**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | | ELA | |
| **Date:** | **Beginning: 8/14/16 Ending: 8/18/16** | **Grades:** | | 8 | |
| **Standard(s):** | ELAGSE8L2, ELAGSE8SL1, ELAGSE8W4, ELAGSE8RI1, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI8, ELAGSE8RI9 | | | | |
| ***I Can . . .*** | I can determine a theme.  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. | | | | |
| **This Week:** | Monday-  WU- Reading Comprehension Days 1 & 2  USATestPrep- Unit 1 Pre-Test  Tuesday-  WU- Trash Can Words: Little  When Do Kids Become Adults? Reading selections from “Room for Debate” in the New York Times  Small groups- Critical vocabulary and analyzing the text questions  Wednesday-  WU- Reading Comprehension Days 3 & 4  When Do Kids Become Adults? Reading selections from “Room for Debate” in the New York Times  Small groups- Critical vocabulary and analyzing the text questions  Thursday-  WU- Trash Can Words: Big  Step 1: Argumentative Essay  Friday-  WU- Reading Comprehension Day 5  Step 2: Read 4 sources  Distinguish between credible and non-credible evidence  Constructed response including textual evidence | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | **Assessment** | | |
| **­­**  **Remediation** |  | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **2** | Evaluate: In “What the brain says about maturity,” what is the main reason the author gives to support his claim?  Analyze: In “Leave the voting age alone,” what counterargument does the author make to respond to people who want to lower the voting age in order to increase teenagers’ participation in the political process?  Critical Vocabulary & Greek Roots Strategy  Terminology of Argumentative Texts | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **3** | Evaluate: Evaluate the argument made in “Better training for new drivers.” Does the author provide sufficient relevant evidence to support his claim? Explain why or why not.  Analyze a student model of an argumentative essay | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
| **4** | Synthesize: The title of this selection asks “When do kids become adults?” Based on what you have read, how would you answer this question? Cite text evidence to support your analysis. | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric  Other |
| **Summarizing**  **Activity:** |  | | | | |
| **Resources** | Chart paper  Markers  Chrome Cart  HOLT Performance Assessment  HOLT Textbook | | | | |