

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Interim Checkpoint

Workshop 3 Lesson 18

STANDARDS

CCSS.ELA–LITERACY: L.1.1J, L.2.1F, L.3.1I, L.3.4B, L.4.2C, L.4.4B, L.5.4B

HEADS UP

The Interim Checkpoint provides an opportunity to provide differentiated instruction of Workshop skills based on student performance. Begin in whole group by reviewing academic vocabulary. Then use small-group time to differentiate instruction according to observed and/or reported student needs. Monitor students, and extend the Checkpoint for another day if students need additional support.

MATERIALS

[Checkpoint Vocabulary Resource: 3A](#)

[Workshop Rubric](#)

Resources for Differentiated Instruction (RDI)

PREPARE FOR THE CHECKPOINT

- To prepare for whole-group instruction, preview and print the whole-group vocabulary resources.
- To prepare for small-group instruction, follow the steps below for using data to group students and choose RDI lessons.
- Consider evaluating student work from Part 1 using the [Workshop Rubric](#).

Use Data to Group Students and Choose RDI Lessons

1. **View student data.** Sort students based on strategy performance or Lexile score.
2. **Determine focus areas for small-group instruction based on student needs.** See the Groupinator for recommended strategies.

3. **Create and adjust groups.** Use the Groupinator to sort students into groups based on needs. If you would like to adjust groups, drag and drop students' names from one group to another. You may wish to consider performance, behavior, and other factors as you adjust your groups.
4. **Preview and assign Resources for Differentiated Instruction.** Identify lessons that meet your groups' needs. Click on the lesson previews to quickly access the recommended lessons.
5. **Prepare materials.** Select and plan to use relevant student resources for each of your small groups.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

Literary Elements

- **Support:** Analyze Plot; Analyze Character
- **Extend:** Analyze Theme; Character Sketch

Language and Conventions

- **Support:** Suffixes; Multiple-Meaning Words
- **Extend:** Compound Sentences

Academic Writing

- **Support:** Personal Narrative
- **Extend:** Realistic Narrative


[Get Resources](#)

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(alerts)** One way my body **alerts** me that I am getting a cold is _____. (e.g., I get a runny nose; I get a bad cough; I feel very tired)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is** _____.

 **Yes, that's correct.**

 **No, what I meant was** _____.

3) Ask two preselected students to share with the class and guide students to score their own responses.

FOCUS ON ACADEMIC VOCABULARY

Guide Vocabulary Practice

Review Academic Vocabulary.

alert (v) (page 134)

enough (page 144)

exactly (page 122)

fee (page 136)

final (page 132)

likely (page 136)

reassure (page 134)

refuse (page 130)

respond (page 126)

return (page 128)

Set the purpose for vocabulary practice. Remind students that they encountered many new academic words in the first part of Workshop 3. Explain that they can practice the new words by using them as synonyms for everyday words or to replace words with similar meanings. *For example, listen to this sentence: "My grandmother raises an eyebrow to warn me not to talk with my mouth full." You could replace the everyday verb warn with the more precise verb alert: "My grandmother raises an eyebrow to alert me not to talk with my mouth full."*

Distribute Word Swap from [Checkpoint Vocabulary Resource: 3A](#).

- Tell students they will swap, or replace, the words in boldface with academic words in the word bank.

- Model your thinking for Item 1. *The first replacement that I must make is for the word comforted. I'll use reassured because I know that means "to calm someone and make him or her feel less worried." The next replacement I need to make is plenty of. In the context of the sentence, I think that another word for plenty of is enough. I'll reread the sentence with these "swaps" to make sure that my choices make sense.*
- Have students complete the practice item.
- Guide application by having students discuss Item 2 in pairs.
- Have students complete the remaining items independently.

SMALL GROUP

TEACH DIFFERENTIATED LESSONS

Use Resources

Use resources to meet student needs. See "Prepare for the Checkpoint" for details.

WHOLE GROUP

WRAP UP

Revisit Workshop Focus

Guide students to share their responses to the Wrap Up question with a partner.

 **Why do writers share stories about their lives? Use one example from the Workshop.**

 **Based on _____, writers share stories about their lives _____.**