

# JMS Lesson Plan

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|-------------------------|--|-----------------|-----------------------|
| <b>Teacher Name:</b>    | Glenda J. Cagle  | <b>Subject:</b> | ELA                   |
| <b>Date:</b>            | <b>Beginning:</b> 8/28/2017<br><b>Ending:</b> 9/1/2017   | <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: DGP/Trash Can Words<br/>Literature: Begin reading "Finding Your Everest"<br/>Writing: Quiz USA Test Prep "Narrative Technique"</p> <p>Tuesday: DGP/Trash Can Words<br/>Literature: Continue "Finding Your Everest"<br/>Writing: Introduce Dialogue Guideline Rules</p> <p>Wednesday: DGP/Trash Can Words<br/>Literature: Continue "Finding Your Everest"</p> <p>Thursday: DGP/Trash Can Words<br/>Literature: Read <i>Abby Sunderland</i> Articles pages 20-26 implements the reciprocal teaching strategy</p> <p>Friday: DGP/Trash Can Words<br/>Literature: Finding Your Everest answer Short Response Questions using the CSET Strategy</p>  |                 |                       |
| <b>DOK Level</b>        | <b>Activities / Assignments / Questions</b>  |                 | <b>Assessment</b>     |

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|-------------------|---|--|--|
| 1                 | Review of Dialogue Guidelines<br>Review CSET writing strategy and Reciprocal Teaching   | <input type="checkbox"/> Formative<br><input checked="" type="checkbox"/> Summative            | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input checked="" type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input checked="" type="checkbox"/> Other  |
| 2                 |   | <input type="checkbox"/> Formative<br><input type="checkbox"/> Summative                       | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric <input type="checkbox"/> Other –   |
| 3                 | Students will use CSET writing strategies to respond to short response questions in the Close Reader “Finding Your Everest..” | <input type="checkbox"/> Formative<br><input checked="" type="checkbox"/> Summative            | <input checked="" type="checkbox"/> Selected Response<br><input checked="" type="checkbox"/> Constructed Response<br><input type="checkbox"/> Essay<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input type="checkbox"/> Other –            |
| 4                 |   | <input checked="" type="checkbox"/> Formative<br><input checked="" type="checkbox"/> Summative | <input type="checkbox"/> Selected Response<br><input type="checkbox"/> Constructed Response<br><input checked="" type="checkbox"/> Essay<br><input checked="" type="checkbox"/> Verbal<br><input checked="" type="checkbox"/> Rubric<br><input type="checkbox"/> Other – |
| <b>Resources:</b> | <b>Textbook</b><br><b>Chart paper</b><br><b>Chromebooks</b>   |  |  |

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