

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 8/7/2017 Ending: 8/11/2017	Grades:	8 th Grade
Standards	ELAGSE8L2, ELAGSE8SL1, ELAGSE8W4, ELAGSE8RI1, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI9		
Differentiation:	Construct CSET model in small groups		
I Can:	<p>I can determine a theme.</p> <p>I can cite evidence to support a claim.</p> <p>I can link my evidence to my claim.</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>I can engage effectively in a range of collaborative discussions and build on others' ideas and expressing their own clearly.</p> <p>I can produce clear and coherent writing.</p> <p>I can determine the meaning of words and phrases as used in text.</p> <p>I can determine an author's point of view in a text including conflicting evidence and viewpoints.</p>		
Teacher Notes:	<p>Monday- Daily Grammar Practice (DGP) Model/Share CSET presentation and Pixar shorts</p> <p>Tuesday- Daily Grammar Practice (DGP) Introduction to Media Center procedures and material w/Perdue Independent reading if time allows.</p> <p>Wednesday- Daily Grammar Practice (DGP) Introduce Annotations: https://www.youtube.com/watch?v=BrIUkc5hPzs Man in the Mirror: https://www.youtube.com/watch?v=PivWY9wn5ps Annotate lyrics Discuss Annotations</p> <p>Thursday- Daily Grammar Practice (DGP) SRI Benchmark Testing</p> <p>Friday- Daily Grammar Practice (DGP) USATest Prep Pre Test Reading "When Do Kids Become Adults?" Reading selections from "Room for Debate" in the New York Times Vocabulary: Critical vocabulary and analyzing the text questions.</p>		

DOK Level	Activities / Assignments / Questions	Assessment	
1	Reviewing Parts of Speech Reviewing CSETS	<input type="checkbox"/> Formative <input checked="" 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	Evaluate “What the Brain says about maturity.” What is the main reason the author gives to support his claim Analyze “Leave the voting age along”	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
3	Construct response citing evidence to support theme-CSET model Annotations: Text to Text, text to self, text to world, text to media	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
4		<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
Resources:	Chart paper Markers Chrome Cart		

****Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)**