

Week Of August 22- 26, 2016	Jennings Junior High School CPA Lesson Plan				
Subject: English Language Arts			Grade Levels: 7 & 8	Instructor: Mrs. A. Keys	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Key Concepts - Learning Targets /Daily Objective</b>	By the end of the lesson, I will be able to:  RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.	By the end of the lesson, I will be able to:  RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.	By the end of the lesson, I will be able to:  RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.	By the end of the lesson, I will be able to:  RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.	By the end of the lesson, I will be able to:  RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.
<b>Essential Question(s)</b>	How does effective story-telling transport a reader into another time and place? How do details, tone, mood, and character shape the power of narrative?				
<b>Common Core Standards</b>	RI.7.1 & RI.8.1 RL.7.1 & RL.8.1 – Cite textual evidence that strongly support my inferences and analysis of the text.  L.7.2 & L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.  W.7.3 & W.8.3 – Write a real or imagined narrative with descriptive and effective technique.				
<b>DOK Level(s)</b>	2-3	2-3	2-3	2-3	2-3
<b>Vocabulary</b>	Inference, Evidence, Supports, Clues, Guess, Context, Explicitly	Inference, Evidence, Supports, Clues, Guess, Context, Explicitly	Inference, Evidence, Supports, Clues, Guess, Context, Explicitly	Inference, Evidence, Supports, Clues, Guess, Context, Explicitly	Inference, Evidence, Supports, Clues, Guess, Context, Explicitly
<b>Class Procedures/Lesson Design</b>	<b>Do Now: (5-7 minutes)</b>  Free Write: Journal Writing/One paragraph 5-7 Sentences.	<b>Do Now: (5-7 minutes)</b>  Paragraph Editing: Use correct symbol to edit.	<b>Do Now: (5-7 minutes)</b>  Free Write: Journal Writing/One paragraph 5-7 Sentences.	<b>Do Now: (5-7 minutes)</b>  Paragraph Editing: Use correct symbol to edit.	<b>Do Now: (5-7 minutes)</b>  Free Write: Journal Writing/ One Paragraph 5-7 Sentences.  Friday: Do Now - Journal Check.
	<b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b>	<b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b>	<b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b>	<b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b>	<b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b>

	Teacher ask: What happens or is said in the text?	Teacher ask: What pieces of evidence provide the strongest support for your inferences?	Teacher ask: What does the text say?	Teacher ask: What does the text say?	Teacher ask: What pieces of evidence provide the strongest support for your inferences?
	<b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b>	<b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b>	<b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b>	<b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b>	<b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b>
	Students will: Take Cornell Notes in Interactive Notebook on Making an Inference.  Watch YouTube Video of Inferencing.  Receive Homework Packet – Week 2 electronically, due Friday.	Students will: Listen to chapter 2 from novel.	Students will: Complete Keys-Tic-Tac-Toe, 3 in a row...	Students will: Finish Keys-Tic-Tac-Toe.	Students will: Weekly Quiz/ Mastery Connect – Inferencing  Collect Homework Packet and place in Mastery Connect.
	<b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b>	<b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b>	<b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b>	<b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b>	<b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b>
	Students will: Finish presenting Narrative Essay Orally.  Begin Inferencing Practice.	Students will: Answer chapter 2 review questions.	Students will: Complete Keys-Tic-Tac-Toe ~ Vocabulary ~ Inferencing ~ Main Idea/Central Idea	Students will: Begin reading chapter 3 from novels.  Begin answering chapter 3 review questions.	Students will: Finish Chapter 3 review questions from novel.
<b>Highly Tested GLEs: (MAP Time) Devoted to Common</b>	Exit Slip	MAP TIME- New York State	Exit Slip –	MAP TIME – New York State	
<b>Core/Daily Formative Assessment (5-10 Minutes)</b>					Bi-Weekly Common Formative Assessment – Mastery Connect
<b>Homework</b>	Weekly English Language Arts - Common Core Grade Level Packet also placed on my Weebly Website: <a href="http://angelakeys.weebly.com/">http://angelakeys.weebly.com/</a>  1. Cause and Effect				

	<ol style="list-style-type: none"> <li>2. Prediction</li> <li>3. Nonfiction Text Features</li> <li>4. Visual Information</li> <li>5. Main Idea and Details</li> </ol>
<b>Summative Assessment</b>	DRC Insight Online Assessment, Acuity, Common Formative Assessments, MAP, SRI, ACT, CA/PARCC released items, Princeton Review Work Book
<b>Materials and Resources</b>	<ol style="list-style-type: none"> <li>1. Novel – The Adventures of Tom Sawyer and Big Mouth and Ugly Girl</li> <li>2. Composition Note Book</li> <li>3. Interactive Notebook</li> <li>4. Dictionary/Thesaurus</li> <li>5. Pen/Pencil</li> <li>6. Novels - Laptops</li> <li>7. Smart Board</li> <li>8. Chromecast</li> <li>9. Lan School</li> <li>10. Acuity</li> <li>11. Actively Learn</li> <li>12. EdCite</li> </ol>
<b>Unit Planner and Special Notes</b>	<b>ANNOUNCEMENTS:</b> <ol style="list-style-type: none"> <li>1. SRI – September 6-9</li> <li>2. Acuity 1– September 12-23</li> <li>3. Acuity 2 – December 5-16</li> <li>4. Acuity 3 – February 6-17</li> </ol>

