**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | | ELA | |
| **Date:** | **Beginning: 8/28/17 Ending: 9/1/17** | **Grades:** | | 8 | |
| **Standard(s):** | ELAGSE8L2, ELAGSE8L6, ELAGSE8SL1, ELAGSE8W1, ELAGSE8W4, ELAGSE8W5, ELAGSE8W8, ELAGSE8W10, 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.  I can acquire and accurately use grade level vocabulary.  I can write routinely over both extended and shorter time frames.  I can gather relevant information from multiple print and digital resources and assess the credibility and accuracy. | | | | |
| **This Week:** | Monday-  Bell Ringer- Reading Comprehension Day 1&2  Step 2: Credible vs. Non- Credible Evidence  Tuesday-  Bell Ringer- Trash Can Words: said  Step 2: Should students be required to stay in school until they are 18?  Planning and Prewriting  Begin Drafting  Wednesday-  Bell Ringer- Reading Comprehension Day 3&4  Step 2: Should students be required to stay in school until they are 18?  Finish Drafting  Peer Review Checklist  Thursday-  Bell Ringer- Trash Can Words: sad  Student/Teacher Conferences in Google Classroom  CLOSE Reader- Much Too Young To Work So Hard  Complete Annotations and Close Read Activities  Complete Constructed Response Citing Textual Evidence  Friday-  Bell Ringer- Reading Comprehension Day 5  Student/Teacher Conferences in Google Classroom  CLOSE Reader- History Article Much Too Young To Work So Hard by Naoki Tanaka  Complete Annotations and Close Read Activities  Complete Constructed Response Citing Textual Evidence | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | **Assessment** | | |
| **­­**  **Remediation** | Weekly Reading Comprehension Warm-Ups | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **2** | Trash Can Words  Terminology of Argumentative Texts  Distinguish between credible and non-credible evidence  Planning and Prewriting | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **3** | Drafting | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
| **4** | Peer Revision  Student/Teacher Conference | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
| **Summarizing**  **Activity:** | Student/Teacher Conferences | | | | |
| **Resources** | Chrome Cart  HOLT Performance Assessment  HOLT Textbook  DOE Argumentative Rubric  HOLT Close Reader | | | | |