

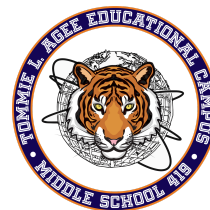


## Recommended Lesson Plan Template

**Grade:** 6th

**Subject:** ELA ICT/ENL

<b>Unit of Study:</b>	HMH Unit 1: Discovering Your Voice
<b>Next Generation Learning Standards:</b> (1e: Designing coherent instruction)	6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.  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.
<b>Essential Questions:</b> (1a: Demonstrating Knowledge of Content and Pedagogy)	What are the ways we can make ourselves heard?
<b>Learning Objective:</b> (1c: Setting instructional outcomes)	Today we will continue developing our first draft by organizing our reasons and evidence to create a strong argument.
<b>Language Objective:</b> (1c: Setting instructional outcomes)	Today, we will be able to organize our writing by using sentence starters and transition phrases in English.  <b><u>During the Lesson, which of the 4 language modalities were utilized?</u></b>  <input checked="" type="checkbox"/> <b>Listening</b> (to teacher directions and one another) <input checked="" type="checkbox"/> <b>Speaking</b> (to one other and to teachers) <input checked="" type="checkbox"/> <b>Reading</b> (the texts and their own writing) <input checked="" type="checkbox"/> <b>Writing</b> (drafting our essay)
<b>Academic Vocabulary:</b> (1a: Demonstrating Knowledge of Content and Pedagogy) (1b: Knowledge of students)	<b>Claim:</b> The author's opinion, point of view, and/or argument. <b>Evidence:</b> data/facts that come from a source to support a topic. <b>Expression:</b> the way people explain/share their feelings, interests, emotions
<b>Possible Student Misconceptions:</b> (1a: Demonstrating Knowledge of Content and Pedagogy)	This is the first essay that the 6th grade students have written in ELA. Some common misconceptions may be writing a claim as a statement rather than an opinion with "I think". Another misconception is students have been using evidence as a form of their own words as opposed to utilizing quotation marks to indicate that the writing is not theirs. Lastly, some students have chosen textual evidence that does not fully connect to or support their two reasons. By breaking up into 3 smaller groups, it leverages all adults in the room and allows students to receive more individualized attention and help. It also is a form of data gathering to see how students are progressing in writing and how appropriately they are using the scaffolds.



<p><b>Assessment:</b> (1f: Designing assessments of learning) (3d: Using Assessment in Instruction)</p>	<p>A - Assess: Student data is collected daily. Students are provided with feedback and then separated into strategic groups to support them and meet them where they are at individually. Students are also grouped based on HMH test data, ENL level, and with IEP annual goal considerations.</p> <p>I - Implement: Students are grouped strategically to meet them where they are at and help them build the necessary skills and knowledge to move them to next steps on instruction/next skill level.</p> <p>M - Monitor: The impact of the effective assessment and implementations of grouping is seen throughout students' daily reflection and work samples. Students are utilizing vocabulary more effectively and becoming more independent when provided with the proper supports and groupings.</p>
<p><b>Strategic Groupings:</b> (1b: Knowledge of Students) (1e: Designing Coherent Instruction) (3c: Engaging Students in Learning)</p>	<p>By breaking up into smaller groups, it leverages all adults in the room and allows students to receive more individualized attention and support. It also is a form of data gathering to see how students are progressing in writing and how appropriately they are implementing the scaffolds. Ms. Chateau's group consists of students with IEPs, Ms. Goldberg prioritized working with the ELL/MLLs in the class, and Ms. Liuzzo works with students who have demonstrated that they are able to work more independently/closer to grade level.</p>
<p><b>Differentiation/ Accommodations/ Personalized Learning:</b> (1b: Knowledge of students) (3c: Engaging Students in Learning)</p>	<p>Multiple versions of the graphic organizer were created to scaffold student's writing. A checklist and sentence-by-sentence writing structure were also included to keep their thoughts cohesive and organized. Students were given a writing checklist, peer and teacher feedback, a revision checklist, and annotations to further support students. Anchor charts are displayed as additional support to help students revise and edit their writing.</p>
<p><b>CR-SE &amp; SEL</b> (1e: Designing coherent instruction; 1b: Knowledge of Students; 1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)</p>	<p>Students were allowed to choose their own topic, prioritizing student voice and choice. We are affirming diverse identities by utilizing texts featuring authors from various linguistic, gender, and cultural identities.</p> <p>All teachers in this class have built a positive rapport with their students. Ms. Goldberg is able to use home language support. All teachers provide(d) opportunities for continuous improvement by providing ongoing feedback to revise work, promoting continuous improvement, and setting next-step learning goals. We developed an intellectually challenging task by requiring students to expand their knowledge (writing about new topics) and explain their thinking in English.</p>
<p><b>If Applicable:</b> <b>Co-Teaching Model</b> <b>Strategy:</b> 1e: Designing coherent instruction; 1b: Knowledge of Students; 1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)</p>	<p><input checked="" type="checkbox"/> Station Teaching</p> <p><input checked="" type="checkbox"/> Teaming</p>



<b>Materials Needed:</b> (1e: Designing coherent instruction)	Claim charts, highlighters, pencils, copies of various grade-level texts, differentiated graphic organizers with scaffolds, anchor charts Slides link: <a href="https://docs.google.com/presentation/d/1bhnEeOzMISx7xf41BgkLD7JeLhEe1EK2ag0XOENTGA/edit?usp=sharing">https://docs.google.com/presentation/d/1bhnEeOzMISx7xf41BgkLD7JeLhEe1EK2ag0XOENTGA/edit?usp=sharing</a>		
<b>Do Now/ Warm-up:</b> (1f: Designing Student Assessments) (3d: Using Assessment in Instruction)	<table border="1"> <tr> <td data-bbox="446 527 1250 758">           Argument essay writing chart do now:            Step 1: students read through their draft            Step 2: identify what paragraph they will continue working on            Step 3: Begin to read their step-by-step writing structure guide to ensure they're following the directions            (put sticky note on the column that corresponds with the part of the essay they will continue working on today)         </td><td data-bbox="1250 527 1419 758"> <b>5 min</b> </td></tr> </table>	Argument essay writing chart do now: Step 1: students read through their draft Step 2: identify what paragraph they will continue working on Step 3: Begin to read their step-by-step writing structure guide to ensure they're following the directions (put sticky note on the column that corresponds with the part of the essay they will continue working on today)	<b>5 min</b>
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<b>Direct Instruction:</b> (1e: Designing Coherent Instruction) (3d: Using Assessment in Instruction)	<table border="1"> <tr> <td data-bbox="446 758 1250 894">           Teachers modeled what an effective/strong body paragraph looks and sounds like using a mentor text (from a student from the previous year). Teacher modeled sentence by sentence annotating the steps that align with the step-by-step paragraph structure guide.         </td><td data-bbox="1250 758 1419 894"> <b>10 min</b> </td></tr> </table>	Teachers modeled what an effective/strong body paragraph looks and sounds like using a mentor text (from a student from the previous year). Teacher modeled sentence by sentence annotating the steps that align with the step-by-step paragraph structure guide.	<b>10 min</b>
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<b>Guided Practice:</b> (1e: Designing Coherent Instruction) (3b: Using Questioning and Discussion Techniques) (3d: Using Assessment in Instruction)	<table border="1"> <tr> <td data-bbox="446 894 1250 1287">           We facilitated learning that engages the students cognitively throughout the lesson by walking students through the guide and having them advocate for themselves by showing teachers the areas in which they need support. To leverage all of the teachers in the room, we provided students with the opportunity to engage in a conference with a teacher in order to receive more individualized support. This helps us meet the students "where they're at", and also allows us to see what they are specifically misunderstanding or struggling with. Lastly, students receive guided support from their peers at their tables (all students were grouped by essay topic).         </td><td data-bbox="1250 894 1419 1287"> <b>5 min</b> </td></tr> </table>	We facilitated learning that engages the students cognitively throughout the lesson by walking students through the guide and having them advocate for themselves by showing teachers the areas in which they need support. To leverage all of the teachers in the room, we provided students with the opportunity to engage in a conference with a teacher in order to receive more individualized support. This helps us meet the students "where they're at", and also allows us to see what they are specifically misunderstanding or struggling with. Lastly, students receive guided support from their peers at their tables (all students were grouped by essay topic).	<b>5 min</b>
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<b>Independent Practice/ Collaborative Work:</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)	<table border="1"> <tr> <td data-bbox="446 1287 1250 1644">           Teachers acted as true facilitators during this class period as students worked independently within their groups. Each student had a specific goal that they were required to complete by the end of the period.         </td><td data-bbox="1250 1287 1419 1644"> <b>30 min</b> </td></tr> </table>	Teachers acted as true facilitators during this class period as students worked independently within their groups. Each student had a specific goal that they were required to complete by the end of the period.	<b>30 min</b>
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<b>Conclusion/ Summary:</b> (3a: Communicating with students)	<table border="1"> <tr> <td data-bbox="446 1644 1250 1902">           The work that the students did today will prepare them to begin typing their final drafts next week.             6th grade students are writing argument essays in ELA and will be also arguing about a topic in social studies for the Soapbox project, as well, acting as a cross-content connection and reaffirming the ideas of claims, reasoning, and evidence.            Reflection:         </td><td data-bbox="1250 1644 1419 1902"> <b>5 min</b> </td></tr> </table>	The work that the students did today will prepare them to begin typing their final drafts next week.  6th grade students are writing argument essays in ELA and will be also arguing about a topic in social studies for the Soapbox project, as well, acting as a cross-content connection and reaffirming the ideas of claims, reasoning, and evidence. Reflection:	<b>5 min</b>
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	Critique/reflect on your writing process today. How did you feel and why?	
<b>Homework:</b> (1e: Designing Coherent Instruction) (1f: Designing assessments of learning) (3d: Using Assessment in Instruction)	Students who were not able to complete each part of the essay by the end of today will have this as a homework assignment. We have been working on this essay for about 3 weeks during class.	
<b>*Teacher Reflection:</b> (4a: Reflecting on Teaching) (4e: Growing and Developing Professionally)	What worked and/or did not work in this lesson? What possible changes can be made to improve this lesson for future use? <a href="#">Highly suggested &amp; recommended teacher reflection form to be completed prior to post-observation.</a>	