

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 8/21/2017 Ending: 8/25/2017	Grades:	8 th Grade
Standards	ELAGSE8RI1: Cite text evidence ELAGSE8RI4: Determine the meaning of words and phrases ELAGSE8RI5: Analyze structure ELAGSE8RI8: Trace and evaluate an argument ELAGSE8SL1: Come to discussions prepared ELAGSE8W4: Determine figurative meanings		
Differentiation:	Audial, PALS, Small groups, individual		
Objective	Students will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant.		
Teacher Notes:	<p>Monday: No School</p> <p>Tuesday: Warm Up: Trash Can Words Reading: Pre Test- USA Test Prep Unit 1</p> <p>Wednesday: Warm Up: Reading Comprehension Day 1&2 Reading: Finish Articles "When Do Kids Become Adults?" Writing: Small groups/Critical vocabulary and analyzing the text questions.</p> <p>Thursday: Warm Up: Trash Can Words Writing: Finish up Critical vocabulary and analyzing the text questions.</p> <p>Friday: Warm Up: Reading Comprehension Day 3&4 Reading: Step 1: Argumentative Essay.</p>		

DOK Level	Activities / Assignments / Questions	Assessment	
1	Evaluate: in “What the brain says about maturity,” what is the main reason the author gives to support his claim?	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other
2	Analyze: In “Leave the voting age alone,” what counterargument does the author makes to respond to people who want to lower the voting age in order to increase teenagers’ participation in the political process. Critical Vocabulary and Creek Roots Strategy	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
3	Evaluate the argument made in “Better training for new drivers.” Does the author provide sufficient relevant evidence to support his claim? Explain why or why not.	<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 –
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 Holt textbook Close Reader		

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