FORMATIVE ASSESSMENT LESSON PLAN EXAMPLE
ENGLISH LANGUAGE ARTS, GRADE 6

Original lesson plan from: http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4#tabs

Words from the source are written in blue on the table. Evidence-Gathering Opportunities are in red.

ANCHOR STANDARDS FOR LANGUAGE

Vocabulary Acquisition and Use #4: "Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate."

LEARNING GOAL	SUCCESS CRITERIA	EVIDENCE-GATHERING OPPORTUNITIES / TASKS
Develop inferential comprehension skills by "solving" unknown words using context clues. _Student-friendly language_: _Be able to figure out unknown words using information in or around the sentence. This is important because…_	Identify context clues that are potentially helpful for defining unfamiliar words. _Student-friendly language_: _I know and can show what context clues are._	Intro: work in pairs to "guess" an unfamiliar word in a sentence. _Example from original lesson_: _"The vixen was not as fortunate."_ Use class discussion to get the kids to see that "there's not enough information here to make a good guess." Extend the sentence with contextual clause or phrase(s). _Example from original lesson_: _"The vixen was not as fortunate as her mate, and was caught in the steel-jawed trap. Her red pelt would bring a good price."_ Model reasoning to make a "good guess" using context. _Example from original lesson_: _"…must be an animal, definitely a female, has red fur, must be a female fox..."_

LEARNING GOAL	SUCCESS CRITERIA	EVIDENCE-GATHERING OPPORTUNITIES / TASKS
		Repeat, then practice together or in pairs. Have whole class discussion to complete the why statement in the Learning Goal and identify the Success Criteria. Study four common types of context clues (definition, antonym, synonym, and inference): Introduce the terms and define as a group. Use a task that will demonstrate each student's comprehension of the types of context clues (suggestion: students role play an interview in which one student explains definition and antonym and the other explains synonym and inference OR students compose Twitter posts defining the terms); check in on progress on Success Criteria.
Use inferential comprehension skills by creating sentences with unknown words that can be defined using context clues. _Student-friendly language:_ _Be able to write sentences with context clues that help others figure out unfamiliar words. This is important because…_	Use context in original sentences to provide "clues" for definition of unfamiliar words. _Student-friendly language:_ _I can write sentences with context clues that help others figure out unfamiliar words._	Have whole class discussion to complete the why statement in the Learning Goal and identify the Success Criteria. Apply use of types of context clues to enhance sentences (practice sentences, then original) In partners, write two examples of each type of context clue. For fun, the students could make up words and turn this into some kind of class game—guess the definition. Check in on progress on Success Criteria. Check in on progress on both Learning Goals.