

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 04/09/18	Ending: 04/13/18	Grades: 6 th Grade
Standard(s):	ELAGSE6RL1, ELAGSE6RL2, ELAGSERL3, ELAGSE6RL4, ELAGSE6RL9, ELAGSE6RI1, ELAGSE6RI3, ELAGSE6RI4, ELAGSE6RI6, ELAGSE6RI7, ELAGSE6W2, ELAGSE6W3, ELAGSE6W4		
<i>I Can . . .</i>	I can analyze text structure and its contribution to the development of the text. I can cite textual evidence I can determine the theme or central idea of a text I can provide an objective summary I can explain how a plot unfolds and how it impacts the characters I can compare and contrast text from different genres I can explain how a key idea is introduced, illustrated and elaborated I can determine or clarify the meaning of words or phrases I can determine the author's point of view I can integrate information from different sources I can produce informational writing I can produce narrative writing I can produce clear and coherent writing for appropriate audiences		
This Week:	Monday: Progress Monitoring with Easy CBM Tuesday: Review Figurative Language Vocabulary/ IXL second half Wednesday: Strategies for timed writing Thursday: Strategies for timed writing Friday: Practice timed writing strategies with constructive response questions		
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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