

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 02/05/18	Ending: 02/09/18	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: Progress Monitoring (EasyCBM)</p> <p>Tuesday: Work on IXL assignments (pronouns)</p> <p>Quick write / Read "Face Your Fears and Scare the Phobia Out of Your Brain" in the Close Reader workbook p.13-16:</p> <p>Respond to literature, analyze sufficient evidence, point of view, and central idea</p> <p>Argumentative vocabulary</p> <p>Wednesday Introduce argumentative vocabulary and go over CSET graphic organizer for argumentative writing, story elements</p> <p>Thursday: Work on IXL assignments (pronouns)</p> <p>Continue on with "Face Your Fears and Scare the Phobia Out of Your Brain" in the Close Reader workbook p.13-16:</p> <p>Argumentative vocabulary</p> <p>Friday: Terminology of Argumentative Texts page 8. Discuss graphic organizer</p>		
DOK Level	Activities / Assignments / Questions		Assessment

Remediation	<ul style="list-style-type: none"> • Review parts of speech • Identifying Context Clues: Review story elements (Exposition, Inciting Incident, Rising Action, Climax, Falling Action and Resolution) • 	x <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <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	<ul style="list-style-type: none">• www.usatestprep.com• Close Reader, Performance Assessment and text book• www.ixl.com• www.commonlit.org• www.readworks.org