

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 10/2/2017 Ending: 10/6/2017	Grades:	8 th Grade
Standards	ELAGSE8RI1: Cite text evidence ELAGSE8RI4: Determine the meaning of words and phrases ELAGSE8RI5: Analyze structure ELAGSE8RI6: Determine an author's point of view in a text including conflicting evidence and viewpoints. ELAGSE8RI8: Trace and evaluate an argument ELAGSE8SL1: Come to discussions prepared ELAGSE8W1: Write an argument to support claims with clear reasons and relevant evidence. ELAGSE8W4: Determine figurative meanings ELAGSE8W5: Develop and strengthen writing through peer revisions ELAGSE8L6: Acquire and accurately use grade level vocabulary		
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: Warm Up: Trash Can Words Reading: Students will be reading Source #2 of Step 3 <u>Sacrificing the First Amendment to catch "Cyberbullies"</u> (Pages 27-28) Writing: Credible vs. Non-Credible Evidence The students will answer the Close Read on page 28 using CSET</p> <p>Tuesday: Warm Up: Trash Can Words Reading: Students will read Source #3, fat sheet on What is Cyberbullying? Writing: Students will complete the discussion section on page 29.</p> <p>Wednesday: Warm Up: Reading Comprehension Day Writing: Students are ready to start planning/drafting and editing the essay on <i>Should individuals be prosecuted for statements made on social media?</i></p> <p>Thursday: Writing: Continue from Wednesday</p> <p>Friday: Students will do their final essay in Google Classroom</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 Edit and revise argumentative essay	<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 Holt Performance Assessment DOE Argumentative Rubric		