

**Week  
Of  
Sept. 26 - Sept. 30,  
2016**

**Jennings Junior High School CPA Lesson Plan**

<b>Subject: English Language Arts</b>		<b>Grade Levels: 7 &amp; 8</b>		<b>Instructor: Mrs. A. Keys</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Key Concepts - Learning Targets /Daily Objective</b>	<p>By the end of the lesson, I will be able to:</p> <p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<b>Essential Question(s)</b>	<p>How do we get to the point in our reading? What types of thigs should we include in a good summary?</p>				
<b>Common Core Standards</b>	<p>RL.7.5 &amp; RL8.5 – Compare and contrast the causes and effects of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.2 &amp; W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>				
<b>DOK Level(s)</b>	2-3	2-3	2-3	2-3	2-3
<b>Vocabulary</b>	Compare, Contrast, Cause, Effect, Informative, Explanatory, Injustice, Text Structures	Compare, Contrast, Cause, Effect, Informative, Explanatory, Injustice, Text Structures	Compare, Contrast, Cause, Effect, Informative, Explanatory, Injustice, Text Structures	Compare, Contrast, Cause, Effect, Informative, Explanatory, Injustice, Text Structures	Compare, Contrast, Cause, Effect, Informative, Explanatory, Injustice, Text Structures
<b>Class Procedures/Lesson Design</b>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/ One Paragraph 5-7 Sentences.</p> <p>Friday: Do Now - Journal Check.</p>

<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: What is your topic and your purpose?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How do you use transitions to create greater cohesion and show the relationships among ideas?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How should you organize the contents so they convey the full sense of this topic?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How does the author’s use of this structure contribute to the text as a whole and the development of its ideas?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How do the different structures contribute to the meaning and style of each text?</p>	
<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Take Cornell Notes in Interactive notebook on Informational/Expository Writing.</p> <p>Watch Informational/Expository video.</p> <p>Using the Kagan Structures- Rally Robin - generate oral responses to the writing prompt.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Continue with the next step of the writing process, drafting/rough draft.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Begin Peer Editing their Informational/Expository Essay.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Take Cornell Notes in Interactive notebook on Cause/Effects.</p> <p>Watch a Cause/Effect video.</p> <p>Using the Kagan Structures – Round Robin, students will respond to causes and effects.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Insert-Homework Packet Week 7 into Mastery Connect.</p>	
<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Begin completing Pre-writing, 5 square graphic organizer to the writing prompt.</p> <p>Receive Homework Packet – Week 7 electronically, due Friday.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Begin continue with their rough draft in Google Docs.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Fix editing marks on essay to make into a final draft.</p> <p>Present Informational/Expository essay orally.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Complete Cause/Effect activity.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Mastery Connect – CFA #3</p>	

<b>Highly Tested GLEs: (MAP Time) Devoted to Common</b>	Exit Slip	MAP TIME- California State	Exit Slip	MAP TIME – California 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> <ol style="list-style-type: none"> <li>1. Cause and Effect</li> <li>2. Prediction</li> <li>3. Main Idea/Central</li> <li>4. Point of View</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. Kagan Structures</li> </ol>				
<b>Unit Planner and Special Notes</b>	<b>ANNOUNCEMENTS:</b> <ol style="list-style-type: none"> <li>1. 1<sup>st</sup> Quarter Ends – October 7, 2016</li> <li>2. Acuity 2 – December 5-16</li> <li>3. Acuity 3 – February 6-17</li> </ol>				

