

LESSON PLANNING GUIDE

Conyers Middle School – 2014-2015

Week of Sept. 22, 2014

TAPS 1, 2

Content Area	English/Language Arts/Ardena Kinsey
Grade/Course	7 th Grade
Unit of Study	Extended Response Informational Writing Focus Comparative/Contrast Essay
Instructional Period	1 st , 2 nd , 5 th , 6 th

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)	
		DOK Levels	DOK Ceiling
<p>*Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose</p> <p>*Use appropriate transitions for optimal clarity and coherence, especially transitional sentences beginning with subordinate clauses</p> <p>*Exclude extraneous, irrelevant, or overly trivial information</p> <p>*Cite appropriately and avoid plagiarism</p> <p>*Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay</p> <p>*Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay</p>	<p>Students should know:</p> <ul style="list-style-type: none"> How to cite evidence That writing is a process which includes 5 steps <p>Prewrite</p> <p>Organize</p> <p>Write</p> <p>Edit</p> <p>Revise</p> <ul style="list-style-type: none"> Parts of an Essay Introduction Body Conclusion At this grade level, their writing should demonstrate how well they are able to articulate their ideas. Graphic Organizers are used to make the 1st step pre-writing easier. 	<p>2 & 3</p> <p>Level 3:</p> <p>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</p>	<p>4</p> <p>Students will apply writing concepts to their own writing, critique their own explanations and determine their validity.</p>

DOK Level	Possible Aligned Activities and Questions	Resources (on/offline)
TAPS 2, 3, 4, 5		
1	How do writers use language to convey their point of view? Students can utilize the transition words handouts.	Power Point, paper, pencil/pen
2	How do we organize our thoughts to be effective inform the reader?	Projector, screen,
3	How do we support our claim and thesis? Students will use evidence from the text to support their claims.	Projector, screen,

Strategy 1: Create a rigorous system of teaching and learning
Specific Results: Institutionalize Cycle for Results

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson plans

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DOK Level	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
TAPS 2, 3, 4, 5		
1	Use technology to research and identify traditional Chinese roles.	Media Center Computers
2	Participate in and informal discussion on Comparison and Contrast	
3	Students will learn to Tap/ Breakdown the writing prompt/ situation by identifying Topic Audience Purpose.	Instructional Handout/pen/pencil
4	Engage in a teacher modeled writing activity comparing/ contrasting 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 elements of plot and making predictions.
SMALL GROUPS	will complete a plot diagram by identifying key ideas/details for the elements of plot.
PARTNERS	Students will use flash cards to assess each other’s knowledge of the elements of plot.
INDIVIDUAL	Students will integrate their prior knowledge and key ideas/details to make a connection between the text and the real world.

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<u>KNOW/UNDERSTAND</u>	Essential Question:			
	1. How does writing develop reflective abilities and metacognition?			TAPS 2, 3
	2. How does writing make thinking visible and clarify understanding?			
	3. How does the writing process refine skills, increase confidence, and shape insight?			
	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 <i>Words using to teach Tiers 2-3</i>	Vocabulary Tier 2 <i>Academic vocabulary across content-areas</i>	Vocabulary Tier 3 <i>Content-specific, domain-specific</i>		
Analyze, demonstrate, engage, model, discuss, evidence, write, key ideas/details, compare, prior knowledge	<i>Discuss Analyze Explain Compare Contrast Evaluate Explain Identify</i>	Prewriting, Organizing, Draft, Edit/Revise/Scenario/Fact/Cite Evidence/Conclusion /Introduction/Body		
		TAPS 2, 3, 5		
Pre-assessment to <u>Inform</u> Instruction				
Students will actively engage in a group discussion on similarities and differences topic “ Do Similarities and Differences in Wants Always Cause Problems in ?”				
Assessment <u>for</u> Learning or Assessment <u>of</u> 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.				
<u>DO</u>	TAPS 2, 3, 4	Content	Process	Product
	Advanced	The teacher will model for students, how they should engage thesis that uses strong adjectives 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 give credit to sources when citing evidence.

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	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.

Steps to Deliver the Lesson Using WICOR



AVID®

TAPS 2, 3, 5, 6, 8

<p>Engage (Hook, introduction to lesson concepts)</p> <p>WICOR: Writing</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Read the question twice <ol style="list-style-type: none"> a. Mark the key words in the question (verbs, character names, key terms) TAP Prompt b. List what the question is asking 2. Rewrite the question in your own words 3. Turn the question into a topic sentence 4. Underline evidence that supports the questions 5. Circle evidence that will support your constructed response 6. Organize the evidence in a logical order (use transitions/transitional phrases) 7. Reread the constructed response (make sure all parts of question are answered) 8. Make any corrections 9. Reread the question
<p>Explore/Explain (teaching content all students need to know, understand and be able to do as determined by unpacked standard)</p> <p>WICOR: Inquiry</p>	<ul style="list-style-type: none"> • 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
<p>Enrich/Elaborate (differentiation of <u>process</u>)</p> <p>WICOR: Collaboration</p>	<ul style="list-style-type: none"> • Students will work in heterogeneous groups to collaboratively discuss how Jing Mei and her mother are dissimilar.
<p>Evaluation (Formative assessment)</p>	<ul style="list-style-type: none"> • Students will demonstrate their comprehension of expository writing by successfully completing prewriting task. <ul style="list-style-type: none"> ○ These assessments will include traditional

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WICOR:
Reading

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?"



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