

# JMS Lesson Plan

|                         |   |                 |                       |
|-------------------------|---|-----------------|-----------------------|
| <b>Teacher Name:</b>    | Glenda J. Cagle   | <b>Subject:</b> | ELA                   |
| <b>Date:</b>            | <b>Beginning:</b> 10/9/2017<br><b>Ending:</b> 10/13/2017  | <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>Close Read, Performance Assessment, Textbook, and Chromebook</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: Writing: Students will gather evidence from the articles to support claims for their argumentative essay. Students will complete Graphic Organizer for their rough draft.</p> <p>Tuesday Writing: Students will complete the rough draft for argumentative essay explaining why you agree or disagree with people who demand rescue services when they put themselves at risk.</p> <p>Wednesday: Writing: Students will finish the rough draft for argumentative essay explaining why you agree or disagree with people who demand rescue services when they put themselves at risk.</p> <p>Thursday : Writing: Students will complete r the editing process for argumentative essay explaining why you agree or disagree with people who demand rescue services when they put themselves at risk.</p> <p>Friday: Writing: Students will complete their final essay in Google classroom.</p> |                 |                       |

| DOK Level | Activities / Assignments / Questions  | Assessment  |  |
|-----------|---|---|--|
| 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         | Make inferences drawn from the Sources<br>Write arguments<br>Produce clear and coherent writing.<br>Use technology to produce and publish writing | <input checked="" type="checkbox"/> Formative<br><input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response<br><input checked="" type="checkbox"/> Constructed Response<br><input type="checkbox"/> Verbal<br><input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Other –   |
| 3         | Cite several pieces of textual evidence<br>Develop a logical argument   | <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"/> Essay<br><input type="checkbox"/> Verbal<br><input type="checkbox"/> Rubric<br><input type="checkbox"/> Other –                       |
| 4         |   | <input type="checkbox"/> Formative<br><input 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 – |

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