**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 2/9 – 2/13 Period(s): 1,3,4,5,6,8

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M **Topic: Flocabulary Unit 2, Reading an Editorial, Rhetorical Appeals, EA 2.2 Letter to the Editor**  Goal: I will analyze and evaluate an argument. I will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial.  TEKS:(10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.  (B) distinguish factual claims from commonplace assertions and opinions;  (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.  (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  (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:  (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.  (25) Research/Organizing and Presenting Ideas.: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:  (A) draws conclusions and summarizes or paraphrases the findings in a systematic way  **Reading**   1. BR – Intro Unit 2 Flocabulary Blue Level “Muhammad Ali” – create context-based definitions, use context to determine parts of speech 2. Complete SB pg. 161-164 “Reading an Editorial” – discuss 3. INB Vocabulary Notes – Unit 2 Terms, including parallel structure SB pg. 358-359   -  DUE TODAY: nothing  HW: study for tomorrow’s SB Unit 2 test  **ELA**   1. BR – Parallel Structure (use pg. 358-359) 2. Begin Embedded Assessment 2.2 – pg. 166 steps 1-3 – use pg. 167 to break down editorial (SOAPSTONE for extra credit) 3. Pg. 165 prewriting, begin outline   DUE TODAY: : “I Believe” rough drafts with rubric  HW: NRI- verb tenses assignment due Friday; clauses and phrases quiz due Wednesday | 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: Unit 2 SB Test - Expository/Persuasive Text, EA 2.2 :Letter to the Editor"  Goal: I will analyze and evaluate arguments. I will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial.  TEKS: (10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.  (B) distinguish factual claims from commonplace assertions and opinions;  (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.  (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  (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:  (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.  (25) Research/Organizing and Presenting Ideas.: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:  (A) draws conclusions and summarizes or paraphrases the findings in a systematic way Resource(s): magazines, INB, Springboard, devices for logos research (letter to the editor assignment) Assignment(s): **Reading**   1. Unit 2 SB Test – Expository and Persuasive Text   DUE TODAY: none  HW: first 4 rows on Flocabulary chart  **ELA**   1. BR – Brush Strokes, Sentence Types 2. EA 2.2 “Letter to the Editor” – Complete outline and get approval; review business letter format, begin rough draft   DUE TODAY: EA 2.2 outline  HW: NRI – clauses and phrases quiz due WEDNESDAY, verb tenses due FRIDAY | 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: Literature Circles, EA 2.2 :Letter to the Editor"  Goal: I will overview literature circle format, roles, and expectations. I will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial.  TEKS:  (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:  (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.  (25) Research/Organizing and Presenting Ideas.: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:  (A) draws conclusions and summarizes or paraphrases the findings in a systematic way Resource(s): magazines, INB, Springboard, devices for logos research (letter to the editor assignment) Assignment(s): **Reading**   1. **BR – Flocabulary Unit 2** 2. **Intro to Literature Circles: overview, roles, schedules**   DUE TODAY: none  HW: get *Tangerine* , free reading on reading log  **ELA**   1. BR – Brush Strokes, Sentence Types 2. EA 2.2 “Letter to the Editor” – complete rough draft   DUE TODAY: NRI clauses and phrases quiz  HW: NRI – verb tenses assignment due FRIDAY | 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: Literature Circles, EA 2.2 “Letter to the Editor”**  **Goal**: I will overview literature circle format, roles, and expectations. I will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial. **TEKS:**  **(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:  **(C)** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.  **(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.  **Resource(s):** magazines, INB, Springboard **Assignment(s):**  **Reading**   1. BR – Flocabulary Unit 2 2. Continue Literature Circle overview – Dialectical Journal 3. Model Video and Discussion   DUE TODAY:  HW:  **ELA**   1. BR – Brush Strokes 2. Writing Groups – Revise letters 3. Write Draft 2   DUE TODAY:  HW: complete draft 2 with revision, NRI verb tenses due by 10 p.m. tomorrow | 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: Tangerine WebQuest, EA 2.2 “Letter to the Editor”**  **Goal**: I will conduct research to prepare for our *Tangerine* novel unit. I will choose an editorial, analyze the persuasive arguments, and write a letter to the editor, agreeing or disagreeing with the writer of the editorial. **TEKS:**  **(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:  **(C)** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.  7.25 – Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.  **Reading**   1. Computer Lab – Tangerine WebQuest   DUE TODAY:  HW: continue flocabulary chart – due @ beginning of class on Tuesday – Monday is 1st *Tangerine* reading day!  **ELA**   1. BR – Journal Prompt 2. EA 2.2 “Letter to the Editor” – Edit, Final Draft, Reflection (continued and completed Monday)     DUE TODAY:  HW: NRI- verb tenses assignment due tonight by 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 |

|  |
| --- |
| Kilgo Strategies: |