

**ENGLISH LANGUAGE ARTS LESSON PLANS    September 14 - 18**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>6 EL A</b>	-Bell Ringer: Academic Vocabulary -Collect compare/contr. Writing. -Dialect p. 16 together; 1-5 individually <b>L1e</b>	-Bell Ringer: Rhetoric <i>No class – field trip</i>	-Bell Ringer: Academic Vocabulary -Model prompt writing in Close Reader. –Students write individually. <b>Evidence, inference</b>	-Bell Ringer: Rhetoric -Grammar Practice: Packets pp. 7-8 Subjects/Pred. <b>L1b, 2b</b>	-Bell Ringer: Gratitude Challenge -Independent Reading -Reteaching <b>RL, RI</b>
<b>7 ELA</b>	-Bell Ringer: Academic Vocabulary -ebook intro.: p. 18a Analyze Story Elements: Plot and Conflict <b>RL1,3</b> -Add setting p. 18c. Assign: Closer Reader’s <i>Big Things Come in Small Packages</i> pp. 3- 8. -Model prompt responses. <b>Cite evidence, inferences, analyze elements</b>	-Bell Ringer: Rhetoric -Discuss reading and prompts. -Continue to end – p. 12 citing text evidence. -#9 Writing p. 12 due Wed. <b>W</b>	-Bell Ringer: Academic Vocabulary -Media Analysis p. 19 -Review/teach 5 W’s to analyze structure p. 20 -Individual vocab 19-25. -Assign: read pp. 19-22 <i>Parents of Rescued Teenage Sailor...</i> <b>R1,2,5,8</b>	-Bell Ringer: Rhetoric -Discuss media. p. 23 1-2 individually. -Read together <i>Ship of Fools</i> pp. 24-26. -Trace and evaluate argument: partner work p. 27 full page and Q’s -Assign: read <i>Was Abby Too Young to Sail?</i> for Monday <b>R1,2,5,8</b>	-Bell Ringer: Gratitude Challenge -Independent Reading- Reteaching <b>RL, RI</b>

<b>9 ELA</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Academic Vocabulary</li> <li>-Performance Task: Writing Activity – Argument.</li> <li>-Peer review of rough draft.</li> <li>-Begin final draft.</li> <li>-Assign: Complete final draft.</li> </ul> <b>W1a-b</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Rhetoric</li> <li>-Collect final copy.</li> <li>-Critical vocabulary p. 9; 1-4, 1-4.</li> <li>-Correct and collect by end of class.</li> </ul> <b>L4b</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Academic Vocabulary.</li> <li>-Noun Clauses p. 10 – together.</li> <li>-Practice and Apply p. 10: Revise argument using noun clauses (partner work). Due Th.</li> <li>-Tutorial together, p. 10a.</li> <li>-Discuss claim, reasons, evidence, counterarg.</li> </ul> <b>L1b</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Rhetoric</li> <li>-Closer Reader: As a class read <i>Making the Future Better</i>,</li> <li>-Together pp. 3-7. Stop for prompts.</li> <li>-Assign: Finish reading and prompts for Monday.</li> <li>-Cite evidence, analyze how author's ideas/claims are developed, trace/evaluate argument, assess author's claims.</li> </ul> <b>RI</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Gratitude Challenge</li> <li>-Independent Reading</li> <li>-Reteaching</li> </ul> <b>RL, RI</b>
<b>11 ELA</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Academic Vocabulary</li> <li>-Discuss Close Reader's the <i>General History of Virginia</i> pp.3-10</li> <li>-Discuss/correct prompts. #12 together p. 10.</li> <li>-Partners: author purpose, central ideas, details chart 22c</li> </ul> Teacher's Edition <b>Cite text evidence, central idea, author purpose, US foundational document</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Rhetoric</li> <li>-Close Read: view <i>The Aztecs</i> on History Channel in ebooks.</li> <li>-Introduce and begin <i>Coming of Age in the Dawnland from 1491</i></li> <li>-Assign: finish to 31. pp.23-31</li> </ul> <b>RI1,2,4,6, 10</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Academic Vocabulary</li> <li>-Prompts and discussion p. 23-31.</li> <li>-Cause and Effect p. 31.</li> <li>-Meaning of Words/Phrases and Determine Author's Purpose p. 32 partners.</li> </ul> <b>RI1, 4</b> <ul style="list-style-type: none"> <li>-Assign: 1-6 Analyzing the Text p. 33</li> </ul> <b>RI1,2,4,6</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Rhetoric</li> <li><i>Class absent part of 4<sup>th</sup> hour</i></li> <li>-Discuss 1-6;</li> <li>-Writing p. 33: Argument</li> </ul> <b>W1</b> <ul style="list-style-type: none"> <li>-Assign: pp.34-35 for Monday</li> </ul> <b>RI10, L 4c, Lb</b>	<ul style="list-style-type: none"> <li>-Bell Ringer: Gratitude Challenge</li> <li>-Independent Reading</li> <li>-Reteaching</li> </ul> <b>RL, RI</b>

<b>10 ELA</b>	-Bell Ringer: Academic Vocabulary -Group work: compare and contrast folk tales using T diagram. -Organize info, -Assign: rough draft for Tuesday <b>RL5,6</b>	-Bell Ringer: Rhetoric -Peer review of rough drafts. -Language and Style: Formal vs. Informal p. 12 together. -Flashbacks and flash forwards p. 12a. lines 135-145 partn./discuss. Assign: final draft of C/C writing. <b>RL5, W</b>	-Bell Ringer: Academic Vocabulary -Collect final drafts. -POV: Cultural Backgrounds p. 12a together. Level Up Tutorial <b>RL6</b> -Intro. to Close Reader's <i>The Wife's Story</i> p. 12b : plot twists and irony. -Model prompt responses pp. 3-4. <b>plot, character development</b>	-Bell Ringer: Rhetoric -Read together pp. 5-8 stopping for prompt responses. -Assign for Monday: short response p. 9 <b>author's choice of structure</b>	-Bell Ringer: Gratitude Challenge -Independent Reading - Reteaching <b>RL, RI</b>
<b>6 ENRICH</b>	-Level Up Tutorials together; -Begin reading and assign Close Reader's <i>Jumping Tree</i> pp.3-8 <b>character development</b>	<i>No class – field trip</i>	-Correct and discuss prompt writing. -Vocabulary: pp. 17-32 individual work. -Introduce <i>Fine?</i> short story; Author info. <b>RL1-6</b>	-Introduce ebook, annotating and highlighting. -Read together, assign to read to p. 26 for Friday. -Discuss POV <b>RL1-6</b>	-Finish reading <i>Fine?</i> together. -Assign: p. 32 1-3 <b>L2a; L4,6</b>

<b>RTI</b>	ELA: <i>Symbaloo</i> <b>Jackson</b> –topic sentence <b>Sydney</b> – simple subject /predicate <b>Morgan</b> –verbs in context and sentence structure <b>Natasha</b> – character development <b>Holden</b> –Roman numerals in table of contents <b>Nathan</b> – proper nouns in written compositions	Math: <i>Khan Academy</i> Natasha MiKara Nathan Austin Mary Denae	ELA: <i>Symbaloo</i> <b>Jackson</b> - sentence order for paragraphs <b>Sydney</b> – complete subject / predicate <b>Morgan</b> – glossary use in informational text <b>Natasha</b> –main idea support details Holden – compare / contrast in informational text <b>Nathan</b> – identifying nouns	Math: <i>Khan Academy</i> Natasha MiKara Nathan Austin Mary Denae	ELA: <i>Symbaloo</i> <b>Jackson</b> - sentence sequence to paragraph <b>Sydney</b> – compound sentences <b>Morgan</b> – using guide words in dictionary <b>Natasha</b> – compare and contrast <b>Holden</b> – distinguishing fact from opinion <b>Nathan</b> – identifying direct objects
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### Materials

Currently all classes are using either the grade-appropriate Collections textbook or the corresponding Close Reader. The online ebook is slowly being introduced.

### Independent Reading:

Research shows that independent reading is crucial in the areas of language acquisition, reading comprehension, and the development of lifelong reading habits. In order to align with the Common Core standards Initiative, the following independent reading requirements have been put in place:

- Each student is responsible for independently reading at least three books (fiction or nonfiction) or 30 periodical articles or an equivalent combination of the two choices per quarter. The material must be at or above grade level, chosen by the student, and approved by the instructor.
- Most Fridays students will be given 30-40 minutes of class time to read independently. The remainder of independent reading must occur within the student's free time. Independent reading accounts for 20% of the ELA grade.
- Students must track their independent reading progress in a reading log which will be checked by the instructor each Friday.
- Upon the completion of each selected book or article, a student must complete the related assignment which can be found on the counter at the back of the ELA room.
- Each grade/class will have a group experience of independent reading -one title per year-forming a Book Club to enhance areas of comprehension, writing, speaking and listening.