

C. Whiten /7th Grade Language Arts/January 22-26, 2018 --- Week 3-3

Standard(s)	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. 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.	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. 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.	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. 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.	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Essential Questions Or "I Can..." statements	Monday Determine central ideas and details, analyze chronological order, and analyze author's writings on the same topic.	Tuesday Before Reading Poll: Which do you think was most important about the Haitian boys' trip to the U.S.?	Wednesday Determine central ideas and details, analyze chronological order, and analyze author's writings on the same topic.	Thursday Why is it important to determine the point of view of a selection?	Friday How does understanding the point of view of a selection impact comprehension?
Warm-up	Complete "Language Conventions: Capitalization" HMH p. 282	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.	Complete "Analyze Structure: Chronological Order" HMH p. 278	Proofreading of "Hobo to Poet"	Proofreading of "Elizabeth Blackwell"
Opening	Introduce and discuss background information on "from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy" pages 263-273 View History Channel's: "America The Story of Us The Triangle Shirtwaist Fire" (Link at top of page 265)	Achieve 3000 Article "Not Only Soccer – Smiles, Too" Some teenagers from Haiti traveled to the U.S. to play soccer and got a much-needed break from their tough lives. *In July 2010, a team of Haitian soccer players came to Minnesota to play in the largest youth soccer tournament in the United States. The players were brought to the U.S. with money raised by two organizations. *The players were able to just be kids for a few weeks and forget about the earthquake devastation at home in Haiti. They won the championship for their division and celebrated. *The players stayed in Minnesota. After the earthquake, the boys recalled eating maybe once a day, but while they were in the U.S., they could eat five times a day if they wanted.	Discuss "Analyze Presentation of Information" HMH p. 278 Discuss vocabulary: tone, subjective & objective point of views, direct statements, emphasis, and portrayals.	Utilizing HMH - Smart Notebook file "Point of View" define and discuss various point of views and analyze the effect point of view has on readers.	Read "Fish Cheeks" by Amy Tan and discuss. Review "Point of View" Smart Notebook file
Work Session	Read or listen to the audio of the selection while stopping frequently to monitor for meaning. (Guided Questions) In small groups, complete "Analyzing the Text" p. 274 odd items (1, 3, & 5)	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	Read or listen to the audio of the selection "from The Story of the Triangle Factory Fire" while stopping frequently to monitor for meaning. (Guided Questions)	Pretend that you are a survivor or witness of the fire. Retell the story sharing information about your ordeal/experiences. (Narrative Writing Task)	Rewrite the dinner scene from Robert's or the mother's perspective

		responding to at least two classmates on the discussion board. After these steps are completed, students will answer the thought question in paragraph form using the RACES strategy to guide their response.	In small groups, complete "Analyzing the Text" p. 278 even items (2 & 4)		
Homework	p. 274 (2, 4, 6) Even questions	None	p. 278 (1 & 3) Odd questions	None	None
Closing	Discuss questions and answers from "Analyzing the Text"	Students will revise & edit their writing. Celebrate student success.	Collaborative discussion: You've now read two accounts of a disaster that occurred a century ago. If a similar fire were to start in a garment factory today, how might the events be the same or different?	Students will share their writings with the class.	Collaborative discussion: How does knowing Robert's perspective contribute to the understanding of the selection?
Materials needed	Georgia Collections Textbook "from <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> " pages 263-273 Guided Questions for the selection	Achieve 3000 articles	Georgia Collections Textbook "from <i>The Story of the Triangle Factory Fire</i> " Guided Questions for the selection	Georgia Collections Textbook HMH - Smart Notebook file "Point of View"	HMH - Smart Notebook file "Point of View"
Assessment for understanding	Text-based Questions	Text-based Questions	Text-based Questions	Writing Task	Writing Task