

# JMS Lesson Plan

<b>Teacher Name:</b>	Glenda J. Cagle	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning:</b> 8/21/2017 <b>Ending:</b> 8/25/2017	<b>Grades:</b>	7 <sup>th</sup> Grade
<b>Standards</b>	<p><b>ELAGSE7W4:</b> Produces clear and coherent writing in which the development, organization and style are appropriate to the purpose.</p> <p><b>ELAGSE7RL10:</b> By the end of the year reads and comprehends literature.</p> <p><b>ELAGSE7RL2:</b> Determines a theme and/or central idea of a text and analyzes its development over the course of the text, provides an objective summary of the text.</p> <p><b>ELAGSE7RL3:</b> Analyzes how particular elements shape the plot of a story</p> <p><b>ELAGSE7L1:</b> Demonstrates the command of the conventions of standard English grammar and usage.</p> <p><b>ELAGSE7W3:</b> Uses narrative techniques such as dialogue and description to develop events and characters.</p>		
<b>Differentiation:</b>	PAL partners based on Lexile scores		
<b>Resources:</b>	Collections textbook, chrome books, Daily Grammar Practice, Close Readers Abby Sunderland Articles and “Finding Your Everest” and Write Smart		
<b>Teacher Notes:</b>	<p>Monday: No School</p> <p>Tuesday: DGP/Trash Can Words Writing: Test using Write Smart. Students will write a multiple paragraph movie summary based on the short story, “Rogue Wave,” using the plot line to guide their writing.</p> <p>Wednesday: DGP/Trash Can Words Literature: Test over “Rogue Wave” Writing: Students will finish they narrative on “Rogue Wave”</p> <p>Thursday: DGP/Trash Can Words Literature: Continue Test “Rogue Wave” Writing: Introduce Dialogue Guideline Rules</p> <p>Friday: DGP/Trash Can Words Literature: Begin reading “Finding Your Everest” Writing: Quiz USA Test Prep “Narrative Technique”</p>		
<b>DOK Level</b>	<b>Activities / Assignments / Questions</b>	<b>Assessment</b>	
1	Review of Dialogue Guidelines	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other
2		<input type="checkbox"/> Formative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response

		<input type="checkbox"/> Summative	<input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
3	Evidence: Students will use Double-Entry notes to help them cite evidence in their essay.	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
4	Create: Students will create a movie outline using plot line elements in order to provide an objective summary of "Rogue Wave." Analyze: Students will analyze how literature elements shape the plot of the story. Students will also use narrative techniques to develop events and characters.	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Other –
<b>Resources:</b>			

*\*\*Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)*