

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 8/28/2017 Ending: 9/1/2017	Grades:	7 th Grade
Standards	<p>ELAGSE7W4: Produces clear and coherent writing in which the development, organization and style are appropriate to the purpose.</p> <p>ELAGSE7RL10: By the end of the year reads and comprehends literature.</p> <p>ELAGSE7RL2: 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>ELAGSE7RL3: Analyzes how particular elements shape the plot of a story</p> <p>ELAGSE7L1: Demonstrates the command of the conventions of standard English grammar and usage.</p> <p>ELAGSE7W3: Uses narrative techniques such as dialogue and description to develop events and characters.</p>		
Differentiation:	PAL partners based on Lexile scores		
Resources:			
Teacher Notes:	<p>Monday: Labor Day</p> <p>Tuesday: DGP/Trash Can Words Literature: Reciprocal teaching strategy Writing: Trace and Evaluate an Argument pg 27 Step 1 of Argumentative Essay</p> <p>Wednesday: DGP/Trash Can Words Literature: Continue with Reciprocal Teaching Strategies Writing: Reciprocal teaching with what will be read on Thursday Continue with Step 1 of Argumentative Essay</p> <p>Thursday: DGP/Trash Can Words Literature: : "Ships of Fools" Discussion of Claim/Reasons pages24-26 Media: Was Abby Too Young to Sail? Writing: Step 2 of Argumentative Essay</p> <p>Friday: DGP/Trash Can Words Literature: Finding Your Everest answer Short Response Questions using the CSET Strategy Writing: Step 3 of Argumentative Essay</p>		
DOK Level	Activities / Assignments / Questions	Assessment	

1	Review of Dialogue Guidelines Review CSET writing strategy and Reciprocal Teaching	<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"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <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 <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
4		<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 –
Resources:	Textbook Chart paper Chromebooks		

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