

# JMS Lesson Plan

<b>Teacher Name:</b>	Glenda J. Cagle	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning:</b> 11/27/2017 <b>Ending:</b> 12/15/2017	<b>Grades:</b>	7 <sup>th</sup> Grade
<b>Standards</b>	<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>		
<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>	<ul style="list-style-type: none"> <li>• Student will be completing a writing assessment on November 29<sup>th</sup> and 30<sup>th</sup>.</li> <li>• From December 1<sup>st</sup> through December 15<sup>th</sup>, students will be in groups.</li> <li>• Students will be completing <u>A Christmas Carol</u> and completing assignments using IXL mastering the skill of Argument Writing.</li> </ul>		
<b>DOK Level</b>	<b>Activities / Assignments / Questions</b>	<b>Assessment</b>	
1	<p>Review of Dialogue Guidelines</p> <p>Review CSET writing strategy</p> <p>Recognize appropriate vocabulary word for a given sentence</p> <p>Report background information about phones.</p> <p>Identify predictions about the action of the play.</p> <p>Repeat the stage directions to imagine the plot events.</p> <p>Highlight names on the set and recognize stage directions.</p>	<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	<p>Make inferences drawn from the Sources</p> <p>Produce clear and coherent writing.</p>	<input checked="" type="checkbox"/> Formative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response

	Use technology to produce and publish writing Use context clues to determine appropriate vocabulary for a given sentence. Make observations about correct telephones.	<input type="checkbox"/> Summative	<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)**