**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 SchoolTuesday- Bell Ringer- Trash Can Words: Step 1: Argumentative EssayWednesday- Bell Ringer- Reading Comprehension Day 3&4Step 2: Read 4 sources Distinguish between credible and non-credible evidenceConstructed response including textual evidenceThursday-Bell Ringer- Trash Can Words: Step 2: Should students be required to stay in school until they are 18?Planning and PrewritingBegin DraftingFriday- Bell Ringer- Reading Comprehension Day 5Step 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 TextsDistinguish between credible and non-credible evidencePlanning and PrewritingTrash Can Words – daily bell ringers | [x]  Formative[ ]  Summative | [ ] Selected Response[ ] Constructed Response[x] Verbal[ ] Rubric[ ] Other  |
| **3** | Analyze a student model of an argumentative essay Drafting | [x]  Formative[ ]  Summative | [ ] Selected Response[x] Constructed Response[x] Essay[x] Verbal[ ] Rubric[ ] Other  |
| **4** | Peer Revision | [ ]  Formative[x]  Summative | [ ] Selected Response[ ] Constructed Response[x] Essay[x] Verbal[ ] Rubric[ ] Other  |
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| **Resources** | Chrome CartHOLT Performance AssessmentHOLT Textbook  |