

MVSU NCLB 2017 Summer Reading Institute  
Lesson Plan Template

Name: Jasmine C. Ford	Name of Unit: Explaining ourselves in the best way.	Date: August 7 – 14, 2017	Grade Level 8 <sup>th</sup> Grade
Objective	Procedures	Materials	Evaluation
<p><b>CCSS.ELA-LITERACY.W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p style="text-align: center;"><b>Day 1 – 6</b></p> <p><b>Model (I DO);</b> Over several days TTW provide students with examples of sentences that are not concise or given suggestions to students about their student choice. This will show students how to create concise and effective sentences that will create a paragraph.</p> <p><b>(WE DO)</b> – To together the students and teachers will come to discuss aloud the information given in a PowerPoint at the beginning of the two-week topic. Together we will discuss the key parts of information text.</p> <p><b>(YOU DO)</b> – Students will read the given passages from One Came Home and research pigeons and their likeness. Students will then outline, draft and finalize their essays for publication.</p> <p style="text-align: center;"><b>Work period agendas are below:</b></p> <p><b>Day 1</b> - TT and students will discuss the passages that have been read outside of class will discuss the importance of writing sentences clearly and concisely.</p> <p><b>Day 2</b> – TSW be paired in sets of two and given</p>	<p style="text-align: center;"><b>Materials needed for the week:</b></p> <p>One Came Home by Amy Timberlake Promethean board Pens/Pencils/Paper Reference Worksheets Peer review Chalkboards Chalk Or Expo Markers Mini Dry Erase Boards Erasers Index cards</p>	<p>Students will use self and peer evaluation for days 1- 4. On day 5, students will be formally evaluated based on the attached rubric. Essays are due by the end of the school day on August 11, 2017. Day 6 project will be discussed and informally evaluated by peers yet a completion grade will be given for the assignment.</p>

informational text options to choose from concerning pigeons. The students will read the text using the GIST method, brain storm for a topic for their essay and finally begin outlining their informational text narrative. Students will focus on developing their attention getter and thesis for the given class period.

**Day 3-5** – Students will continue writing outlines and drafts of their informational text essays. Students will move into group review and make suggestions for one another about outline and second rough draft of their informational text. Students will replace small, more juvenile words with more advanced and grade level appropriate words and prepare essays for publication.

Day 6 – Students will create a piece of art that is either visual or print to present to the class that discusses loss of a loved one and how it affected them at that time or now.

#### **Reteach**

Student will be given handouts that will reiterate the key parts of informational text writings. Students will also be placed in informal groups that will foster re-teaching of writing procedures amongst peers.

#### **Enrichment**

Students needing more challenging/differentiated instruction will be required to type their essays for submission and include direct quotes from their research.

	<p style="text-align: center;"><b>Inclusion</b></p> <p>Students needing accommodations/lower performance differentiated instruction will have fewer sentences required for their paragraphs.</p>		
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# Middle School Rubric for Narrative Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

	My Score	Teacher Score	points	grade	Total Score:
<b>Organizational &amp; Progression (On Topic, Flows Smoothly)</b>					Grade:
The introduction and conclusion are engaging and appropriate, and every part of the paper is on topic. Sentences and paragraphs flow smoothly with every detail adding to the quality of the narrative.	4	4	12	100	
The introduction and conclusion add to the paper and most of the paper is on topic. Most sentences and paragraphs include effective transitions, and most of the details support the focus of the paper.	3	3	11	94	
The introduction and conclusion are weak, and sometimes the paper is not on topic. Few transitions are included, and some points are not relevant and don't really contribute to the focus of the paper.	2	2	10	88	
The introduction or conclusion is missing, and the paper is often off topic. Sentences are choppy, and the paragraphs are disjointed. There is repetition and unnecessary wordiness.	1	1	9	82	
			8	76	
			7	70	
			6	64	
			5	58	
			4	52	
<b>Development of Ideas (Details &amp; Elaboration)</b>			Notes:		
Imaginative and creative use of details and elaboration that effectively supports the important ideas in the paper.	4	4			
Some details and elaboration help to support important ideas in the paper.	3	3			
Details are present, but they don't really support the important ideas. Details are often unnatural and disconnected.	2	2			
Very few details are present and no information is given to support the important ideas.	1	1			
<b>Use of Language / Conventions &amp; Grammar</b>					
Writer's voice and personality is evident, and writer's word choice and language is vivid and expressive. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.	4	4			
Writer's style is mostly effective and appropriate, and parts of the paper are expressive and engaging. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.	3	3			
Writing is formulaic and simple with no varied sentence structure or expressive language. Writer makes many mistakes that 7 <sup>th</sup> grade students should not be making.	2	2			
Writing is very confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.	1	1			

For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology