# Lesson Plans – Instructional ELA

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Lesson** | 3 Level Guide | STAR TESTING | Drawing Conclusions and Making Inferences/ Star instructional | Drawing Conclusions and Making Inferences/ Star instructional | Kindness article |
| **Standard:**CCSS abbreviations: * RL= Reading Literature
* RI = Reading Informational
* W = Writing
* SL= Speaking and Listening
* L = Language
 | RI7.1 Cite several pieces of textual evidence to support analysis | Star Testing and Memoir share | RI7.1 Cite several pieces of textual evidence to support analysis | RI7.1 Cite several pieces of textual evidence to support analysis | RI7.6 Determine author’s point of view and purpose |
| **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).  | I can demonstrate Comprehension of citing textual evidence by answering a three level guide, correctly citing 6 of 8 statements. |  | I can demonstrate comprehension of textual evidence by making Inferences and drawing conclusions in my own life. | I can demonstrate analysis of textual evidence by reading articles and correctly answering 9 out of 12 the questions about conclusion and inference with my A/B partner | I can demonstrate analysis of determining author’s purpose and point of view by responding to a prompt post-reading. |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | I can orally justify my answers using the text to support my answer. |  | I can orally ask “what’s going on?”questions with my partner to practice inference and conclusion using the stem: My inference/ conclusion about this is\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_ | I can orally discuss my evidence with my A/B partner using the academic words inference and conclusion. | I can write to explain the author’s point of view and purpose using supporting evidence from the text (i.e.- diction) |
| **Vocabulary** | Documentary, environmentalist, ecosystem, biodiversity, sustainability |  | Conclusion, inference | Conclusion, inference | Viscerally, diction |
| **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.***