**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | ELA |
| **Date:** | **Beginning: 10/16/17 Ending: 10/20/17**   | **Grades:** | 8 |
| **Standard(s):** | ELAGSE8RL1, ELAGSE8RL2, ELAGSE8RL3, ELAGSE8RL4, ELAGSE8RL6, ELAGSE8L2, ELAGSE8W2, ELAGSE8W9, ELAGSE8SL2, ELAGSE8RL7 |
| ***I Can . . .*** | I can cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.I can determine a central idea of a text and analyze its relationship to the characters, setting, and plot.I can analyze how particular lines of dialogue or incidents in a novel propel the action and reveal aspects of a character.I can determine meanings of words and phrases as they are used in a text and analyze the impact of specific word choices and tone.I can analyze how differences in the points of view of characters and the audience use of dramatic irony create suspense and humor.I can demonstrate command of the conventions of standard English when writing.I can write explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization and analysis of relevant content.I can draw evidence from literary texts to support analysis, reflection and research.I can analyze the purpose of information presented in diverse media and formats and evaluate the motive. I can analyze the extent to which a filmed or live production of a story/drama stays faithful to or departs from the text/script, evaluating choices made by director/actors. |
| **This Week:** | Monday- Reading Comprehension Warm-UpLit Circles for Chapters 5-8Character Acrostic (Killing Lincoln OR John Wilkes Booth)Tuesday- Trash Can WordsRead Chapters 9-14 Chasing Lincoln’s KillerLit Circle conferences with teacherWednesday- Reading Comprehension Warm-UpRead Chapters 9-14Lit Circle conferences with teacherThursday-Trash Can WordsPicture Analysis Comprehension Test on Chasing Lincoln’s KillerShort Constructed response questions via Google ClassroomFriday- Video – Killing LincolnDiscuss video based on the standard |
| **DOK Level** | **Activities / Assignments / Questions** | **Assessment** |
| **­­****Remediation** | Weekly Reading Comprehension Warm-UpsCSET | [x]  Formative[ ]  Summative | [x] Selected Response[ ] Constructed Response[x] Verbal[ ] Rubric[ ] Other  |
| **2** | Trash Can WordsReading Comprehension QuizLit Circle Role- Word WizardSettingParaphrasingSimileCharacter analysis PlotKey UnderstandingComprehension test Synopsis | [x]  Formative[ ]  Summative | [x] Selected Response[ ] Constructed Response[x] Verbal[ ] Rubric[ ] Other  |
| **3** | Picture Analysis w/Textual Evidence (T Chart)Character AcrosticLit Circle Role- Literary LuminaryLit Circle Role- Summarizer & ConnectorLit Circle Role- Discussion DirectorShort Constructed Response- Google Classroom Should Dr. Mudd be held accountable as an accomplice in Lincoln’s assassination given his knowledge of what Booth had done and his prior conspiratorial relationship with Booth? Cite evidence to support your claim.“The rising sun nudged above the horizon and colored the eastern sky, flooding the Garrett farm with light, which shone on Booth’s face. The stage grew dark for him. His body shuddered. John Wilkes Booth was dead” (177) Why does Swanson use this simile to paint a picture of Booth’s demise?Why does the author, James Swanson, declare Booth a failure? (193)Text dependent questions – with evidence based answers (There Will Come Soft Rains/Ray Bradbury) | [x]  Formative[x]  Summative | [x] Selected Response[x] Constructed Response[ ] Essay[x] Verbal[x] Rubric 2 point SCR[ ] Other  |
| **4** | Student/Teacher Conference for Lit circle evaluations | [x]  Formative[ ]  Summative | [ ] Selected Response[ ] Constructed Response[ ] Essay[x] Verbal[x] Rubric[ ] Other  |
| **Summarizing****Activity:** | Student/Teacher ConferencesCharacter Acrostic |
| **Resources** | Chart PaperMarkersPost-It NotesChromebooksChasing Lincoln’s Killer by James L. SwansonVideo – Killing Lincoln |