*Evidence-Centered Classroom Assessment –*

**Assessment/Lesson Plan**

Teacher: Grade: 5th Subject: Reading Date:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day 1**  **Monday** | **Day 2**  **Tuesday** | | **Day 3**  **Wednesday** | **Day 4**  **Thursday** | | | **Day 5**  **Friday** |
| **Standards** | | | | | **Resources Used** | | | |
| **CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | | | | | Aesop – “The North Wind and the Sun”, Figurative Language Finder  Flocabulary.com | | | |
| **Bell work** | **Bell work** | | **Bell work** | **Bell work** | | | **Bell work** |
| Figurative language Flocabulary song. | Hyperbole Flocabulary Song. | | Similes and Metaphors Flocabulary Song. | Personification Flocabulary Song. | | | Allusion Flocabulary Song. |
| **Essential Question** | **Essential Question** | | **Essential Question** | **Essential Question** | | | **Essential Question** |
| What is figurative language? | What are literal and figurative meanings of figurative language? | | Can we create our own figurative language? | Do we need some assistance on figurative language? | | | Have we mastered figurative language? |
| **Guided Reading Group 1** | | **Guided Reading Group 2** | | | **Guided Reading Group 3** | **Guided Reading Group 4** | | |
| Below reading level story, | | On grade level story | | | Above grade level story | Tier 3 individualized story | | |
| **Whole Group** | **Whole Group** | | **Whole Group** | **Whole Group** | | | **Whole Group** |
| Figurative Language Introduction | “The North Wind and the Sun” | | Figurative Language Finder | Figurative Language Finder | | | Figurative Language Kahoot Quiz |
| **Skills Scale** | **Skills Scale** | | **Skills Scale** | **Skills Scale** | | | **Skills Scale** |
| DOK Level 1-4  **Identify** examples of figurative language in the text.  **Interpret** each example of figurative language in the text.  **Compare** the different meanings of the figurative language examples (I.e. literal and figurative definitions).  **Create** your own examples of figurative language. | DOK Level 1-4  **Identify** examples of figurative language in the text.  **Interpret** each example of figurative language in the text.  **Compare** the different meanings of the figurative language examples (I.e. literal and figurative definitions).  **Create** your own examples of figurative language. | | DOK Level 1-4  **Identify** examples of figurative language in the text.  **Interpret** each example of figurative language in the text.  **Compare** the different meanings of the figurative language examples (I.e. literal and figurative definitions).  **Create** your own examples of figurative language. | DOK Level 1-4  **Identify** examples of figurative language in the text.  **Interpret** each example of figurative language in the text.  **Compare** the different meanings of the figurative language examples (I.e. literal and figurative definitions).  **Create** your own examples of figurative language. | | | DOK Level 1-4  **Identify** examples of figurative language in the text.  **Interpret** each example of figurative language in the text.  **Compare** the different meanings of the figurative language examples (I.e. literal and figurative definitions).  **Create** your own examples of figurative language. |
| **Activities** | **Activities** | | **Activities** | **Activities** | | | **Activities** |
| Figurative Language diagnostic test.  Model lesson, Turn and Talk. | Read the story in a small group and complete compare activity. Each member in the group creates a figurative language example. | | Complete Figurative Language Finder individually. | Review Figurative Language Finder activity groups students where each group has a student who has mastered the activity and students who need additional help. | | | Figurative Language test is reflective of the Figurative Language Finder activity with a little more emphasis on creating examples. |
| **Evidence Rubric** | **Evidence Rubric** | | **Evidence Rubric** | **Evidence Rubric** | | | **Evidence Rubric** |
| Interpretations uses the proper terms and are on target. | 10/10 Created examples of figurative language are novel and creative. | | 10/10 Created examples of figurative language are novel and creative. | 10/10 Student actively participates with peer. | | | 10/10 Answers all questions effectively. |
| **Homework** | **Homework** | | **Homework** | **Homework** | | | **Homework** |
| Practice identifying and interpreting figurative language examples. | Create 2 examples of each type of figurative language. | | Interpret partners figurative language examples. | Review Figurative Language Finder activity. | | | None |
| **Homework Rubric** | **Homework Rubric** | | **Homework Rubric** | **Homework Rubric** | | | **Homework Rubric** |
|  |  | |  |  | | |  |
| **ESOL Strategies**: S1-Simplified Directions, S-7 Compare/Contrast, S15-Identify Main Ideas, Vocabulary Concepts, S-16 Illustrations, S-20 Labeling: Classroom and Equipment, S-27 Predict, S28 Classroom Equipment, S-28 Predict, S-32, Provide Visual of Classroom names, S-40 Schema/prior knowledge, S41- Semantic Webbing, S-43 Small Group Share, S-46 Summarize, S-54 “WH” Questions to Assist Comprehension, S-52 Use Overhead and Pictorial Presentations, S-53 Venn Diagrams | | | | | | | | | |
| **ESE Strategies**: Extended time to complete assignments/assessments. Small group testing check for comprehension. Simplified, repeating, clarifying, rewording of directions. Monitor work in progress. Modify length/complexity of assignments/tests. Student demonstration of understanding by repeating/paraphrasing. Allow for frequent breaks, verbal encouragement, preferential seating. | | | | | | | | | |
| **Questioning Delivery Strategies:** Turn and talk, popcorn, Think-Pair-and-Share | | | | | | | | | |
| **Curiosity Starter:** Recite a bunch of comical examples of figurative language like “It’s raining cats and dogs” and pretend you believe its actually raining cats and dogs and you don’t understand why people say that. Use the example of Drax in the Guardians of the Galaxy. | | | | | | | | | |