

JMS Lesson Plan

Teacher Name:	Glenda J. Cagle	Subject:	ELA
Date:	Beginning: 11/13/2017 Ending: 11/17/2017	Grades:	7 th Grade
Standards	<p>ELAGSE7RL1: Cite textual evidence.</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>ELAGSE7RL10: By the end of the year reads and comprehends literature.</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>ELAGSE7W4: Produces clear and coherent writing in which the development, organization and style are appropriate to the purpose</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: Grammar Lesson DGP Literature: Begin reading "Sorry Wrong Number" pages 111-124 Analyze form drama</p> <p>Tuesday : Grammar Lesson DGP Literature: Begin reading "Sorry Wrong Number" pages 111-124 Interest: Plot development.....conflict</p> <p>Wednesday: Grammar Lesson DGP Literature: Begin reading "Sorry Wrong Number" pages 111-124 Interest: plot development for the play</p> <p>Thursday : Grammar Lesson DGP Literature: Continue reading "Sorry Wrong Number" pages 111-124 Finish the stages of plot development.</p>		

	Friday: Grammar Lesson DGP Literature: Finish reading "Sorry Wrong Number" pages 111-124 Analyzing the Text		
DOK Level	Activities / Assignments / Questions	Assessment	
1	Review of Dialogue Guidelines Review CSET writing strategy Recognize appropriate vocabulary word for a given sentence Report background information about phones. Identify predictions about the action of the play. Repeat the stage directions to imagine the plot events. Highlight names on the set and recognize stage directions.	<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 Produce clear and coherent writing. Use technology to produce and publish writing Use context clues to determine appropriate vocabulary for a given sentence. Make observations about correct telephones.	<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	<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	Connect predictions made with hints and foreshadowing in the play.	<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)**