

# JMS Lesson Plan

<b>Teacher Name:</b>	Glenda J. Cagle	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning:</b> 9/4/2017 <b>Ending:</b> 9/8/2017	<b>Grades:</b>	8 <sup>th</sup> Grade
<b>Standards</b>	<p><b>ELAGSE8RI1:</b> Cite text evidence</p> <p><b>ELAGSE8RI4:</b> Determine the meaning of words and phrases</p> <p><b>ELAGSE8RI5:</b> Analyze structure</p> <p><b>ELAGSE8RI6:</b> Determine an author’s point of view in a text including conflicting evidence and viewpoints.</p> <p><b>ELAGSE8RI8:</b> Trace and evaluate an argument</p> <p><b>ELAGSE8SL1:</b> Come to discussions prepared</p> <p><b>ELAGSE8W1:</b> Write an argument to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE8W4:</b> Determine figurative meanings</p> <p><b>ELAGSE8W5:</b> Develop and strengthen writing through peer revisions</p> <p><b>ELAGSE8L6:</b> Acquire and accurately use grade level vocabulary</p>		
<b>Differentiation:</b>	<b>Audial, PALS, Small groups, individual</b>		
<b>Objective</b>	<b>Students will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant.</b>		
<b>Teacher Notes:</b>	<p>Monday: Labor Day</p> <p>Tuesday: Warm Up: Trash Can Words  Writing: Credible vs. Non-Credible Evidence  Step 2-Should students be required to stay in school until they are 18?  Planning and Prewriting  Begin Drafting</p> <p>Wednesday: Warm Up: Reading Comprehension Day  Writing: Continue with Planning and Prewriting</p>		

	<p>Thursday: Warm Up: Trash Can Words Writing: Finishing drafting Peer Review Checklist</p> <p>Friday: Warm Up: Reading Comprehension Day Writing: Continue with Peer Review Checklist</p>		
DOK Level	Activities / Assignments / Questions	Assessment	
1	Weekly Reading Comprehension Warm-Ups	<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	Terminology of Argumentative Texts Distinguish between credible and non-credible evidence Planning and Pre-Writing	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
3	Analyze a student model of an argumentative essay Drafting	<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 Chrome Cart		

	<b>Holt Performance Assessment</b> <b>DOE Argumentative Rubric</b>	
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*\*\*Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)*