

Lesson Plans – Instructional ELA: Mrs. Campbell’s Classes

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson	WIDA 1 & 2 5 & 6- Exact Path	WIDA 1 & 2 5 & 6- NewsELA Articles & GIS	Classroom expectations and posters	WIDA 1 & 2 5 & 6- NewsELA & GIST	Valentines- what I appreciate about you/ Team building and rapport
Standard: CCSS abbreviations: <ul style="list-style-type: none"> • RL= Reading Literature • RI = Reading Informational • W = Writing • SL= Speaking and Listening • L = Language 	Testing and test practice	RI7.1- Cite several pieces of textual evidence to support analysis	SL7.1b- Follow rules for collegial discussion	RI7.1- Cite several pieces of textual evidence to support analysis	W7.4- produce clear and coherent writing appropriate to task, purpose, and audience
Content Objective (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).	Testing and practice test	I can demonstrate comprehension of citing textual evidence to support analysis by highlighting the 5 W’s of an informational NewsELA article to prepare for a summary of the article	I can demonstrate knowledge of following rules for collegial discussion by participating in a whole group discussion about classroom expectations & making a poster on one of the expectations	I can demonstrate application of citing textual evidence to support analysis by writing a GIST (30 word summary) of the text	I can demonstrate application of producing clear and coherent writing appropriate to task, purpose, and audience by writing “Valentines” to the people in my assigned group
Language Objective (Read, Write, Hear, Speak, Discuss, and Debate).	Testing and practice test	I can write to and orally share my text evidence of the 5 W’s of my article using at least 1 example for each claim of the W’s	I can write to demonstrate knowledge of expectations using correct verbiage and 1 example in the format of a poster	I can write to and orally share my text evidence of the 5 W’s of my article using at least 1 example for each claim of the W’s, modifying my claims and using others’ ideas to collaboratively create a GIST	I can orally share my writing within the parameters of the assignment using the stem I appreciate that _____ is _____ because he/ she _____
Vocabulary		Consumerism	respect	Consumerism	rapport, character
Accommodations	The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts,				

	graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.
--	---

****Please note, lesson plans are subject to change at teacher's discretion due to unforeseen events.***