

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

Instructor:

Date:

Class:

Interim Checkpoint

Workshop 4 Lesson 16

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.2, RI.1.8, RI.2.1, RI.2.2, RI.2.8, RI.3.1, RI.3.2, RI.3.8, RI.4.1, RI.4.2, RI.4.8, RI.5.1, RI.5.2, RI.5.8, W.1.1, W.1.2, W.2.1, W.2.2, W.3.1A–D, W.3.2A–D, W.4.1 A–D, W.4.2 A–E, W.5.1 A–D, W.5.2 A–E, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.4E, L.2.1D, L.3.1E, L.3.2E, L.3.4B, L.4.1B, L.4.4B, L.5.1B, 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: 4A](#)

[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 measure.
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

Comprehension

- **Support:** Read Content-Area Texts; Read for Detail
- **Extend:** Draw Conclusions; Critical Reading: Synthesize

Language and Conventions

- **Support:** Greek Roots; Latin Roots
- **Extend:** Using Correct Verb Tense

Academic Writing

- **Support:** Writing an Opinion
- **Extend:** Opinion Essay

[Get Resources](#)

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(offer) I would offer my friends _____ if they were having trouble completing an assignment.** (e.g., help; use of my computer; my notes)

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.

accurate (page 186)

apparent (page 186)

confine (page 184)

fortune (page 182)

ideal (page 190)

limited (page 182)

require (page 184)

surrender (page 198)

Set the purpose for vocabulary practice. Remind students that they encountered many new academic words in the first part of Workshop 4. 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: "Because all my answers to the trivia questions in the contest were right, I won the grand prize." You could replace the everyday adjective right with the more precise adjective accurate: "Because all my answers to the trivia questions in the contest were accurate, I won the grand prize."*

Distribute Find the Relationship from [Checkpoint Vocabulary Resource: 4A](#).

- Explain that an analogy is a comparison between two word pairs. The words in the first word pair have a relationship to each other that helps to determine the relationship between the words in the second pair. The colon in an analogy stands for the phrase *is to*.
- Model your thinking for Item 1. *The relationship between nervous and calm is that these words have opposite meanings. To complete the analogy, I must find an academic word that means the opposite of flawed. One word I know that means the opposite is ideal.*

- 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

Develop Mindset

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

 **Think about the areas we’ve been working on: reading, writing, and knowledge. What is one example of growth you’ve seen in yourself?**

 **One area in which I’ve grown is _____. I noticed this when I _____.**