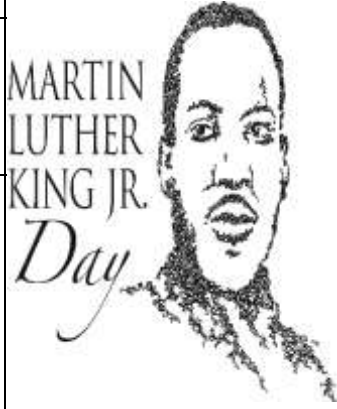


C. Whiten/7th Grade Language Arts/January 15-19, 2018--- Week 3-2

Standard(s)		<p>ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ELAGSE7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>ELAGSE7RI2: 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.</p> <p>ELAGSE7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
Essential Questions Or “I Can...” statements	<u>Monday</u>	<p><u>Tuesday</u></p> <p>Do you think new improvements to libraries will cause you to go to a library more often?</p>	<p>N/A</p> <p><u>Wednesday</u></p>	<p>N/A</p> <p><u>Thursday</u></p>	<p><u>Friday</u></p> <p>Students will be able to determine central ideas and details, analyze chronological order, and analyze author’s writings on the same topic.</p>
Warm-up		<p>Pre-teach any grade-appropriate academic and/or cross-disciplinary terms. Make sure that students understand the definitions and are comfortable pronouncing and reading the words.</p>	<p>None</p>	<p>None</p>	<p>Review “Snow Day” lesson from last week. Discuss answers orally!</p>
Opening		<p>Achieve 3000 Article “Libraries, Wow!”</p> <p>Libraries are using technology to spread information and attract new patrons. Before reading the article, the students and teacher will review key vocabulary words, as well as the before reading poll. Students are to answer the before reading poll to the best of their ability.</p>	<p>Introduce the essay writing prompt for QBA2.</p>	<p>Students will edit their writings and complete final drafts.</p>	<p>Introduce the selections “from Flesh & Blood So cheap” and “from The Story of the Triangle Factory Fire.”</p> <p>Set the purpose: As you read, think about how each writer presents information on the same event.</p>
Work Session	<p>No School!</p>	<p>Students are to then read the article (that is set on each student’s unique Lexile level), completing three Summarizing sections and three Generating the Questions sections as they read. Students will then follow the Achieve process by completing the article activity, after reading poll, and responding to at least two classmates on the discussion board.</p> <p>After these steps are completed, students will answer the thought question in paragraph form using the RACES strategy to guide their response:</p>	<p>Students will read a selection and complete 2 response questions and an essay from QBA2.</p>	<p>If students finish early, we will discuss background information about the Triangle Factory Fire, p. 265.</p> <p>History Video: <i>America The Story of Us The Triangle Shirtwaist Fire</i> (Click link at the top of p. 265)</p>	<p>Read or listen to the audio of the selections while stopping frequently to monitor for meaning.</p>

Homework	None	None	None	None	None
Closing		Revise and publish thought question	Review writing tasks criteria.	Discuss the video and the effects of the fire on today's workforce.	Students will summarize the reading.
Materials needed		Achieve 3000 articles	QBA2 Writing Prompt & Reading Selections	Georgia Collections Textbook QBA2 Writing Prompt & Reading Selections	Georgia Collections Textbook
Assessment for understanding		Text-based Questions	Argumentative Essay	Argumentative Essay	Oral discussions