**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 1/6/14 – 1/9/14 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| TTopic: Fact vs Opinion in Persuasive Text; 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 connect audience, content, and purpose in an original ad campaign. TEKS: (7) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. (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; (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; (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. (19) Oral and Written Conventions/Conventions.: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) appositive phrases; (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): Springboard, www.glogster.com, INB, highlightersAssignment(s):**Reading**1. Bell Ringer – “Green Movement” Quick Write and pg. 139 Anticipation Guide
2. SB 2.15 – Fact or Opinion
3. SOAPSTONE

**Reading Homework – 1)** independent reading/reading log: Nonfiction book report this Thurs/Fri in class – BRING YOUR FINISHED NONFIC BOOK! 2) Vocab Quiz this Friday – current list is on Quizlet**ELA**1. Bell Ringer – None. Report to Library/Lab 3 to complete Original Ad Campaign

**ELA Homework Original Ad Campaign is due for grading @ 10 p.m. tonight!** | [ ] 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       |
| W Topic: News Articles vs Editorial Text, Original Ad CampaignGoal: I will identify and analyze two sides of an issue. I will recognize the differences between a news article and an 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): Springboards, INB, www.glogster.com Assignment(s):**Reading**1. Bell Ringer – Genre and Academic Vocabulary Notes
2. Begin SB 2.16 News or Views? Steps 1 and 2 pg. 147

**Reading Homework – 1)** independent reading/reading log: Nonfiction book report this Thurs/Fri in class – BRING YOUR FINISHED NONFIC BOOK! 2) Vocab Quiz this Friday – current list is on Quizlet**ELA**1. Bell Ringer- Prepare Presentation Notes for O.A.C.
2. Present Original Ad Campaigns

**ELA Homework NoRedInk Mastery Check next Tuesday, late O.A.C. due tomorrow for -15 pts** | [ ] 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       |
| TH Topic: News Articles vs. Editorial TextGoal: I will identify and analyze two sides of an issue. I will recognize the differences between a news article and an 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): Springboard, INB, computer lab/libraryAssignment(s):**Reading**1. SB 2.16 Steps 3 – 7
2. Overview of modified Editorial Scavenger Hunt

**Reading Homework – 1)** independent reading/reading log: Nonfiction book report this Thurs/Fri in class – BRING YOUR FINISHED NONFIC BOOK! 2) Vocab Quiz this Friday – current list is on Quizlet**ELA**1. Report to Library/Lab for Editorial Scavenger Hunt (SB 2.16)

**ELA Homework - Editorial Scavenger Hunt (if not finished in class) – you will need both editorials for Friday’s book report** | [ ] 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       |
| **FRI** Topic: Text Structure and Author’s Purpose in Informational and Persuasive TextGoal: I will compare and contrast arguments made by different editorial writers on the same issue. I will evaluate which argument is the strongest. I will summarize main idea in a nonfiction book and will examine text structure.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):** Springboard, INB, www.glogster.com **Assignment(s):****Reading**1. Nonfiction Book Report over independent nonfiction book and 2 editorials over the same topic with opposing viewpoints.

**Reading Homework** **ELA**1. Bell Ringer – Vocabulary Quiz
2. Late Original Ad Campaigns
3. Notes – Brush Strokes Grammar and appositive practice

**ELA Homework -**  | [ ] 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: |