

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 10/16/2017 Ending: 10/20/2017	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>ELAGSE7RL1: Cite textual evidence.</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>ELAGSE7L5a: Interprets figures of speech such as: literary, biblical, and mythological allusions in context.</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> <p>ELAGSE7L3b: Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>		
Differentiation:	PAL partners based on Lexile scores		
Resources:	<p>Close Read, Performance Assessment, Textbook, and Chromebook</p> <p>https://my.hrw.com</p> <p>http://www.usatestprep.com</p> <p>http://www.ixl.com</p>		
Teacher Notes:	<p>Monday: DGP/Trash Can Words Literature: Students will read "The Flight of Icarus" page 31 of the student text book. Writing: Students will do constructed responses to questions throughout the story</p> <p>Tuesday DGP/Trash Can Words Literature: Students will finish the read "The Flight of Icarus" page 31 of the student text book. Writing: Students will continue working on constructed responses to questions throughout the story</p> <p>Wednesday: DGP/Trash Can Words Literature: Analyzing Story Elements: Myth</p> <p>Thursday : DGP/Trash Can Words Literature: Determining the theme of the story.</p> <p>Friday: Device Day: DGP/Trash Can Words Literature: Audial "The Flight of Icarus"</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 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	Analyze the elements of a myth and determine two or more themes.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input 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)**