

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14

Content Area	English/Language Arts/Petria Redus
Grade/Course	7th Grade
Unit of Study	Unit 1 – Point of View and Making Predictions
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.

7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from texts.
7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **D.** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E.** Establish and maintain a formal style.
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.
7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Pronoun & Antecedent)
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. **B.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
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)	
		DOK Levels	DOK Ceiling
Analyze how elements of a story interact. Use precise language and domain-specific vocabulary to inform or explain a topic. Discuss key details and key claims from the text. Reflect on the ideas provided during the discussion. Demonstrate command of the conventions of standard English.	Students should know: <ul style="list-style-type: none"> How to Predict/make an intelligent judgment about what will happen next in a story, based on text details. That point of view is the character's perspective about events in the story Understand the main character's traits supported by evidence in the text To cite evidence from the text to support predictions made The components of a journal entry How are pronouns and antecedents related Determine how pronouns and antecedents agree in number and gender Understand how to use new vocabulary related to the text 	2 & 3	4

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



LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14

Use prefixes and suffixes to determine the meaning of words.			TAPS 1, 2
--------------------------------------------------------------	--	--	-----------

Week of August 25, 2014

DOK Level TAPS 2, 3, 4, 5	Possible Aligned Activities and Questions	Resources (on/offline)
1	What is point of view Students will complete cornell notes and graphic organizer on the point of view powerpoint.	Power Point, point of view graphic organizer, paper, pencil/pen
2	What is needed to support predictions made? Students will complete graphic organizer citing evidence for predictions	Predictions graphic organizer
3	What conclusion can be swarn about the main character’s point of view? the point of view? Students will note key details, character traits,and prior knowledge, throughout “Two Kinds” by Amy Tan to determine the main character’s point of view	Paper, pen/pencil
4	Journal entry: what important details support your prediction’s made about the main character? Students may work in groups using a graphic organizer to analyze and discuss the main character’s traits. Journal entry: What prediction did you make about how the narrator would perform at the piano recital? Explain using support from the text.	Literature Textbook, Character detail graphic organizer, paper, and pencil/pen, journals
DOK Level TAPS 2, 3, 4, 5	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
1	Identify key vocabulary used in the story	White boards and dry erase markers
2	Complete the predictions chart graphic organizer	Literature Text book, predictions organizer, pencil/pen
3	Provide key ideas and details in response to the journal entry regarding predictions about the recital	Literature Textbook, paper, pencil/pen, journals
4	Engage in discussion examining similar issues between American culture and the main character’s Asian culture.	Electronic device, paper, pencil/pen

TAPS Elements of Cooperative Learning

1: Positive Interdependence

2: Face-to-face interaction

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

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14

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 point of view, character traits, making predictions.
SMALL GROUPS	Complete a point of view organizer by identifying key ideas/details of the character's perspective
PARTNERS	Complete the Predictions organizer using details from the text
INDIVIDUAL	Students will integrate their prior knowledge and key ideas/details to make a connection between the text and the real world.

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 plans

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14

<u>KNOW/UNDERSTAND</u>	Essential Question: Does every conflict have a winner? What resources are available in the media center? TAPS 2, 3			
	Enduring Understanding: Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. Media Center Orientation.			
	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	Revived, Immensely, veranda, mourning, consolation, cunningly	Plot, exposition, rising action, climax, falling action, resolution, conflict, setting, major character, minor character, protagonist, antagonist, theme	
Pre-assessment to <u>Inform</u> Instruction Students will actively engage in a group assignment on vocabulary, plot, and making predictions for the story “Rikki-tikki-tavi.” TAPS 2, 3, 5				
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.				
<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 need to know how their prior knowledge and key ideas/details from “Rikki-tikki-tavi” can be used to compare and	Students will discuss their prior knowledge, as it relates to the story, and the key ideas/details to begin making a connections with the text.	Students will plan a story that would deal with the same sequence of events and themes in “Rikki-tikki-tavi,” but would include animals with which they are more familiar, linking them



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

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14

		connect to the text.		to the animals with particular roles in the story.
	Need Prerequisites	Students need to be able to recall an event from their past that relates to "Rikki-tikki-tavi."	Students will read "Rikki-tikki-tavi" and begin to experience the sequence of events (Plot).	Students will complete a plot diagram for "Rikki-tikki-tavi" and begin making a connection to the text through the elements of plot.

Steps to Deliver the Lesson Using WICOR

TAPS 2, 3, 5, 6, 8

<p>Engage (Hook, introduction to lesson concepts)</p> <p>WICOR: Writing</p>	<p>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.</p>
<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>	<p>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.</p>
<p>Enrich/Elaborate (differentiation of <u>process</u>)</p> <p>WICOR: Collaboration</p>	<p>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.</p>
<p>Evaluation (Formative assessment)</p> <p>WICOR: Reading</p>	<p>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.</p>

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

LESSON PLANNING GUIDE
Conyers Middle School – 2014-2015
Redus/Kinsey/Hammonds 9-8 to 9-12-14



	Literature Textbook, Computer, Student Electronic Device, Cornell-Notes
--	-------------------------------------------------------------------------

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