

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 01/08/18	Ending: 01/12/18	Grades: 6 th Grade
Standard(s):	ELAGSE6RL1, ELAGSE6RL2, ELAGSERL3, ELAGSE6RL4, ELAGSE6RL9, ELAGSE6RI1, ELAGSE6RI3, ELAGSE6RI4, ELAGSE6RI6, ELAGSE6RI7, ELAGSE6W2, ELAGSE6W3, ELAGSE6W4		
<i>I Can . . .</i>	<p>I can analyze text structure and its contribution to the development of the text.</p> <p>I can cite textual evidence</p> <p>I can determine the theme or central idea of a text</p> <p>I can provide an objective summary</p> <p>I can explain how a plot unfolds and how it impacts the characters</p> <p>I can compare and contrast text from different genres</p> <p>I can explain how a key idea is introduced, illustrated and elaborated</p> <p>I can determine or clarify the meaning of words or phrases</p> <p>I can determine the author's point of view</p> <p>I can integrate information from different sources</p> <p>I can produce informational writing</p> <p>I can produce narrative writing</p> <p>I can produce clear and coherent writing for appropriate audiences</p>		
This Week:	<p>Monday: No School</p> <p>Tuesday: Review classroom and school rules. Review and finish up <u>Snow Treasure</u> and completing assignments using IXL mastering the skill of Text Structure.</p> <p>Wednesday: Review story elements (Exposition, Inciting Incident, Rising Action, Climax, Falling Action and Resolution) Finish up Tuesday's task.</p> <p>Thursday: Introduce argumentative vocabulary and go over CSET graphic organizer for argumentative writing.</p> <p>Friday: Read "Can Animals Feel and Think?" from Close Reader. Pages 25-28..respond to Literature, analyze sufficient evidence, point of view and central idea.</p>		
DOK Level	Activities / Assignments / Questions	Assessment	
	<ul style="list-style-type: none"> Review parts of speech 	x <input type="checkbox"/> Formative	<input type="checkbox"/> Selected Response

Remediation	<ul style="list-style-type: none"> Identifying Context Clues 	<input type="checkbox"/> Summative	<input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	<ul style="list-style-type: none"> Think aloud strategies: use these strategies to help students with reading comprehension. Planning and Pre-Writing Comprehending argumentative vocabulary 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other -
3		<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Jigsaw & Performance Task
4		<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Performance Task
Summarizing Activity:	<ul style="list-style-type: none"> Question & Answer Session led by the Teacher Small Group discussions Constructed Response Questions Double Entry Journaling 		

Resources

- www.usatestprep.com
- Close Reader, Performance Assessment and text book
- www.ixl.com
- www.commonlit.org
- www.readworks.org