

## C. Whiten/7<sup>th</sup> Grade Language Arts/Jan. 29 – Feb. 2, 2018 --- Week 3-4

<b>Standard(s)</b>	<b>ELAGSE7W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>ELAGSE7L6:</b> 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. <b>ELAGSE7RI10:</b> 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.	<b>ELAGSE7W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>ELAGSE7L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>ELAGSE7L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
<b>Essential Questions Or “I Can...” statements</b>	<b>Monday</b> Why are structure and mechanics important to writing?	<b>Tuesday</b> <b>Before Reading Poll:</b> The U.S. used to have laws that treated some people differently. One of these laws said that African Americans had to ride in the backs of buses. People began working together to change these laws. What do you think?	<b>Wednesday</b> What part of writing and/or the writing process do I find the most difficult?	<b>Thursday</b> I can demonstrate correct usage of the conventions of standard English grammar when speaking.	<b>Friday</b> I can demonstrate correct usage of the conventions of standard English grammar when speaking.
<b>Warm-up</b>	Writing an essay... To dos and not to dos	Before reading poll	Write Well Wednesdays #23	Throwback the Facts Thursdays #23	Lit Fit Fridays #23
<b>Opening</b>	Introduce the “Let’s Move” Writing Contest and requirements.  The contest is designed to engage students and motivate them towards a fit and healthy lifestyle.	Achieve 3000 Article <b><i>Women Who Changed the World</i></b> Discuss vocabulary and probe for background knowledge. -The women of the civil rights movement risked their safety and worked tirelessly for a social revolution. -Many women during the civil rights movement worked quietly for change. -History has often overlooked the contributions of women to the civil rights movement.	Review criteria for “Let’s Move” Writing Contest  (Students will peer-edit essays)	Introduce Misplaced/Dangling Modifiers.	Review Misplaced/Dangling Modifier  Students will recognize and correct misplaced and dangling modifiers
<b>Work Session</b>	Students will write an essay about the importance of exercise and healthy eating. They should include personal stories of challenges, goals, and triumphs. The essay should be educational and written in a manner that encourages and motivates other students to eat healthy and become physically active.	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. After these steps are completed, students will answer the thought question in paragraph form using the RACES strategy to guide their response.	Students will type their “Let’s Move” essays.	Students will recognize and correct misplaced and dangling modifiers  Whole group activity  Misplaced/Dangling Modifiers (Task Cards)	Review of the week’s grammar.  Revisit counterclaims and rebuttals – write your own and identify others
<b>Homework</b>	None	None	None	None	None

<b>Closing</b>	Review criteria	Students will revise & edit their writing. Celebrate student success.	Review criteria	Misplaced/Dangling Modifier Exit Ticket	Review
<b>Materials needed</b>	Essay criteria	Achieve 3000 articles	Essay criteria	Modifier Task Cards	Modifier Review
<b>Assessment for understanding</b>	Writing Task	Text-based Questions	Writing Task	Formative – class activity	Formative - discussion