|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **English/Language Arts/Informative/Explanatory Writing Re-Visited in Preparation for the Writing Test** | | |
| **Grade/Course** | **7th Grade** | | |
| **Unit of Study** | **Extended Response Informational Writing Focus Informative Essay** | | |
| **Instructional Period** | **1st, 2nd, 5th, 6th** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| \*Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose  \*Use appropriate transitions for optimal clarity and coherence, especially transitional sentences beginning with subordinate clauses  \*Exclude extraneous, irrelevant, or overly trivial information  \*Cite appropriately and avoid plagiarism  \*Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay  \*Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay | **Students should know:**  **Writing Prompt:** Think about inventions that have affected our lives. Select one invention and write to explain why this invention has  been good or bad for society.   * How to cite evidence * That writing is a process which includes 5 * Parts of an Essay   Introduction  Body  Conclusion   * At this grade level, their writing should demonstrate how well they are able to articulate their ideas. * Identify appropriate examples to support ideas * Graphic Organizers are used to make the 1st step pre-writing easier. | **DOK Levels** | **DOK Ceiling** |
| **2 & 3**  **Level 3:**  Students will support ideas with evidence from the text, use voice appropriate to the writing task and purpose, determine the author’s purpose and describe how it affects the interpretation of the text | **4**  Students will apply writing concepts to their own writing, critique their own explanations and determine their validity. |

**Week of Oct. 13, 2014 – Week 11 Petria Redus**

**TAPS 1, 2**

|  |  |  |
| --- | --- | --- |
| DOK Level  **TAPS 2, 3, 4, 5** | Possible Aligned Activities and Questions | Resources  (on/offline) |
| **1** | How do writers use language to convey their point of view?  Students can utilize the transition words handouts. | Transition notes, paper, pencil/pen |
| **2** | How do we organize our thoughts to be effective and inform the reader? | Projector, screen, |
| **3** | How do we support our thesis?  Students will use evidence from the text to support their claims. | Projector, screen, graphic organizer |
| DOK Level  **TAPS 2, 3, 4, 5** | Possible Aligned Assessment Items/Tasks | Resources  (on/offline) |
| **1** | Use graphic organizer to “TAP” the writing prompt and identify Topic, Audience, Purpose. | Graphic Organizer |
| **2** | Participate in and informal discussion on The topic | Partners/whole group |
| **3** | Students will develop a response and explain the character’s differences | Instructional Handout/pen/pencil |
| **4** | Engage in a teacher modeled writing activity differentiating Jing Mei and her mother from “Two Kinds” page 49 in the literature book. | Instructional Handout/pen/pencil/ dry erase board |

|  |  |
| --- | --- |
| **TAPS Elements of Cooperative Learning** | |
| **1: Positive Interdependence** | |
| **2: Face-to-face interaction** | |
| **3:Individual and Group Accountability** | |
| **4: Interpersonal and Small Group Skills** | |
| **5: Group Processing** | |
| **Differentiated Instruction**  **Grouping** | **Strategies Used** |
| **TOTAL GROUP** | Whole group discussion about the steps of the writing process |
| **SMALL GROUPS** | Complete graphic organizer to develop evidence to support answers |
| **PARTNERS** | Students will peer critique each other’s work |
| **INDIVIDUAL** | Students will integrate their prior knowledge and key ideas/details to make a connection between the text and the real world. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KNOW/UNDERSTAND** | **Essential Question:**  1.How does writing develop reflective abilities and metacognition? 2. How does writing make thinking visible and clarify understanding? 3. How does the writing process refine skills, increase confidence, and shape insight?  **TAPS 2, 3**  **Enduring Understanding:**  Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology. | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***  Analyze, demonstrate, engage, model, discuss, evidence, write, key ideas/details, compare, prior knowledge | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***  ***Discuss***  ***Analyze***  ***Explain***  ***Compare***  ***Contrast***  ***Evaluate***  ***Explain***  ***Identify*** | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***  **Prewriting, Organizing, Draft, Edit/Revise/Scenario/Fact/Cite Evidence/Conclusion /Introduction/Body**  **TAPS 2, 3, 5** | |
| **Pre-assessment to Inform Instruction**  Students will actively engage in a group discussion on similarities and differences topic “ Do Similarities and Differences in Wants or desires Always Cause Problems in relationships ?” | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Students will demonstrate their mastery of the skills by completing a prewriting activity that appropriately addresses the topic. Students will complete an introductory paragraph that includes a lead, topic sentence, and a thesis that states the organizational structure of the compare/contrast essay. | | | | | |
| **DO** | **TAPS 2, 3, 4** | **Content** | | **Process** | | **Product** |
| **Advanced** | The teacher will model for students, how they should engage thesis that uses strong adjectives and verbs to complete their thesis. | | The teacher will ask students questions about literature selection to provoke meaningful discussions, thus, engaging students in their writing. | | Students will be able to cite facts from story the evidence to justify or defend their comparisons and similarities. |
| **Ready** | Students need to know how their prior knowledge can assist them in elaborating in their compare and contrast compositions. | | Students will use their prior knowledge to discuss how similarities and differences in ideas, beliefs, and wants can lead to problems. | | Students will review how to properly refer to direct quotes from the text |
| **Need Prerequisites** | Students need to be able to understand how to use graphic organizers as pre-writing tool. | | Students will understand how to write paragraphs. | | Students will write an introductory paragraph that hooks the reader.  **TAPS 2, 3, 5, 6, 8** |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID® | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:***  **Writing** | **Constructed Response Practice**: To prepare for the Georgia Milestone, students will work through a constructed response that compares and contrasts two characters from “ Two Kinds” Jing Mei and her mother. Students will work as a class to do the following:   1. Read the question twice 2. Mark the key words in the question (verbs, character names, key terms) TAP Prompt 3. List what the question is asking 4. Rewrite the question in your own words 5. Turn the question into a topic sentence 6. Underline evidence that supports the questions 7. Circle evidence that will support your constructed response 8. Organize the evidence in a logical order (use transitions/transitional phrases) 9. Reread the constructed response (make sure all parts of question are answered) 10. Make any corrections 11. Reread the question | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:***  **Inquiry** | * Students will use precise language and domain-specific vocabulary to explain the elements of informative writing. * Students will learn how to effectively incorporate reasoning in writing. * Students will develop a stance with relevant, well-chosen concrete details and examples | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:***  **Collaboration** | * Students will work in heterogeneous groups to collaboratively discuss how Jing Mei and her mother are dissimilar. | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:***  **Reading** | * Students will demonstrate their comprehension of expository writing by successfully completing prewriting task. * These assessments will include traditional worksheets/handouts, * Students will also make connections between their prior knowledge and new information they will be learning. * Students will generate questions that interests them within boundaries dictated by the tasks. | | | | | |
| **Resources** | AVID strategies, student writing samples, constructed response question, “Explain the Similarities and Differences between Jing Mei and her Mom?” | | | | | |