

# JMS Lesson Plan

<b>Teacher Name:</b>	Glenda J. Cagle	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning:</b> 10/2/2017 <b>Ending:</b> 10/6/2017	<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>	<p><b>Close Read, Performance Assessment, Textbook, and Chromebook</b></p> <p><a href="https://my.hrw.com">https://my.hrw.com</a></p> <p><a href="http://www.usatestprep.com">http://www.usatestprep.com</a></p> <p><a href="http://www.ixl.com">http://www.ixl.com</a></p>		
<b>Teacher Notes:</b>	<p>Monday: DGP/Trash Can Words Literature: Close Reader-Reread "Finding Your Everest" page 13-16. Writing: answer Short Response Questions using the CSET Strategy</p> <p>Tuesday: DGP/Trash Can Words Literature: Reading <u>Why Everest</u> Writing: Step 3 of Argumentative Essay (Source #2 page 25) Students will complete Close Read on page 26 and 27.</p> <p>Wednesday: DGP/Trash Can Words Literature: Student will read, <u>Ranger Killed During Rescue of Climbers on Mount Rainier</u> Source #3 on page 28 Writing: Step 3 of Argumentative Essay (Source #3 page 28) Students will complete Close Read on page 29.</p> <p>Thursday: DGP/Trash Can Words Writing: Students will gather evidence from the articles from "Do People have the right to rescue services when they put themselves at risk?" (Pages 30-32)</p> <p>Friday: Writing: Students will gather evidence from the articles to support claims for their argumentative essay. Students will complete Graphic Organizer/Draft/Edit 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	Make inferences drawn from the Sources Write arguments Produce clear and coherent writing. Use technology to produce and publish writing	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Other –
3	Cite several pieces of textual evidence Develop a logical argument	<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 –

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