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| **Content Area** | **English/Language Arts/Petria Redus** | | |
| **Grade/Course** | **7th Grade** | | |
| **Unit of Study** | **Unit 1 - Plot 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).  **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)** | |
| Analyze how elements of a story interact.  Use precise language and domain-specific vocabulary 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.  Use prefixes and suffixes to determine the meaning of words. | **Students should know:**   * How to make an intelligent judgment about what will happen next in a story, based on text details. * That plot is the related sequence of events in a story. * How some plot events hint at what might happen next, creating foreshadowing. * The elements of plot…exposition, rising action, climax, falling action, and resolution. * How to use Greek or Latin affixes as clues to find the meaning of words. * Determine how pronouns and antecedents agree in number and gender | **DOK Levels** | **DOK Ceiling** |
| **2 & 3** | **4** |

**Week of August 25, 2014**

**TAPS 1, 2**

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| DOK Level  **TAPS 2, 3, 4, 5** | Possible Aligned Activities and Questions | Resources  (on/offline) |
| **1** | **What is plot?**  Students will complete cornell notes on the plot power point. | Power Point, paper, pencil/pen |
| **2** | What are the elements of plot?  Students will list and describe the elements of plot. | Electronic device, Paper, pencil/pen |
| **3** | **How will key details, prior knowledge, and making predictions help with understanding the plot of a story?**  Students will note key details, prior knowledge, and make predications throughout “Rikki-tikki-tavi” based on the sequence of events. | Three column chart, pencil/pen |
| **4** | **What important details in “Rikki-tikki-tavi is revealed in elements of plot?**  Students can work in groups to analyze and discuss the sequence of events in “Rikki-tikki-tavi” and plan a story that deals with the same events. | Literature Textbook, paper, and pencil/pen |
| DOK Level  **TAPS 2, 3, 4, 5** | Possible Aligned Assessment Items/Tasks | Resources  (on/offline) |
| **1** | Identify the elements of plot in “Rikki-tikki-tavi.” | White boards and dry erase markers |
| **2** | Complete the plot diagram for the story “Rikki-tikki-tavi.” | Literature Text book, Plot diagram, pencil/pen |
| **3** | Provide key ideas and details from the early part of the story, which might have led you to predict that Rikki would defeat the cobras? | Literature Textbook, paper, pencil/pen |
| **4** | Engage in an informal debate based on opposing viewpoints, defending either the mongoose or the cobras. To prepare for the debate examine the details from the plot diagram, research similar debates, and support your ideas with key details from “Rikki-tikki-tavi.” | Electronic device, plot diagram, debate form, pencil/pen |

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| **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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| **KNOW/UNDERSTAND** | **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**  ***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***  Revived, Immensely, veranda, mourning, consolation, cunningly | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***  Plot, exposition, rising action, climax, falling action, resolution, conflict, setting, major character, minor character, protagonist, antagonist, theme  **TAPS 2, 3, 5** | |
| **Pre-assessment to Inform Instruction**  Students will actively engage in a group assignment on vocabulary, plot, and making predictions for the story “Rikki-tikki-tavi.” | | | | | |
| **Assessment for Learning** or **Assessment of 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. | | | | | |
| **DO** | **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 connect to the text. | | 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 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.  **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** | **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 process )  ***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.** | | | | | |
| **Resources** | Literature Textbook, Computer, Student Electronic Device, Cornell-Notes | | | | | |