**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | | ELA | |
| **Date:** | **Beginning: 8/21/16 Ending: 8/25/16** | **Grades:** | | 8 | |
| **Standard(s):** | ELAGSE8L2, ELAGSE8SL1, ELAGSE8W1, ELAGSE8W4, ELAGSE8W5, ELAGSE8RI1, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI8, ELAGSE8RI9 | | | | |
| ***I Can . . .*** | I can cite evidence to support a claim.  I can link my evidence to my claim.  I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  I can engage effectively in a range of collaborative discussions and build on others’ ideas and expressing their own clearly.  I can produce clear and coherent writing.  I can determine the meaning of words and phrases as used in text.  I can analyze in detail the structure of a specific paragraph.  I can determine an author’s point of view in a text including conflicting evidence and viewpoints.  I can determine if evidence is relevant.  I can analyze two or more texts and identify where they disagree.  I can develop and strengthen writing through peer revisions.  I can write arguments to support claims with clear reasons and relevant evidence. | | | | |
| **This Week:** | Monday-  No School  Tuesday-  Bell Ringer- Trash Can Words:  Step 1: Argumentative Essay  Wednesday-  Bell Ringer- Reading Comprehension Day 3&4  Step 2: Read 4 sources  Distinguish between credible and non-credible evidence  Constructed response including textual evidence  Thursday-  Bell Ringer- Trash Can Words:  Step 2: Should students be required to stay in school until they are 18?  Planning and Prewriting  Begin Drafting  Friday-  Bell Ringer- Reading Comprehension Day 5  Step 2: Should students be required to stay in school until they are 18?  Finish Drafting  Peer Review Checklist | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | **Assessment** | | |
| **­­**  **Remediation** | Bell Ringers – Daily Comprehension warm ups | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **2** | Terminology of Argumentative Texts  Distinguish between credible and non-credible evidence  Planning and Prewriting  Trash Can Words – daily bell ringers | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **3** | Analyze a student model of an argumentative essay  Drafting | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
| **4** | Peer Revision | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
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| **Resources** | Chrome Cart  HOLT Performance Assessment  HOLT Textbook | | | | |