# Lesson Plans – Instructional ELA

\*\*Make up tests/ no red ink last Mon- Tues. /Snow day Wed-Thurs

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Lesson** | Intro Socratic circle/ open v. closed questions | Scope article on Tik Tok | Socratic Circle | Reflection on Socratic/ Stars- summarizing | Continue Stars Summarization |
| **Standard:**  CCSS abbreviations:   * RL= Reading Literature * RI = Reading Informational * W = Writing * SL= Speaking and Listening * L = Language | SL7.1b Follow rules for collegial discussion | RI7.3 Analyze the interactions between individuals/ events/ ideas | SL7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed | RI7.1 Cite several pieces of textual evidence to support analysis | RI7.1 Cite several pieces of textual evidence to support analysis |
| **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). | |  | | --- | | Students will be able to demonstrate knowledge of following rules for collegial discussion by participating by recalling the general guidelines through a “test run” of a Socratic Circle. | |  | | Students will be able to demonstrate analysis of the interactions between individuals/events/ideas by filling out a graphic organizer for both sides of the argument with 100% accuracy because it is modeled. | Students will be able to demonstrate application of posing questions that elicit elaboration and respond to others’ questions and comments with relevant observations by participating in a Socratic circle. | Students will be able to demonstrate comprehension of citing several pieces of textual evidence by critically examining passages from Star texts and answering the questions with 100% accuracy (The first lesson will be modeled) | Students will be able to demonstrate comprehension of citing several pieces of textual evidence by critically examining passages from Star texts and answering the questions with 70% accuracy |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | |  | | --- | | Students will be able to demonstrate knowledge of following rules for collegial discussion by participating by recalling the general guidelines through a “test run” of a Socratic Circle. | |  | | Students will orally discuss the analysis as they work in groups to fill the chart out. | Students will orally discuss and ask questions about the topic/ questions using a Socratic method of participation. | Students will write answer questions using close reading strategies- underlining/ marking text, posing questions, making comments, etc. | Students will write answer questions using close reading strategies- underlining/ marking text, posing questions, making comments, etc. |
| **Vocabulary** |  |  |  |  |  |
| **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.***