

JMMS Daily Lesson Plan for

Teacher: Condit (1 st period Palmer)	
Course/ Subject: ELA/Writing - Reading Like Writers--and Writing about It	
Date of Instruction: March 5, 2021	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: ELAGSE7W2a; ELAGSE7W4, ELAGSE7W5</p>
	<p>Learning Target:</p> <p>I will analyze the author’s craft move within text.</p>
	<p>Success Criteria: I know I have it when I can:</p> <ul style="list-style-type: none"> ● Create questions to help analyze the author’s craft moves. ● Determine the author’s goals for crafted moves in text. ● Refer to the anchor chart.
	<p>Introduction/Connection:</p> <ul style="list-style-type: none"> ● <i>Reread their stories and mark where they made deliberate craft decisions.</i> ● <i>Look for similar crafting moves in The Stolen Party.</i>
	<p>DIRECT INSTRUCTION:</p> <p><i>“Today I want to teach you that readers who write stories themselves read the texts others have written, aware that the authors made purposeful writing choices.”</i></p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the</p>	<p>GUIDED PRACTICE:</p> <p><i>Today we will focus on several crafting decisions that were made by the author of The Stolen Party. The students will be given the teaching chart “Writers Aim Toward Goals Such As...” to show them the different moves that I will be discussing from The Stolen Party.</i></p>

<p>instructional process that will be used to engage the students in the work period.</p> <p>Measuring and monitoring progress towards mastery of success criteria through formative assessment.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p><i>As I identify different lines from the text, I will think out loud while I analyze the author’s moves. Students will be asked to turn to their partners to discuss Rosaura’s inner thoughts.</i></p> <p><i>I will show the students how I can use the teaching chart to create questions about the story.</i></p> <ul style="list-style-type: none"> ● <i>What did you think when you first read the...?</i> ● <i>Now that you know the whole story, why do you think the author included it?</i> ● <i>Have the author used any of these goals from the teaching chart?</i> <p><i>Students will continue to work on generating questions about the writing moves that the author used to achieve specific goals in The Stolen Party.</i></p>
	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <ul style="list-style-type: none"> ● <i>Students will look back at the teaching chart “Ways to Write Powerfully about Reading”</i> ● <i>Students will practice writing about the craft moves in “The Summer of the Monkeys” by filling in the blank spaces in the sentence “The author used _____ in order to _____.”</i> <p>STRATEGY GROUP FOCUS: Support struggling students to write well about craft moves.</p> <p>Condit’s Strategy Groups:</p> <ul style="list-style-type: none"> • Group 1: Punctuation/Capitalization practice • Group 2: Identifying various sentence structures • Group 3: Essay/ paragraph organization • Group 4: Citing research evidence
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and</p>	<p>SUMMARIZE/FORMATIVE ASSESSMENT:</p> <p><i>Students will share their literary thoughts about what they have written.</i></p>

check for student
understanding .

**TKES : 1,2,3,
4,5,6,7,8**