

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus & Kinsey UNIT PLAN

Date(s)	October 20, 2014 – December 19, 2014 (Weeks 12 – Weeks 19)
Content Area	English/Language Arts
Grade/Course	7th Grade
Unit of Study	Unit 2 /Short Story Unit
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.

Literary Standards:

7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

7RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Informational Standards:

7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

7RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing Standards:

7W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Strategy 1: Create a rigorous system of teaching and learning

Specific Results: Institutionalize Cycle for Results plans

Action Steps: 1, 2, 3, 6

Performance Indicator: Teacher lesson

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7W2: 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.

7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grades 7.)

7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 7 Reading Standards* to literature (e.g., “Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply *grade 7 Reading Standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards:

7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. *Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. *Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.

7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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*7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language & Vocabulary Acquisition Standards:

7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was fascinating, enjoyable movie* but not *He wore an old (,) green shirt*).
- b. Spell correctly.

7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *dissimilar, reorganize, etc*).
Consult general and specific reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

7L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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)	
Analyze, Cite, Compare, Contrast, Demonstrate, Describe, Determine, Develop, Explain, Identify	Students should know: <ul style="list-style-type: none"> • How to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • How to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary. • How to analyze how particular elements of a story or drama interact. • How to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. 	DOK Levels	DOK Ceiling
		2 & 3	4

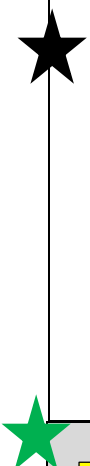
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- How to analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- How to analyze a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- How an author develops and contrasts the points of view of different characters or narrators in a text.
- How to compare and contrast a fictional portrayal of a character.
- How to determine two or more central ideas in a text and analyze their development over the course of the text.
- How to analyze the interactions between individuals, events, and ideas in a text.
- How to analyze the impact of a specific word choice on meaning and tone.
- How to analyze the structure an author uses to organize a text.
- How to determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- How to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- How to write arguments to support claims with clear reasons and relevant evidence.
- How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- How to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- How to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- How to identify and utilize a dependent and independent clause.
- How to identify and utilize a simple, compound, complex, compound-complex sentence.
- How to identify and correct misplaced and dangling modifiers.
- How to identify and use comparative and superlative adjectives.
- How to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- How to use knowledge of language and its conventions when writing, speaking, reading, or listening.



DOK Level TAPS 2, 3, 4, 5	Possible Aligned Activities and Questions	TAPS 1, 2	Resources (on/offline)
1	Based on the story’s title and any illustrations, what do you predict will happen? Students will analyze the title and illustrations, then make a prediction about what will happen in the story.		Literature textbook, online textbook, prediction graphic organizer

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2	Identify the conflict in the story (for that current week). Students will complete a conflict graphic organizer.	Literature textbook, online textbook, conflict graphic organizer
3	How does the author’s point of view connect to your life and/or our society? Students will complete an author’s study research project for alternating week’s stories. Students will research a relevant topic from the story, to make a connection between the story, their life, and society.	Literature Textbook, online textbook, destiny quest, computer, student electronic device, library, paper, pencil/pen, journals
4	How does the author’s life affect and/or connect to the events in the story? Students will create a scrapbook for the story that he or she felt most connected to. They will highlight the author’s life, the plot, setting, the characters, and the events in the story. Students will write an analysis of the story, which will be included in their scrapbook.	Literature textbook, online textbook, author’s study research assignment, computer, destiny quest, student electronic device, paper, pencil/pen, crayons, markers, coloring pencils, arts/craft materials
DOK Level	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
TAPS 2, 3, 4, 5		
1	Students will orally respond to text discussions and make connections to other texts, self, and the world.	Literature textbook, online textbook, articles related to the text, Index cards, pen/pencil
2	Students will journal their response to weekly constructed response questions (utilizing one of the 12 power words), related to the current story.	Literature textbook, online textbook, 12 powerful words cornell notes, paper, pen/pencil
3	Students will research the author of their most impactful story. Students will research a relevant topic from their story of choice, to make a connection between their novel, their life, and society.	Literature Textbook, online textbook, destiny quest, computer, student electronic device, library, paper, pencil/pen, journals
4	Students will create a scrapbook for their most impactful story, highlighting the author’s life, the plot, setting, the characters, and the events in the story. Students will write an analysis of the story, which will be included in their scrapbook.	Literature textbook, online textbook, author’s study research assignment, computer, destiny quest, student electronic device, paper, pencil/pen, crayons, markers, coloring pencils, arts/craft materials



TAPS Elements of Cooperative Learning

1: Positive Interdependence

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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 discussions on the standards, skills, and topics of unit 2 CCGPS, utilizing Literature stories to connect those standards, skills, and topics to the text.
SMALL GROUPS	Students will work in flexible small groups for discussions, vocabulary assignments, analyzing Literary Elements in the stories, group projects/presentations.
PARTNERS	Students will work with a partner for discussions, vocabulary assignments, analyzing plot in the stories, group projects/presentations.
INDIVIDUAL	Students will integrate their research information, key ideas and details, and prior knowledge to make a connection between the text and the real world. Students will write an informative essay regarding a topic relevant to the story “The Night the Bed Fell”. Students will write an argumentative essay regarding a topic relevant to “Forget Fun, Embrace Enjoyment.” Students will write constructed responses related to topics and themes that span across texts.

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KNOW/UNDERSTAND

TAPS 2, 3



Essential Question:

Reading

1. How does literature reflect and affect our lives?
2. How is reading a process of constructing meaning from text?
3. What role does language play in relationships? In conflict?
4. How do our experiences influence our/your writing and our/your perceptions? Our/Your interpretation of literature?
5. Why is it important to be a critical listener and reader?
6. How does comprehension of informational and/or literary text contribute to lifelong learning?
7. How can the study of themes and values in texts prepare one for responsible participation in society?

Writing

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?
4. How do writers communicate purposefully and clearly with various audiences?
5. How do effective writers hook and hold readers and make writing easy to follow?
6. How does revising and editing strengthen ideas, organization, voice, word choice sentence fluency, and conventions?
7. Why is writing important?
8. Why is it important to be an effective writer?
9. How do our experiences influence our writing?

Speaking & Listening

1. How does collaboration prepare you for college and/or a career?
2. What skills are necessary to give and seek information in conversations, in group discussions, and in oral presentations?
3. How does one effectively plan, present, and critique the oral delivery of information and persuasive arguments?
4. How do we show others that we are listening to them?
5. How do we show others that we understand what is said or asked?

Language & Vocabulary

1. How does knowledge of word parts increase vocabulary and deepen comprehension of text?
2. How have other languages and cultures influenced the English language?
3. How does context affect word meaning?
4. How important are Standard English conventions?
5. How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Enduring Understanding:

Reading

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- Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.
- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.
- Powerful literature provides insights about the human condition and human experiences.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writing

- 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.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- There are many reasons for students to write, including writing-to-learn, writing-to-demonstrate learning, and writing for authentic purposes and audiences.
- Different forms of writing are appropriate for different purposes and audiences and have different features (e.g., personal narrative, informational reports/articles, poetry, response to text).
- To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience.

Speaking & Listening

- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Strong listening and speaking skills are critical for learning, communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies individual's contributions and leads to new and unique understandings and solutions.
- Good listening and speaking skills help us better understand each other.
- Our speaking skill grows through our experience and through feedback from peers and teachers.
- Listening and responding to what we hear develops our understanding and knowledge.

Language & Vocabulary

- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of Standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and

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	<p>aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.</p> <ul style="list-style-type: none"> Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication A rich vocabulary enables us to understand and communicate more effectively. 		
	KNOWLEDGE & SKILLS (Key Vocabulary)		
	<div style="background-color: yellow; padding: 2px;">TAPS 2, 3, 5</div>		
	<p>Vocabulary- Tier 1 <i>Words using to teach Tiers 2-3</i></p> <p>12 Powerful Words Analyze, evaluate, infer, support, explain, summarize, compare, contrast, predict, trace, formulate, justify *-Describe</p>	<p>Vocabulary Tier 2 <i>Academic vocabulary across content-areas</i></p> <p>Reading tone, dialogue, documentary, point of view, flashbacks, foreshadowing, fantasy, hyperbole, irony: verbal, situational, dramatic, oxymoron, parody, plot, point of view, theme, textual evidence, explicit, inferences, central idea, objective summary, figurative meaning, connotative meaning, rhymes, repetition, verse, stanza, soliloquy, sonnet, contrasts, fictional portrayal, historical account</p> <p>Writing Argumentative, informational, narrative, convey ideas, relevant content, sufficient, formatting, concrete details, quotations, transitions, cohesion, precise language, domain-specific vocabulary, style, descriptive details, point of view, dialogue, reflection, coherent, cite, research, fictional portrayal of a time, place, or character, historical account,</p> <p>Speaking & Listening Collaborate, discussions, diverse, expression, perspective, explicit, evidence, probe, reflect, collegial discussions, goals, deadlines, roles, pose questions, comments, relevant, acknowledge, views, media and formats, quantitative, qualitative, salient points, pertinent, adequate, pronunciation, visual displays, emphasize</p> <p>Language & Vocabulary Command of English Language, grammar, phrases, clauses, sentences:</p>	<p>Vocabulary Tier 3 <i>Content-specific, domain-specific</i></p> <p>“Third Wish” by Joan Aiken—verge, presumptuous, dabbling, remote, rash, inference</p> <p>“Ribbons” by Laurence Yep-- theme, meek, coax, exertion, furrowed</p> <p>“The Night The Bed Fell” by James Thurber—ominous, character trait, perilous, culprit</p> <p>“Stolen Day” by Sherwood Anderson— solemn, compare, contrast, perspective, assumption</p> <p>“Amigo Brothers” by Pari Thomas-- Perpetual, fainted, bedlam, evading</p> <p>“Forget Fun, Embrace Enjoyment” by Adam Naylor— advocacy, trivialness, endeavors, spur, blunt, argumentative writing</p>



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		simple, compound, complex, and compound-complex, dangling modifiers, capitalization, spelling, punctuation, comma coordinate adjectives, precisely, concisely, redundancy, multiple-meaning words, phrases, context, Greek/Latin affixes and roots		
	Pre-assessment to <u>inform</u> Instruction			
	Students will actively engage in a group assignment on vocabulary, point of view, and making predictions for the story “Two Kinds from The Joy Luck Club.”			
Assessment <u>for</u> Learning or Assessment <u>of</u> Learning				
Students will demonstrate their increase in mastery of the skills through various formative assessments. Students will demonstrate their gradual mastery through group assessments, individual activities, and teacher-guided questioning.				
BENCHMARK DATA ANALYSIS: Re-assessment of these skills will be on 4.5 tests; Skills to re-visit based on the first Benchmark are: Sentence Structure, Coordinate Adjectives, Synonyms/Antonyms, and citing evidence to support inferences made				
<u>DO</u>	TAPS 2, 3, 4	Content	Process	Product
	Advanced	The teacher will model for students, how they should engage a question that causes them to analyze the text.	The teacher will ask students questions about the text to provoke meaningful discussions, thus, engaging students in the text.	Students will be able to answer higher-level questions thoroughly with evidence from the text.
	Ready	Students understand the main/central idea of a text; the components, form, and structure of writing an informative and argumentative essay, and the command of conventions.	Guide students to write an informative and argumentative essay, that incorporates the components, form, and structure of an informative and argumentative essay, recognize the main/central idea of a text, and the command of conventions.	Students will write an informative and argumentative essay regarding a topic that is relevant to their chosen story.

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	Need Prerequisites	Students need to understand plot, setting, conflict, characterization, point of view, and vocabulary related to the short story unit.	Guide students through various task explaining, analyzing, and comparing/contrasting, plot, setting, conflict, characterization, point of view, and vocabulary related to short story unit	Students will define vocabulary words related to each story in the unit
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TAPS 2, 3, 5, 6, 8

Steps to Deliver the Lesson Using WICOR



Engage (Hook, introduction to lesson concepts) WICOR: Writing	Relevant topics and activities will be provided to students, allowing them to clarify ideas, organize thoughts, and activate prior knowledge while answering real world, higher level thinking question about life.
Explore/Explain (teaching content all students need to know, understand and be able to do as determined by unpacked standard) WICOR: Inquiry	Students will actively engage with a text by utilizing the Cornell Note-taking Method, Costa’s Thinking and Questioning strategies, and the Depth of Knowledge concept. Students will generate new questions about a topic, ask questions related to the topic, make predictions, and analyze text using key ideas and details from the text. Students will write informative/explanatory texts to examine the topic and convey ideas, concepts, and information, while using precise language and domain-specific vocabulary to inform about or explain the topic. Students will demonstrate the appropriate use of the conventions of standard English.
Enrich/Elaborate (differentiation of <u>process</u>) WICOR: Collaboration	Students will write on their individual levels and be able to produce a text at their capacity. Students will be supported through the scaffolding of graphic organizers. Students will work in academic groups based on ability and demonstrated skill need. Varying levels of demonstration will be required based on student need and ability.
Evaluation (Formative assessment) WICOR: Reading	Students will demonstrate comprehension by completing various formative assessments. Assessments will include, but is not limited to constructed-response, or multiple-choice test questions. Assessments will also include performance-based assessment, in which students demonstrate their understanding of the subject matter through group activities, discussions, and individual projects. Students will make connections between their prior knowledge and new information.

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<p>Literature Textbook, On-line Textbook, Elmo, Computer, Student Electronic Device, Graphic Organizers, Note taking Notebook, Resource Notebook, Cornell-Notes, Library</p> <p>Short Story Unit: "Third Wish" by Joan Aiken "Ribbons" by Laurence Yep "The Night The Bed Fell" by James Thurber "Stolen Day" by Sherwood Anderson "Amigo Brothers" by Pari Thomas "Forget Fun, Embrace Enjoyment" by Adam Naylor</p>
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