-style-type: none"> ● Text Structure Practice 	<input checked="" type="checkbox"/> Formative	<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal

	<ul style="list-style-type: none"> ● Verbal Mood Practice ● Test Essay Skills and Practice ● Student Writing Practice 	<input type="checkbox"/> Summative	<input type="checkbox"/> Rubric <input type="checkbox"/> Other-
3	<ul style="list-style-type: none"> ● Creating an Informative essay in sixty minutes 	Formative X Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
4		Formative Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
Summarizing Activity:	Identifying Text Structures DOK Constructed Response Questions- Google Classroom Cause and Effect Essay		
Resources	Google Classroom ChromeBooks Performance Assessment Workbook		