

Jane Long Academy Lesson Plan Template with Unpacking the Standards

2014-2015

Course: English II

Teacher: Dewitt	Lesson Plan Weeks of: 1/5/15-2/13/15
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	1/5/15-1/9/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	No School	ELA.10.Fig19A ELA.10.Fig19B ELA.10.5B	ELA.10.1A ELA.10.Fig19A ELA.10.Fig19B	ELA.10.2C ELA.10.Fig19A ELA.10.Fig19B	
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?		Students will make complex inferences about text and use textual evidence to support understanding. Students will analyze differences in the characters' moral dilemmas in works of fiction.	Students will determine the meaning of grade-level technical academic English words. Students will make complex inferences about text and use textual evidence to support understanding.	Relate the figurative language of a literary work to its setting. Students will make complex inferences about text and use textual evidence to support understanding.	
	Concept -What am I teaching? -What do the students need to know?		Students analyze sensory details and literary devices and their contribution to the story.	SAR (STAAR Prep)	How does setting contribute to the mood in fiction?	Laptop deployment
	Context Readiness: <ul style="list-style-type: none"> Connections from previous grade level. To what degree will this impact learning two years down the road? 	-	Students use prior knowledge to analyze the use of sensory details. Students continue to find text evidence to support their inferences, which will be a skill needed in analytical writing in 11 th	Students continue to practice the SAR format to analyze fiction.	Students continue to find text evidence to support their inferences. Students ask questions to support understanding, which is a skill needed for life-long readers.	

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	Supporting: - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards?		and 12 th grade as well.			
	I will know my students have mastered this standard when they can....		Students will find appropriate text evidence to accurately support their inferences.	Students will produce a SAR scoring at least a 2.	Students will find appropriate text evidence to accurately support their inferences.	
	I will assess the standard by.....		Reading Guide	SAR	Reading Guide	
	Vocabulary (Academic and Content)		Sensory details Stalactite callous	Onomatopoeia callow	Mood candor	capacious
	Lesson Topic (Content Objective)		Fiction (sensory details)	Fiction (inference)	Fiction (mood and setting)	
	ELPS (Language Objective)		C4K Show comprehension through analytical skills	C4J Show comprehension through inferential skills	C5B Write using newly acquired vocabulary	
Lesson Cycle	Engage: Warm-Up/Opening (min)		SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	
	Explore: INM/Review (min):		Read and annotate "Don't Turn on the Light"	Analyze "Don't Turn on the Light"	Read, annotate, and analyze "Initiation into Terror"	
	Explain:		Sensory details	inference	mood	

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	Guided Practice (min):					
	Elaborate: Independent Practice (min):		Reading guide	SAR	SAR	SSR 45 minutes
	Evaluate: Closing (min.):		Would you have turned on the light?	SAR	Do you agree with the fraternity brothers' initiation process?	
Reinforcement	Materials/ Resources:		"Don't Turn on the Light"	"Don't Turn on the Light"	"Initiation into Terror"	
	Homework					
	MODIFICATIONS and/or ACCOMODATIONS: <i>-Gifted and Talented</i> <i>-ELL/ ESL</i> <i>-Special Education</i>		Study guide	Study guide	Study guide	

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	1/12/15-1/16/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	ELA.10.1A ELA.10.Fig19B	ELA.10.Fig19B ELA.10.5C	ELA.10.7A ELA.10.Fig19B	ELA.10.5A ELA.10.Fig19B	ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA10.11B
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?	Students will determine the meaning of grade-level technical academic English words. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding. Students will evaluate the connection between forms of narration/point of view and tone in works of fiction	Students will analyze and explain the function of symbolism, allegory, and allusions in literary works. Students will make complex inferences about text and use textual evidence to support understanding.	Students will analyze isolated scenes or chapters and their contribution to the success of the plot as whole in a variety of works of fiction. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding. Students will infer word meaning through the identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Concept -What am I teaching? -What do the students need to know?	Students must define and apply vocabulary words specific to the novel.	Students analyze the author's point of view and look at the reliability of different narrators.	How does setting contribute to the mood in fiction? Students analyze the non-linear plot.	Students analyze sensory details and literary devices and their contribution to the story.	Achieve 3000 Before reading poll, multiple choice analysis, short answer thought question, and after reading

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						poll
	Context Readiness: <ul style="list-style-type: none"> - Connections from previous grade level. - To what degree will this impact learning two years down the road? Supporting: <ul style="list-style-type: none"> - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards? 	<ul style="list-style-type: none"> - Students must use their prior knowledge of literary devices to analyze the novel. - Students continue to find text evidence to support their inferences. 	Students continue to find text evidence to support their inferences.	Students use their knowledge of literary devices and analyze the impact a flashback can have on a novel. Students continue to find text evidence to support their inferences. Students analyze symbolism and how a word can define a person.	Students analyze the use of sensory images. Students continue to find text evidence to support their inferences.	Achieve 3000 Students continue to find text evidence to support their inferences.
	I will know my students have mastered this standard when they can....	Students will find appropriate text evidence to accurately support their inferences.	Students will define different types of narrators and support with text evidence from the novel.	Students will analyze symbolism and the imagery created.	Students will find appropriate text evidence to accurately support their inferences.	Students' lexile scores will increase.
	I will assess the standard by.....	Reading Guide	Reading Guide	Reading Guide	Reading Guide	Lexile Scores
	Vocabulary	Castigate Verdict	catapult mood	catharsis flashback	caucus	cerebral

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	(Academic and Content)	Testify Suppress Accomplice Assault Defendant Felony Stenographer Prosecute inventory	Unreliable Omniscient			
	Lesson Topic (Content Objective)	Fiction (anticipatory guide and vocab)	Fiction (narrator)	Fiction (plot)	Fiction (sensory images)	Non-fiction
	ELPS (Language Objective)	C5B Write using newly acquired vocabulary	C4K Show comprehension through analytical skills	C4J Show comprehension through inferential skills	C4K Show comprehension through analytical skills	C4H Read silently for comprehension
Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes
	Explore: INM/Review (min):	Anticipation Guide	Read and annotate <i>Monster</i>	Begin Chapter 2 Read and annotate <i>Monster</i>	Read and annotate <i>Monster</i>	Achieve 3000 Before reading poll
	Explain: Guided Practice (min):	Share anticipation guide answers.	Analyze the narrator	Inference flashback	Sensory images	Achieve 3000 Read article
	Elaborate: Independent Practice (min):	Vocab Begin Chapter 1	Reading guide	Reading Guide	Reading Guide	Achieve 3000 Multiple choice questions (STAAR Prep) Thought Question
	Evaluate: Closing (min.):	Analyze setting	How does the word "monster" create imagery?	SAR	Provide text evidence regarding whether Zenzi is a credible witness.	Achieve 3000 After reading poll
Reinforcement	Materials/ Resources:	<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top	Achieve 3000 Lap top

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	Homework					
	MODIFICATIONS and/or ACCOMODATIONS: <i>-Gifted and Talented -ELL/ ESL -Special Education</i>	Vocab	Study guide	Study guide	Study guide	Interventions specific to individual lexile levels

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	1/19/15-1/23/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	No School	ELA.10.1B ELA.10.Fig19B	ELA.10.Fig19B	ELA.10.6A ELA.10.13D ELA.10.Fig19B	ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA10.11B
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?		Students will analyze textual context to determine the meaning of words. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding.	Students will evaluate the role of diction. Students will edit drafts for grammar, mechanics, and spelling. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding. Students will infer word meaning through the identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Concept -What am I teaching? -What do the students need to know?		Students will use context clues to define new words. Students will look at the denotative and	Students will examine the use of irony.	Students will analyze diction. Students will correct grammatical errors found in dialogue. Students will	Achieve 3000 Before reading poll, multiple choice analysis, short answer thought question, and after reading

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			<p>connotative meaning of words.</p> <p>Students will use a flashback to contrast how an incident is portrayed differently depending on the narrator.</p>		<p>examine why the errors were placed in the text intentionally.</p>	<p>poll</p>
	<p>Context</p> <p>Readiness:</p> <ul style="list-style-type: none"> - Connections from previous grade level. - To what degree will this impact learning two years down the road? <p>Supporting:</p> <ul style="list-style-type: none"> - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards? 		<p>Students continue to find text evidence to support their inferences.</p> <p>Students examine the difference between denotative and connotative definitions.</p>	<p>Students use their prior knowledge of irony and apply it to the text while continuing to find text evidence to support their inferences.</p>	<p>Students correct grammatical errors.</p>	<p>Achieve 3000</p> <p>Students continue to find text evidence to support their inferences.</p>
	<p>I will know my students have mastered this standard when they can....</p>		<p>Students will give both denotative and connotative definitions and explain how they are different.</p> <p>Students will compare</p>	<p>Students will create a Short Answer Response.</p>	<p>Students will find appropriate text evidence to accurately support their inferences.</p> <p>Students will accurately correct grammatical</p>	<p>Students' lexile scores will increase.</p>

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			and contrast.		errors.	
	I will assess the standard by.....		Reading Guide	SAR	Reading Guide	Lexile Scores
	Vocabulary (Academic and Content)		Affidavit certify	chasm	Chattel diction	chide
	Lesson Topic (Content Objective)		Fiction (connotative and denotative)	Fiction (compare and contrast)	Fiction (diction)	Non-fiction
	ELPS (Language Objective)		C1C Use techniques to learn new vocabulary	C4J Show comprehension through inferential skills	C4K Show comprehension through analytical skills	C4H Read silently for comprehension
Lesson Cycle	Engage: Warm-Up/Opening (min)		SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes
	Explore: INM/Review (min):		Read and annotate (Chapter 3) <i>Monster</i>	Read and annotate <i>Monster</i>	Read and annotate (Chapter 4) <i>Monster</i>	Achieve 3000 Before reading poll
	Explain: Guided Practice (min):		Denotative and connotative definitions	SAR (compare and contrast)	Diction	Achieve 3000 Read article
	Elaborate: Independent Practice (min):		Reading guide	Reading Guide	Reading Guide	Achieve 3000 Multiple choice questions (STAAR Prep) Thought Question
	Evaluate: Closing (min.):		Why is Osvaldo not on trial? (Inference)	SAR	Correct grammatical errors	Achieve 3000 After reading poll
Reinforcement	Materials/ Resources:		<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top	Achieve 3000 Lap top

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	Homework					
	MODIFICATIONS and/or ACCOMODATIONS: <i>-Gifted and Talented -ELL/ ESL -Special Education</i>		Study guide	Study guide	Study guide	Interventions specific to individual lexile levels

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	1/26/15-1/30/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	ELA.10.Fig19B ELA.10.5A ELA.10.5C	ELA.10.13D ELA.10.Fig19B	Early Dismissal	ELA.10.13C ELA.10.Fig19B	ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA10.11B
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?	Students will make complex inferences about text and use textual evidence to support understanding. Students will analyze isolated scenes or chapters and their contribution to the success of the plot as a whole in a variety of works of fiction. Students will evaluate the connection between forms of narration/point of view and tone in words of fiction.	Students will edit drafts for grammar, mechanics, and spelling. Students will make complex inferences about text and use textual evidence to support understanding.		Students will revise to improve word choice and figurative language. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding. Students will infer word meaning through the identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Concept -What am I teaching? -What do the students need to know?	Students analyze how powerful imagery can be. Students make predictions based on text	Students will correct grammatical errors. Students will decide whether a character is guilty or innocent based		Students will use figurative language to enhance the text.	Achieve 3000 Before reading poll, multiple choice analysis, short answer thought question, and after reading

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		evidence. Students compare and contrast two separate reactions shots and make inferences about the individuals characterization based on these reaction shots.	on evidence found in the text.			poll
	Context Readiness: <ul style="list-style-type: none"> - Connections from previous grade level. - To what degree will this impact learning two years down the road? Supporting: <ul style="list-style-type: none"> - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards? 	Students must grasp imagery. Students continue to use text evidence to support their predictions.	Students use their knowledge of comma rules to correct errors found in dialogue. Students continue to find text evidence to support their inferences.		Students use their prior knowledge of figurative language to enhance the text.	Achieve 3000 Students continue to find text evidence to support their inferences.
	I will know my students have mastered this standard when they can....	Students can make inferences based on text evidence. Students can see the difference in characterization based on reaction shots.	Students can correct grammatical errors.		Students will appropriate use figurative language.	Students' lexile scores will increase.

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	I will assess the standard by.....	Reading Guide	Reading Guide		Reading Guide	Lexile Scores
	Vocabulary (Academic and Content)	Reaction shot chronic	circa		citadel	claimant
	Lesson Topic (Content Objective)	Fiction (compare and contrast)	Fiction (grammatical errors)		Fiction (figurative language)	Non-fiction
	ELPS (Language Objective)	C3E Share in cooperative groups	C5D Edit Writing		C3D Speak using grade level content area vocabulary in context	C4H Read silently for comprehension
Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes		SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes
	Explore: INM/Review (min):	Read and annotate (Chapter 5) <i>Monster</i>	Read and annotate (Chapter 6) <i>Monster</i>		Read and annotate (Chapter 7) <i>Monster</i>	Achieve 3000 Before reading poll
	Explain: Guided Practice (min):	Imagery Reaction Shots	Comma rules Double negatives		Figurative language	Achieve 3000 Read article
	Elaborate: Independent Practice (min):	Reading Guide	Reading guide		Reading Guide	Achieve 3000 Multiple choice questions (STAAR Prep) Thought Question
	Evaluate: Closing (min.):	Contrast Steve and King.	How is sensory language used to describe Steve's mom's tears?		Effect of figurative language	Achieve 3000 After reading poll
Reinforcement	Materials/ Resources:	<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top	Achieve 3000 Lap top
	Homework					
	MODIFICATIONS and/or	Study guide	Study guide		Study guide	Interventions specific to individual lexile levels

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	ACCOMODATIONS: <i>-Gifted and Talented</i> <i>-ELL/ ESL</i> <i>-Special Education</i>					
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	2/2/15-2/6/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	Snapshot #4 District Assessment	Snapshot #4 District Assessment	ELA.10.6A ELA.10.13D	ELA.10.1E ELA.10.Fig19B ELA.10.Fig19A	ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA10.11B
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?			Students will evaluate the role of diction. Students will edit for grammar, spelling, and mechanics.	Students will use a dictionary to determine or confirm the meanings of words. Students will make complex inferences about text and use textual evidence to support understanding. Students will reflect on understanding to monitor comprehension.	Students will make complex inferences about text and use textual evidence to support understanding. Students will infer word meaning through the identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Concept -What am I teaching? -What do the students need to know?			Students will look at the diction used in character's dialogue to make inferences about the individual.	Students will define new words. Students will examine cause and effect relationships.	Achieve 3000 Before reading poll, multiple choice analysis, short answer thought question, and after reading

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				Students will write grammatically correct sentences.	Students will compare and contrast characters.	poll
	Context Readiness: <ul style="list-style-type: none"> - Connections from previous grade level. - To what degree will this impact learning two years down the road? Supporting: <ul style="list-style-type: none"> - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards? 			Students use their knowledge of sentence structure to write grammatically correct sentences. Students use diction to make inferences.	Students use their prior knowledge of cause and effect to determine the outcome of a situation. Students make inferences regarding motive.	Achieve 3000 Students continue to find text evidence to support their inferences.
	I will know my students have mastered this standard when they can....			Students correctly edit sentences.	Students correctly define words and understand their meaning in context. Students correctly identify an effect.	Students' lexile scores will increase.
	I will assess the standard by.....			Reading Guide	Reading Guide	Lexile Scores

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Teacher: Dewitt					Lesson Plan Weeks of: 1/5/15-2/13/15	
	Vocabulary (Academic and Content)			cloister	Condescending commodious	claimant
	Lesson Topic (Content Objective)			Fiction (diction and grammatical errors)	Fiction (compare and contrast & cause and effect)	Non-fiction
	ELPS (Language Objective)			C5D Edit Writing	C4J Show comprehension through inferential skills	C4H Read silently for comprehension
Lesson Cycle	Engage: Warm-Up/Opening (min)			SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes
	Explore: INM/Review (min):			Read and annotate (Chapter 8) <i>Monster</i>	Read and annotate (Chapter 9) <i>Monster</i>	Achieve 3000 Before reading poll
	Explain: Guided Practice (min):			Syntax Diction	Compare and contrast Cause and effect	Achieve 3000 Read article
	Elaborate: Independent Practice (min):			Reading guide	Reading Guide	Achieve 3000 Multiple choice questions (STAAR Prep) Thought Question
	Evaluate: Closing (min.):			What does the use of Bobo's terminology say about his character?	Cause and effect	Achieve 3000 After reading poll
Reinforcement	Materials/ Resources:			<i>Monster</i> Lap top	<i>Monster</i> Lap top	Achieve 3000 Lap top
	Homework					
	MODIFICATIONS and/or ACCOMODATIONS: -Gifted and Talented -ELL/ ESL			Study guide	Study guide	Interventions specific to individual lexile levels

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	- <i>Special Education</i>					

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	2/9/15-2/13/15	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard	ELA.10.18Bii ELA.10.Fig19B	ELA.10.5A ELA.10.5B	ELA.10.15A.iv ELA.10.Fig19B	ELA.10.Fig19B ELA.10.Fig19A ELA.10.13D	ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA10.11B
	Verb(s) - What verbs define the actions students will need to take when mastering this objective?	Students will use correct punctuation marks. Students will make complex inferences about text and use textual evidence to support understanding.	Students will analyze isolated scenes or chapters and their contribution to the success of the plot as a whole. Students will analyze differences in characters' moral dilemmas.	Students will write an analytical response that includes an organizing structure (compare/contrast) appropriate to purpose, audience, and context. Students will make complex inferences about text and use textual evidence to support understanding.	Students will make complex inferences about text and use textual evidence to support understanding. Students will reflect on understanding to monitor comprehension. Students will edit for grammar, mechanics, and spelling.	Students will make complex inferences about text and use textual evidence to support understanding. Students will infer word meaning through the identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Concept -What am I teaching? -What do the students need to know?	Students will use appropriate quotes to support their inferences.	Students will find text evidence to decide whether they believe the defendant is guilty or innocent.	Students will compare and contrast. Students will correctly use a quote to support their inferences.	<i>Monster</i> Test -assess standards taught in Fiction unit	Achieve 3000 Before reading poll, multiple choice analysis, short answer thought question, and after reading

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						poll
	Context Readiness: <ul style="list-style-type: none"> - Connections from previous grade level. - To what degree will this impact learning two years down the road? Supporting: <ul style="list-style-type: none"> - What Readiness Standards or concepts from the Readiness Standards does it support? - How does it support the Readiness Standards? 	<p>Students will continue to use text evidence to support their understanding.</p> <p>Students must have knowledge of rhetorical devices from previous units to grasp the prosecutions' closing arguments.</p>	<p>Students will continue to use text evidence to support their understanding.</p>	<p>Students use their knowledge of sentence structure to write grammatically correct sentences.</p> <p>Students will continue to use text evidence to support their understanding.</p>	<p>Students use all standards taught in this unit and apply these skills to the unit assessment.</p>	<p>Achieve 3000</p> <p>Students continue to find text evidence to support their inferences.</p>
	I will know my students have mastered this standard when they can....	<p>Students will locate rhetorical devices and discuss how they may persuade the jury.</p> <p>Students will make inferences based on text evidence regarding a character's action.</p>	<p>Students will correctly diagram the plot.</p> <p>Students will find text evidence to show Steve's innocence or guilt.</p>	<p>Students will write an analytical short answer response.</p>	<p>Students score higher than a 75% on the unit assessment.</p>	<p>Students' lexile scores will increase.</p>
	I will assess the standard by.....	Reading Guide	Plot Diagram Guilty/Not Guilty Chart	SAR	Unit assessment	Lexile Scores

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	Vocabulary (Academic and Content)	commodious	comprise	congenial	connoisseur	consensus
	Lesson Topic (Content Objective)	Fiction (inferences)	Fiction (plot diagram)	Fiction (analytical short answer using compare and contrast)	Fiction	Non-fiction
	ELPS (Language Objective)	C4J Show comprehension through inferential skills	C5G Narrate, describe, and explain in writing	C5D Edit Writing	C4J Show comprehension through inferential skills	C4H Read silently for comprehension
Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes	SAT Word of the Day SSR 10 minutes
	Explore: INM/Review (min):	Read and annotate (Chapter 9) <i>Monster</i>	Read and annotate (Chapter 9) <i>Monster</i>	Read and annotate (Chapter 8) <i>Monster</i>		Achieve 3000 Before reading poll
	Explain: Guided Practice (min):	Rhetorical devices	Plot Diagram	Compare and Contrast		Achieve 3000 Read article
	Elaborate: Independent Practice (min):	Reading Guide	Guilty/Not Guilty Chart	SAR	Test	Achieve 3000 Multiple choice questions (STAAR Prep) Thought Question
	Evaluate: Closing (min.):	Infer: Why did O'Brien refuse to hug Steve?	Share	Compare and Contrast	Test	Achieve 3000 After reading poll
Reinforcement	Materials/ Resources:	<i>Monster</i> Lap top	<i>Monster</i> Lap top	<i>Monster</i> Lap top		Achieve 3000 Lap top
	Homework					
	MODIFICATIONS and/or ACCOMODATIONS:	Study guide	Study guide	Study guide		Interventions specific to individual lexile levels

Jane Long Academy Lesson Plan Template with Unpacking the Standards

2014-2015

Course: English II

Teacher: Dewitt	Lesson Plan Weeks of: 1/5/15-2/13/15
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-Gifted and Talented -ELL/ ESL -Special Education						
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*All lesson plans are subject to revisions and addendums by teacher.