**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | | ELA | |
| **Date:** | **Beginning: 10/23/17 Ending: 10/27/17** | **Grades:** | | 8 | |
| **Standard(s):** | ELASE8W7, ELASE8W8, ELASE8W0,ELAGSE8RL1, ELAGSE8RL2, ELAGSE8RL3, ELAGSE8RL4, ELAGSE8RL6, ELAGSE8L2, ELAGSE8W2, ELAGSE8SL2, ELAGSE8RL7 | | | | |
| ***I Can . . .*** | I can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  I can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  I can draw evidence from literary or informational texts to support analysis, reflection, and research.  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-  Introduction to Social Studies research paper  Power point – Introduction to research  Power Point – Social Studies disciplines  Worksheet – research data collection and organization  Tuesday-  Research day  Worksheet – research data collection and organization  Wednesday-  Research day  Worksheet – research data collection and organization  Thursday-  A&E Video Clip- The Monkey’s Paw  Whole Group Vocabulary Discussion  Read “The Monkey’s Paw” by William Jacobs  Whole Group Guided Discussions- Foreshadowing and Allusions  Friday-  Journal- 3 Wishes  Finish Reading “The Monkey’s Paw” by William Jacobs  Continue Whole Group Guided Discussions- Foreshadowing and Allusions  Determine Theme  Complete Analyze the Text Questions in modified Lit Circle Groups | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | **Assessment** | | |
| **­­**  **Remediation** | Weekly Reading Comprehension Warm-Ups  CSET Format | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **2** | Trash Can Words  Determine Theme in “The Monkey’s Paw”  Discuss the 3 types of foreshadowing and identify examples throughout the text- dialogue, event, imagery  Power Point –Introduction to Research Paper  Power Point – Social Studies 6 disciplines  Collecting data | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **3** | Short Constructed Response  Organizing data and relevance for social studies research paper  Worksheet – Resource Reference Sheet | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric- 2 Point SCR  Other |
| **4** |  | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric- 2 Point SCR  Other = |
| **Summarizing**  **Activity:** | Short Constructed Responses  Whole Group Discussions  Cross Curricular project – Social Studies Fair research paper | | | | |
| **Resources** | Chromebooks  Google Classroom  2017 GCSS Virtual Social Studies Fair Project | | | | |