edTPA Lesson Plan Template (4 Page Limit)

(This template may be modified as needed to fit district or school lesson plan formats.)

Grade Level: 6th grade

Subject / Content area: English

Unit of Study: Informational Text Structures

Lesson Title: Description

|  |
| --- |
| **Central Focus for the learning segment:** Student will apply their knowledge of text structures (description, sequence, compare and contrast, problem and solution, cause and effect) to give text based evidence, draw inferences, deepen their comprehension of a text and develop stronger independent writing pieces. |
| **Content Standard(s):** NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)  -RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  -RI.5.5: Compare and contrast the overall structure (e.g chronology, comparsion, cause/effect, problem/solution) of the events, ideas, concepts, or information in two or more texts. |
| **Learning Objectives** associated with the content standards: Students will be able to complete a graphic organizer using textual evidence of a description in an information text. |
| **Instructional Resources and Materials** to engage students in learning**:** Text structure pre-test, Plickers.com question, overhead projector, Interactive notebook materials: passage and graphic organizer, glue and highlighters/colored pencils |
| **Instructional Strategies and Learning Tasks** that support diverse student needs. (Include what you and students will be doing.)**:**  -Text structure pre-test to access students’ prior knowledge. (the day prior to lesson)  -Bell ringer- Question and discussion (5 min)  -Glue text passage in the interactive notebook, along with graphic organizer.  -Using The Gradual Release of ResponsibilityModel **(**Pearson & Gallagher, 1983), We will read the passage as a group, I will model annotation. I will model one example of using text based evidence from the text and complete one section of the graphic organizer. Next, I will ask students to complete two more sections in a group. Then, the last two sections independently.  -Closure: discussion, sharing of graphic organizers. “What was easy or challenging for you?”  -If time: introduce tomorrow’s topic of compare and contrast: Text structure video from McGraw Hill ([https://video.search.yahoo.com/yhs/search?fr2=piv-web&p=text+structures+Mc+graw+hill&hspart=att&hsimp=yhs-att\_001#id=2&vid=8857ffe5e0142e6504f751f84013606d&action=view](https://video.search.yahoo.com/yhs/search?fr2=piv-web&p=text+structures+Mc+graw+hill&hspart=att&hsimp=yhs-att_001%23id=2&vid=8857ffe5e0142e6504f751f84013606d&action=view)). |
| **Differentiation and planned universal supports:**  -Using the overhead projector during modeling with help every student see how to annotate the text and completing one area of graphic organizer. This helps everyone in the class follow direction and helps 3 students with IEPs.  -Universal Design Learning: Information is presented to students in multiple means: authority-visual, hands on learning with interactive notebook, graphic organizer for visual learners and partner work for social learning. |
| **Language Function students will develop. Additional language demands and language supports:** In the text passage we will discuss as a group vocabulary in the passage. Students will be able to have a discussion on their learning. Ask and answer questions about the learning segment. |
| **Type of Student Assessments and what is being assessed:**   * **Informal Assessment:** I will walk around, listen and support during group and independent time, looking for each students’ ZPD. * **Formal Assessment**:Pre-test, plickers question data, interactive notebook * **Modifications to the Assessments:** More time for students who need it. |
| **Evaluation Criteria: Completed graphic organizer with correct information and spelling. Text annotated correctly.** |
| Relevant theories and/or research best practices: The Gradual Release of Responsibility Model (Pearson & Gallagher, 1983), Zone of Proximal Development (Vygotsky, |
| **Lesson Timeline**:  -Text structure pre-test to access students’ prior knowledge. (the day prior to lesson)  -Bell ringer- Question and discussion (5 min)  -Glue text passage in the interactive notebook, along with graphic organizer. (2 min)  -Modeling and read passage as a group (5 min)  -Group work (5-10 min)  -Independent practice (5-10 min) -Closure: discussion, sharing of graphic organizers. (10 min)  -If time: Text structure video from McGraw Hill (2 min) |