

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 02/26/18	Ending: 03/02/18	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 Easy CBM</p> <p>Tuesday: Finishing Progress Monitoring/IXL (Finishing Text Structure Q1-4) Starting Transitions (L1-4)</p> <p>Wednesday : Students will marking writing assessments using the rubric.</p> <p>Thursday: Students will finish up marking writing assessments using the rubric</p> <p>Friday: Go Far Activities</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 		

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