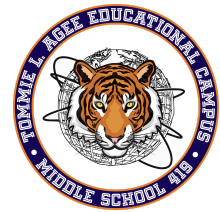


## ELA WIN Lesson Plan Fernandez

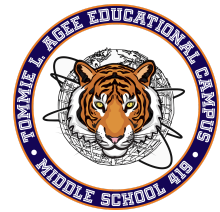
**Grade:** 6th Grade Class 605

**Subject:** ELA/ENL WIN Period (Self-Contained Class)

<b>Unit of Study:</b>	ELA/ENL
<b>Next Generation Learning Standards:</b> (1e: Designing coherent instruction)	<p><u>Next Generation Learning Standards:</u></p> <p>-6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.</p> <p>-6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>-6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.</p> <p>-6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.</p> <p>-6W1c: Use precise language and content-specific vocabulary to argue a claim.</p> <p><u>New Language Arts Progressions (ESL/New Language):</u></p> <p>-W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
<b>Essential Questions:</b> (1a: Demonstrating Knowledge of Content and Pedagogy)	<p><u>ELA Chapter 1 Essential Question:</u> What are the ways we can make ourselves heard?</p>
<b>Learning Objective:</b> (1c: Setting instructional outcomes)	<p><u>Learning Objective:</u> We can self-reflect on the writing process by writing 1 glow and 1 grow sentence (written on the board in teal).</p>
<b>Language Objective:</b> (1c: Setting instructional outcomes)	<p><u>Language Objective:</u> We can use the sentence starters "I did a really good job on..." and "Next time, it would also be great if I..." in our self-reflection (written on the board in red).</p> <p><u>During the Lesson, which of the 4 language modalities were utilized?</u></p> <ul style="list-style-type: none"> <li><b>Listening-</b> listening to teacher directions and questioning</li> <li><b>Speaking-</b> answering teacher questioning with sentence starters/sharing their opinions on how they did with the writing process</li> </ul>



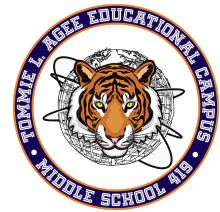
	<ul style="list-style-type: none"> <li>• <b>Reading-</b> re-reading their own completed writing</li> <li>• <b>Writing-</b> writing their self-reflection with language support in the form of a sentence starter and prompting</li> </ul>
<b>Academic Vocabulary:</b> (1a: Demonstrating Knowledge of Content and Pedagogy) (1b: Knowledge of students)	Claim Evidence Reflection Analyze Tracing Evaluate Rubric
<b>Possible Student Misconceptions:</b> (1a: Demonstrating Knowledge of Content and Pedagogy)	Student misconceptions stem from lack of vocabulary. Students struggle using grade-level vocabulary terms to self-reflect and have effective conversation during writing conferences. Therefore, to address students' misconceptions, rubric vocabulary is explicitly modeled, used, and taught. This will support students in their understanding of essay expectations and broaden their language use of cross-content words.
<b>Assessment:</b> (1f: Designing assessments of learning) (3d: Using Assessment in Instruction)	<p><b>A - Assess:</b></p> <p>Assessments are in the form of, self-reflection slips, "how's it going slip," peer-discussions/interactions during writing conference, and completion of argumentative writing piece.</p> <p>Students participated in a self-reflection, using a student-friendly rubric to evaluate themselves and their peers' writing. Teachers assessed students' level of understanding informally and formally. Teachers listened and recorded students' verbal responses, as they used the language from the rubric to determine next steps. Teachers provide on-going feedback in the form of glows and grows to improve student learning.</p> <p><b>I - Implement:</b></p> <p>Self-reflection in the form of writing conferences was chosen as a way to move instruction. 6th grade students are unfamiliar with using language from a rubric. Teachers worked with students in small-group conferences to guide students in self-reflection and using rubric language to determine the areas in which they struggle with and how they can achieve not only a higher score, but to become more effective writers. Students listen and read teacher feedback in order to grow as writers and learners.</p> <p><b>M - Monitor:</b></p> <p>There is evidence of students' learning throughout the entirety of the writing process. Students' showcase their understanding of the standards and learning goals, through the completion of graphic organizers, drafts, and scaffolded paragraph organizers. There is evidence of student learning through their self-reflections and verbal conversations during small-group conference discussions. Teachers monitor their</p>



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	students' understanding in order to guide next-steps of instruction for the following win-period. Teachers provide feedback in verbal and written form in order to help students improve.	
<b>Strategic Groupings:</b> (1b: Knowledge of Students) (1e: Designing Coherent Instruction) (3c: Engaging Students in Learning)	<p><b>ELA/WIN Strategic Grouping: (color codes are ENL proficiency levels)</b></p> <p>Miss. Fernandez: Justin, Yaretzi, Johaan (all tested-out for phonics for reading, focus on IEP Goals in writing and expand vocabulary skills to improve comprehension of grade-level content)</p> <p>Mr. Higgins: Jeremy, Bryan, Elvin</p> <p>Ms. Goldberg: Rodrigo (Emily Pulled Out for Speech) Ms. G works with ELLs to support taking spoken English and transitioning it into written English, which Rodrigo needs much support in).</p> <p>Ms. Rodriguez: Lady (Speech-Push-In Intervention)</p> <p>Mr. Hayes: Javier (one-on-one support)</p> <p>Ms. G: Freddy (one-on-one support)</p> <p>Ms. Grace: Support for all students</p>	
<b>Differentiation/ Accommodations/ Personalized Learning:</b> (1b: Knowledge of students) (3c: Engaging Students in Learning)	<p>Students are grouped according to both the Phonics for Reading levels, I-Ready Data, MAP Growth Data, socially-emotionally, and by ENL proficiency level where applicable and whenever possible.</p> <p><u>Differentiation/Accommodations:</u></p> <p>Preferential Seating, graphic organizers, sentence starters, sentence stems, student-friendly rubric, variety of writing conference slips, visuals, talking-sticks for discussion, talking rings with sentence stems, white-boards for writing supports, writing checklists.</p>	
<b>CR-SE &amp; SEL (1e: Designing coherent instruction; 1b: Knowledge of Students; 1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)</b>	<p>Students are given a choice in this argumentative writing essay activity through deciding which of the given options is the best way to express oneself, allowing the student voice to shine through academic writing. Students are supported socially and emotionally by learning how to communicate with appropriate language during writing conferences. Students feel confident in their writing by learning how to appropriately give constructive criticism and receive compliments from teachers and peers.</p>	
<b>If Applicable: Co-Teaching Model Strategy:</b> 1e: Designing coherent instruction; 1b: Knowledge of Students;	<p>Station teaching was implemented in this ELA/ENL lesson in order to leverage all of the adults in the room appropriately as well as to support all students simultaneously. The prompt, directions, and learning objective were given to the whole group by Ms. Fernandez and then explained. Mr. Higgins then elicited examples of each from students as a warm-up and to check for understanding. Before breaking up students into the aforementioned appropriate groups with corresponding adults,</p>	<p>One Teach One Observe Station Teaching <input checked="" type="checkbox"/> Parallel Teaching</p>

(1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)	Ms. Goldberg explained the language that would be used in today's lesson.	
<b>Materials Needed:</b> (1e: Designing coherent instruction)	Pencils, white board, highlighters, markers, writing checklists, mini white boards and markers, mini self-reflection charts, "how's it going" slips, essay materials.	
<b>Do Now/ Warm-up:</b> (1f: Designing Student Assessments) (3d: Using Assessment in Instruction)	The prompt, directions, and learning objective were explained and introduced to the whole group by Ms. Fernandez. Mr. Higgins then elicited examples of each (glow and grow) from students as a warm-up and to check for understanding. Before breaking up students into the aforementioned appropriate groups with corresponding adults, Ms. Goldberg explained the language that would be used in today's lesson (sentence starters in red on the board).	5 min
<b>Direct Instruction:</b> (1e: Designing Coherent Instruction) (3d: Using Assessment in Instruction)	Teachers provided direct instruction in the form of using a student-friendly rubric to self-assess/self-reflect. Teachers directly taught students how to use language from a rubric to determine what category their writing falls under. Teachers modeled using the different categories to show students how they can effectively self-assess. Students gained an understanding of "effective" versus "developing" and what elements they would need in order to improve their writing. Teachers directly modeled how to engage in self-reflection and explicitly modeled how to use a rubric to improve and enhance a writing piece. Students were able to gain an understanding of the importance of self-reflection as it related to our long-term and short-term goals. The results of direct instruction using rubric results is helping students set appropriate goals for themselves.	10 min
<b>Guided Practice:</b> (1e: Designing Coherent Instruction) (3b: Using Questioning and Discussion Techniques)	Teachers and students engaged in guided practice in the form of writing conferences. Teachers guided students in guided-practice as they engaged in self-reflection and peer-discussions. Students utilized a rubric to determine whether their writing fell under the effective, developing, or exceeding category. Teachers utilized white boards to prompt students to use sentence starters with rubric language. This practice guides students to use academic language and vocabulary that is at a middle-school level.	5 min



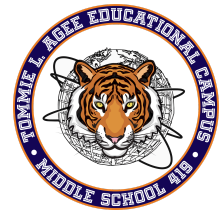
(3d: Using Assessment in Instruction)		
<b><u>Independent Practice/ Collaborative Work:</u></b> (1e: Designing Coherent Instruction) (1d: Demonstrating Knowledge of resources) (2b: Establishing a culture for Learning) (3b: Using Questioning and Discussion Techniques) (3d: Using Assessment in Instruction)	The majority of the period was spent by students rereading their completed argument essays in order to self-reflect. This was also done in order to have students demonstrate understanding of 'glow' and 'grow' writing with the adults in their small group. This collaborative work not only allows all of the adults in the room to be leveraged accurately and appropriately, but also affords the learners the opportunity to have maximum support according to their individual language and learning needs.	30 min
<b><u>Conclusion/ Summary:</u></b> (3a: Communicating with students)	Today's lesson concluded with students reading their 'glows' and 'grows' to their corresponding adult and peers for peer review. Student drafts, final essays, teacher feedback and self-assessments will be displayed in the room on the academic bulletin board.	5 min
<b><u>Homework:</u></b> (1e: Designing Coherent Instruction) (1f: Designing assessments of learning) (3d: Using Assessment in Instruction)	Peer feedback and self-reflecting is something that these students will continue to do throughout the year, on both homework and classwork assignments. Peer review and self-reflection is also something that they will be doing in other subject areas. Students complete daily vocabulary homework. Students will continue to learn and use academic and content vocabulary to enhance and improve their language, orally, written, and expressively.	
<b><u>*Teacher Reflection:</u></b> (4a: Reflecting on Teaching)	Ms. Fernandez and Ms. Goldberg will complete the self-reflection feedback form individually to reflect on what worked in the lesson and what can be improved moving forward.	



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