**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

## Name: Sara Visentine Law Subject/Grade: Pre-AP Reading/ELA 7th

## Week of: 12/15 – 12/19 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M **Topic: Analyzing a Persuasive Essay with SOAPSTONE, Original Ad Campaign**  Goal: I will examine an author's persuasive skills. I will consider how a reader's mind can be changed by a persuasive text. I will analyze a persuasive text. I will explore the relationship between audience, content, and purpose in an original ad campaign.  TEKS: **(2)** Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing. **(A)** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; **(11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts. **(28)** Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues**(11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. **(C)** evaluate various ways media influences and informs audiences; and **(14)** Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. **(A)** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  **(B)** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; **(C)** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; **(D)** edit drafts for grammar, mechanics, and spelling; and **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. **(17)** Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. **(D)** produce a multimedia presentation involving text and graphics using available technology. **(18)** Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: **(A)** establishes a clear thesis or position;  **(21)** Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings  Materials: INB, Springboard, magazines, class computers/electronic devices  Assignment:  **Reading**   1. Vocabulary Quiz – Port/Mit/Miss 2. SB 2.13/2.14 – “America the Not-So-Beautiful” anticipation guide, metacognitive markers, post-reading, SOAPSTONE analysis 3. Original Ads   **Reading Homework –** independent reading/reading log (nonfiction), study new vocabulary on Quizlet (quiz 1 week after Christmas break)  **ELA**   1. Bell Ringer - Apostrophes 2. EA 2.1 “Original Ad Campaign” pg. 125 – 130 (modified) - due FRIDAY   **ELA Homework - apostrophe practice 2 NoRedInk** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| T Topic: Original Ad Campaign, Exploring a Thesis, Update Content Vocabulary Notes Goal: I will explore the relationship between audience, content, and purpose in an original ad campaign. I will develop sample thesis statements for literary analysis. TEKS: **(11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.  **(C)** evaluate various ways media influences and informs audiences; and  **(14)** Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **(A)** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  **(B)** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  **(C)** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;  **(D)** edit drafts for grammar, mechanics, and spelling; and  **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  **(17)** Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **(D)** produce a multimedia presentation involving text and graphics using available technology.  **(18)** Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  **(A)** establishes a clear thesis or position;  **(21)** Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings  Resource(s): magazines, INB, Springboard Assignment(s): **Reading**   1. Bell Ringer – Analyze Political Cartoon – Bieber 2. Complete 2.14 – Creating a persuasive thesis 3. INB Notes – Content Vocabulary (Genres – Unit 1 and 2)   **Reading Homework independent reading/reading log (nonfiction), study vocabulary**  **ELA**   1. Bell Ringer – Apostrophes 2. EA 2.1 Original Ad Campaign (modified) – due Friday   **ELA Homework apostrophe practice 2 due by Friday @ 10 p.m.** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Motes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method  Other |
| W **Topic: Analyzing a Persuasive Text: Fact vs. Opinion, Original Ad Campaign Goal:** I will differentiate between fact and opinion in a persuasive text. I will develop a position in response to a persuasive text. I will explore the relationship between audience, content, and purpose in an original ad campaign.  **TEKS:** (11) Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  (13) Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.  (C) evaluate various ways media influences and informs audiences; and  (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;  (D) edit drafts for grammar, mechanics, and spelling; and  (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  (17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  (D) produce a multimedia presentation involving text and graphics using available technology.  (18) Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  (A) establishes a clear thesis or position;  (21) Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings  **Materials:** INB, Springboard, magazines, classroom computers  **Assignment:**  **Reading**   1. Bell Ringer – Political Cartoon 2. SB 2.15 – Fact or Opinion?   **Reading Homework independent reading/reading log (nonfiction), study vocabulary**  **ELA**   1. Bell Ringer – Apostrophes 2. EA 2.1 Original Ad Campaign (modified) – due Friday   **ELA Homework - apostrophe practice 2 due by Friday @ 10 p.m.** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| **R**  **Topic: Original Ad Campaign, Articles vs. Editorials**  **Goal**: I will identify and analyze two sides of an issue. I will recognize the differences between a news article and an editorial. I will analyze the relationship between audience, content, and purpose in an original ad campaign. **TEKS: (11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.  **(C)** evaluate various ways media influences and informs audiences; and  **(14)** Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **(A)** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  **(B)** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  **(C)** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;  **(D)** edit drafts for grammar, mechanics, and spelling; and  **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  **(17)** Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **(D)** produce a multimedia presentation involving text and graphics using available technology.  **(18)** Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  **(A)** establishes a clear thesis or position;  **(21)** Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings  **Resource(s):** magazines, INB, Springboard **Assignment(s):**  **Reading**   1. Bell Ringer – LTF Quote Analysis 2. SB 2.16 “News or Views”   **Reading Homework independent reading/reading log (nonfiction), study vocabulary**  **ELA**   1. Bell Ringer- Apostrophes and Run-Ons 2. Original Ad Campaign   **ELA Homework – 1) apostrophe 2 assignment due Friday @ 10 p.m.** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| **F**  **Topic: Exploring my Opinions, Original Ad Campaign**  **Goal**: I will examine an argument and explore a position on the issue. I will communicate in a small-group context. I will explore the relationship between audience, content, and purpose in an original ad campaign.  **TEKS: (11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.  **(C)** evaluate various ways media influences and informs audiences; and  **(14)** Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **(A)** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  **(B)** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  **(C)** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;  **(D)** edit drafts for grammar, mechanics, and spelling; and  **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  **(17)** Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **(D)** produce a multimedia presentation involving text and graphics using available technology.  **(18)** Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  **(A)** establishes a clear thesis or position;  **(21)** Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings  **Reading**   1. Bell Ringer- Political Cartoon 2. SB 2.17 – Exploring My Opinions   **Reading Homework – independent reading/reading log (nonfiction), study vocabulary – book report moved to our return from break.**  **ELA**  **ELA**   1. Original Ad Campaign – complete and begin presentations   **ELA Homework - apostrophe assignment due tonight by 10** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |

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| Kilgo Strategies: |