**ELA Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **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&2Step 2: Credible vs. Non- Credible EvidenceTuesday- Bell Ringer- Trash Can Words: saidStep 2: Should students be required to stay in school until they are 18?Planning and PrewritingBegin DraftingWednesday- Bell Ringer- Reading Comprehension Day 3&4Step 2: Should students be required to stay in school until they are 18?Finish Drafting Peer Review ChecklistThursday-Bell Ringer- Trash Can Words: sadStudent/Teacher Conferences in Google ClassroomCLOSE Reader- Much Too Young To Work So HardComplete Annotations and Close Read ActivitiesComplete Constructed Response Citing Textual EvidenceFriday- Bell Ringer- Reading Comprehension Day 5Student/Teacher Conferences in Google ClassroomCLOSE Reader- History Article Much Too Young To Work So Hard by Naoki TanakaComplete Annotations and Close Read ActivitiesComplete Constructed Response Citing Textual Evidence |
| **DOK Level** | **Activities / Assignments / Questions** | **Assessment** |
| **­­****Remediation** | Weekly Reading Comprehension Warm-Ups | [x]  Formative[ ]  Summative | [x] Selected Response[ ] Constructed Response[x] Verbal[ ] Rubric[ ] Other  |
| **2** | Trash Can WordsTerminology of Argumentative TextsDistinguish between credible and non-credible evidencePlanning and Prewriting | [x]  Formative[ ]  Summative | [x] Selected Response[ ] Constructed Response[x] Verbal[ ] Rubric[ ] Other  |
| **3** | Drafting | [x]  Formative[ ]  Summative | [ ] Selected Response[x] Constructed Response[x] Essay[x] Verbal[ ] Rubric[ ] Other  |
| **4** | Peer RevisionStudent/Teacher Conference | [x]  Formative[ ]  Summative | [ ] Selected Response[ ] Constructed Response[x] Essay[x] Verbal[ ] Rubric[ ] Other  |
| **Summarizing****Activity:** | Student/Teacher Conferences |
| **Resources** | Chrome CartHOLT Performance AssessmentHOLT Textbook DOE Argumentative RubricHOLT Close Reader |