

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 11/13/17	Ending: 11//17	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 and explore the theme of triumph over imperfection, shame, and/or loss.</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 : Grammar: Pronoun usage/ IXL: Pronouns Daily Grammar Practice (DGP) Writing: Re-teaching informative Writing (subject by subject)</p> <p>Tuesday: Grammar: Pronoun usage/ IXL: Pronouns Daily Grammar Practice (DGP) Writing: Step 2 Re-teaching informative Writing (subject by subject)</p> <p>Wednesday Grammar: Pronoun usage/ IXL: Pronouns Daily Grammar Practice (DGP) Writing: Step 2 Re-teaching informative Writing (subject by subject) Students will complete graphic organizer as well as rough draft of Hurricanes and Tornadoes</p>		

	<p>Thursday - Grammar: Pronoun usage/ IXL: Pronouns Daily Grammar Practice (DGP) Writing: Students will do peer review of the informative essay over Hurricanes/Tornadoes.</p> <p>Friday - Grammar: Pronoun usage/ IXL: Pronouns Daily Grammar Practice (DGP) Writing: Step 2 Re-teaching informative Writing (subject by subject) Students will write their final draft in Google class room.</p>		
DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	<ul style="list-style-type: none"> Review parts of speech Identifying Context Clues 	<input checked="" 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 	<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	<ul style="list-style-type: none"> Analyzing a student model of an informative essay. Drafting Edit and revising informative essay 	<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 type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay

		<input checked="" type="checkbox"/> Summative	<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"> • usatestprep.com • www.ixl.com 		