

**Week
Of
March 13 – March 17,
2017**

Jennings Junior High School CPA Lesson Plan

Subject: English Language Arts		Grade Levels: 7 & 8		Instructor: Mrs. A. Keys	
	Monday	Tuesday	Wednesday	Thursday	Friday
Key Concepts - Learning Targets /Daily Objective	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>
Essential Question(s)	<ul style="list-style-type: none"> • How do I determine the meaning of an unfamiliar word or usage? • How do words and their use influence language? 				
Common Core Standards	<p>RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the ideas.</p> <p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>				
DOK Level(s)	2-3	2-3	2-3	2-3	2-3
Vocabulary	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes	Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes
Class Procedures/Lesson Design	<p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p>Do Now: (5-7 minutes)</p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p>Do Now: (5-7 minutes)</p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/ One Paragraph 5-7 Sentences.</p> <p>Friday: Do Now - Journal Check.</p>

	<p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> <p>Teacher ask: Which form or structure does the author use in this poem?</p>	<p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> <p>Teacher ask: What happens or is said in this text?</p>	<p>Whole Group Lesson: Anticipatory set/Objective, including strategies (12 – 15 minutes)</p> <p>Teacher ask: What pieces of evidence provide the strongest support for your inferences?</p>	<p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> <p>Teacher ask: How are the reader's or audience's point of view different from the characters' in the story?</p>	<p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> <p>Teacher ask: What is the subject of this text?</p>
	<p>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</p> <p>Students will: Listen to next chapter from novel.</p>	<p>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</p> <p>Students will: MAP online training.</p>	<p>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</p> <p>Students will: ThinkCerca online MAP Practice.</p>	<p>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</p> <p>Students will: Listen to next few chapters from novel.</p>	<p>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</p> <p>Students will: Insert Homework Packet Week 27 into Mastery Connect.</p>
	<p>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</p> <p>Students will: Answer review questions from novel.</p> <p>Homework Week 27 due Friday, March 17, 2017</p>	<p>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</p> <p>Students will: Continue MAP online training use manipulatives. (mice and headphones)</p>	<p>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</p> <p>Students will: Continue to work on ThinkCerca online practice.</p> <p>Work on Google slides from summary of novel.</p>	<p>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</p> <p>Students will: Answer review questions from novel.</p>	<p>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</p> <p>Weekly reading comprehension assessment – Mastery Connect</p> <p>Continue working on MAP online practice.</p>
<p>Highly Tested GLEs: (MAP Time) Devoted to Common</p>	Exit Slip	MAP TIME- New York Times	Exit Slip	MAP TIME – Acuity	
<p>Core/Daily Formative Assessment (5-10 Minutes)</p>					Bi-Weekly Common Formative Assessment – Mastery Connect
<p>Homework</p>	<p>Weekly English Language Arts - Common Core Grade Level Packet also placed on my Weebly Website: http://angelakeys.weebly.com/</p> <ol style="list-style-type: none"> 1. Story Elements 2. Prediction 				

	<ol style="list-style-type: none"> 3. Main Idea/Central 4. Point of View 5. Theme
Summative Assessment	DRC Insight Online Assessment, Acuity, Common Formative Assessments, MAP, SRI, ACT, CA/PARCC released items, Princeton Review Work Book
Materials and Resources	<ol style="list-style-type: none"> 1. Novel – The Adventures of Tom Sawyer and Big Mouth and Ugly Girl 2. Composition Note Book 3. Interactive Notebook/Google Classroom 4. Dictionary/Thesaurus 5. Pen/Pencil 6. Laptops 7. New York Times Learning Website 8. Chromecast 9. Lan School 10. Acuity 11. Actively Learn 12. Kagan Structures 13. ThinkCERCA 14. Read Works Digital
Unit Planner and Special Notes	<p>ANNOUNCEMENTS:</p> <ol style="list-style-type: none"> 1. Spring Break – March 20-24 2. MAP Testing – April/May

