

# JMS Lesson Plan

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|-------------------------|---|---|--|
| <b>Teacher Name:</b>    | Glenda J. Cagle   | <b>Subject:</b>   | ELA  |
| <b>Date:</b>            | <b>Beginning:</b> 11/27/2017<br><b>Ending:</b> 12/15/2017   | <b>Grades:</b>  | 8 <sup>th</sup> Grade  |
| <b>Standards</b>        | ELAGSE8L2, ELAGSE8L6, ELAGSE8SL1, ELAGSE8W1, ELAGSE8W4, ELAGSE8W5, ELAGSE8W8, ELAGSE8W10, ELAGSE8RI1, ELAGSE8RI4, ELAGSE8RI5, ELAGSE8RI6, ELAGSE8RI8, ELAGSE8RI9  |   |  |
| <b>Differentiation:</b> | <b>Audial, PALS, Small groups, individual</b>   |   |  |
| <b>I Can....</b>        | I can cite evidence to support a claim.<br>I can link my evidence to my claim.<br>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>I can produce clear and coherent writing.<br>I can determine the meaning of words and phrases as used in text.<br>I can determine an author's point of view in a text including conflicting evidence and viewpoints.<br>I can determine if evidence is relevant.<br>I can analyze two or more texts and identify where they disagree.<br>I can write arguments to support claims with clear reasons and relevant evidence.<br>I can acquire and accurately use grade level vocabulary.<br>I can write routinely over both extended and shorter time frames. |   |  |
| <b>Teacher Notes:</b>   | <ul style="list-style-type: none"> <li>• Student will be completing a writing assessment on November 29<sup>th</sup> and 30<sup>th</sup>.</li> <li>• From December 1<sup>st</sup> through December 15<sup>th</sup>, students will be in groups.</li> <li>• Students will be completing a novel Chasing Lincoln's Killer and completing assignments using IXL mastering the skill of Argument Writing.</li> </ul>  |   |  |
| <b>DOK Level</b>        | <b>Activities / Assignments / Questions</b>   | <b>Assessment</b>   |  |
| <b>1</b>                | Weekly Reading Comprehension Warm-Ups<br>CSET Formatting  | <input checked="" type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input checked="" type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input type="checkbox"/> Other |
| <b>2</b>                | Determining the Theme, Mood and Author's Purpose  | <input checked="" type="checkbox"/> Formative                                       | <input type="checkbox"/> Selected Response   |

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|-------------------|---|---|--|
|                   | Planning and Prewriting- Graphic Organizers<br>Lit. Circle- activities for Chasing Lincoln's Killer   | <input type="checkbox"/> Summative  | <input type="checkbox"/> Constructed Response<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric <input type="checkbox"/> Other –   |
| <b>3</b>          | Short Constructive Responses  | <input type="checkbox"/> Formative<br><input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input checked="" type="checkbox"/> Essay<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input type="checkbox"/> Other – |
| <b>4</b>          | Short Constructive Response Assessment-<br>Cite text evidence to support your claim.  | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative            | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input type="checkbox"/> Essay<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input type="checkbox"/> Other –            |
| <b>Resources:</b> | <b>Chart paper</b><br><b>Chrome Cart</b><br><b>Textbook, Close Reader and Performance Assessment book.</b><br><a href="https://www.scholastic.com/teachers/videos/teaching-content/chasing-lincolns-killer-book-trailer/">https://www.scholastic.com/teachers/videos/teaching-content/chasing-lincolns-killer-book-trailer/</a><br>Chasing Lincoln's Killer by James L. Swanson |   |  |