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| **Standards** | **Essential Question(s):** | **Assessments Used to Measure Learning:** |
| RI5- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RL5- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  | In what ways are informational text used? How can one analyze an informational text structure?  | Formative and Summative Assessments Writing samples Teacher observations  |
| **Strategies Incorporated with Lesson:** | **Academic Vocabulary** | **Resources Included with****Lesson:** |
| **Strategies:**  | **Chronology****Sequence** **Cause and Effect****Problem and Solution** **Description**  | **Resources:** **iReady Toolbox** **Flocabulary** **Read Works** **Vocabulary Workshop**  |
| **AVID Strategies:**  |
|  | **Lesson Focus:** **(Daily Learning Targets)** | **Learning Experiences:** **(Instructional Expectations)** | **Response to Data: (**Differentiation of lesson and student groupings based on various assessment data and classroom observations**)** | **Homework: (aligned with the learning target)** |
| **Mon** | I can analyze in detail the structure of a specific text in a paragraph.  | ***Activating Strategy: Review of text structure*** **Mini-Lesson:** 5 Paragraph process **Work Session (**Stations/Collaborative Groups**):** **Tech/iReady lesson(pathway)****Teacher led/ paragraph structure** **Individual/ cursive writing** **Closing: mini discussion**  | **Intervention: Growth monitoring check\*****On-Level:** **Advanced:** |  |
| **Tues** | I can compare and contrast informational text and determine its meaning.  | ***Activating Strategy: Review of the writing process/ 5 paragraph process*****Mini-Lesson:** Reading and Understanding informational text**Work Session (**Stations/Collaborative Groups**):** **Tech/iReady lesson(pathway)****Teacher led/ paragraph structure** **Individual/cursive writing** **Closing: mini discussion** | **Intervention: Growth monitoring check\*****On-Level:** **Advanced:** |  |
| **Wed** | I can use the writing process to compose an argumentative essay | ***Activating Strategy: video on writing an argumentative essay.*** **Mini-Lesson:** **Work Session (**Stations/Collaborative Groups**):** **Closing: exit ticket**  | **Intervention: Grammar Practice\*****On-Level:** **Advanced:** |  |
| **Thur** |  | ***Activating Strategy:*****Mini-Lesson:** **Work Session (**Stations/Collaborative Groups**):** **Closing:**  | **Intervention: Grammar practice\*****On-Level:** **Advanced:** |  |
| **Fri** |  | ***Activating Strategy:*****Mini-Lesson:** **Work Session (**Stations/Collaborative Groups**):** **Closing:**  | **Intervention: Grammar practice** **On-Level:** **Advanced:** |  |