**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 1/26-30 Period(s): 1,3,4,5,6,8

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M **Topic: Flocabulary Unit 1, Articles vs. Editorials**Goal: I will compare and contrast news articles and editorials. I will examine two sides of an issue and evaluate the arguments made for their effectiveness. I will identify instances of cause and effect, analogy, and authority appeals.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**BR – pg. 152 Venn Diagram, write original definitions of ‘article’ and ‘editorial’ on bell ringer sheetFlocabulary Blue Level Unit 1, introduce and begin vocab chart-DUE TODAY: late signed newslettersHW: study vocabulary on quizlet, new reading log assigned**ELA**BR – Figurative Language Task Card-Continue Notes-Begin “I Believe, I Imagine” Expository Essay DUE TODAY: N/AHW: Clauses and Phrases 3 on NRI | [ ] 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: Analyzing Persuasive Text, Expository/Persuasive Text WritingGoal: I will analyze a persuasive text for claims, counterclaims, support, and persuasive appeals. I will evaluate both sides of an argument for effectiveness. I will outline and draft a persuasive text built around a strong thesis statement.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: **(A)** establishes a clear thesis or position; **(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 issuesResource(s): magazines, INB, SpringboardAssignment(s):**Reading**BR – Flocabulary-SB 2.17 “Ironing Out Policies on School Uniforms” – anticipation guide, reading and annotating for pro and con arguments, post reading graphic organizer and group writingDUE TODAY: last day for signed newslettersHW: study vocabulary on quizlet, new reading log assigned**ELA**BR – Clauses, Phrases, and Sentence Types -“I Believe, I Imagine” Expository Essay DUE TODAY: HW: Clauses and Phrases 3 on NRI | [ ] 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: Rhetoric - Ethos, Pathos, Logos Overview, Persuasive WritingGoal:** I will learn about the rhetorical framework and the interrelationship of ethos, pathos, and logos in any persuasive text or speech. I will practice identifying and creating ethos, pathos, and logos in text. **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 (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.**Materials:** INB, Springboard, magazines, classroom computers**Assignment:****Reading**BR – FlocabularyEthos, Pathos, Logos overview and notesDUE TODAY: HW: study vocabulary on quizlet, new reading log assigned**ELA**BR – Clauses, Phrases, and Sentence Types-“I Believe, I Imagine” Expository Essay DUE TODAY: HW: Clauses and Phrases 3 on NRI | [ ] 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: Developing Arguments****Goal**: I will evaluate an argument for its use of ethos, pathos, and logos. I will write a persuasive text which uses these appeals. **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 **(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**BR – Flocabulary-SB 2.18 evaluating arguments for ethos, pathos, logosDUE TODAY: HW: study vocabulary on quizlet, new reading log assigned**ELA**BR – Clauses, Phrases, and Sentence Types- Complete “I Believe, I Imagine” Expository EssayDUE TODAY: **“I Believe, I Imagine” expository essay – quiz grade**HW: Clauses and Phrases 3 on NRI, complete “I Believe” essay if not finished in class | [ ] 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: Rhetorical Appeals, Expository Text Structure**Goal**: I will learn about some of the more common rhetorical appeals and will practice identifying them in text. I will analyze author’s purpose in including these appeals. I will take notes and discuss the various form of expository writing. I will practice creating outlines for these different forms. **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 (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.**Reading**BR – FlocabularyRhetorical Appeals notes and practice DUE TODAY: HW: study vocabulary on quizlet, new reading log assigned**ELA**BR – Journal PromptNotes: Expository Text StructureWriting Workshop: Students read aloud “I Believe” essay DUE TODAY: **Clauses and Phrases 3 on NRI – Quiz Monday**HW: practice for quiz | [ ] 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: |