



C. Whiten /7th Grade Language Arts/February 5-9, 2018 --- Week 3-5

| 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>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> | <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> | <p>ELAGSE7L1: 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.*</p> | <p>ELAGSE7L1: 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.*</p> |
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| Essential Questions Or "I Can..." statements | <p>Monday Before Reading Poll: The Fifteenth Amendment was passed in 1870, but it took many more years before African Americans would achieve the equality that had been guaranteed to them by the amendment. This process was long and difficult. What do you think? <i>It is important to never give up, no matter what. Agree or Disagree</i></p> | <p>Tuesday How does comparing and contrasting help us daily?</p> | <p>Wednesday 1. How can using graphic organizers to compare/contrast texts or objects help me understand and comprehend information I am reading or discussing? 2. How do I use signal words to identify compare/contrast?</p> | <p>Thursday Why is it important to use correct grammar when speaking and writing?</p> | <p>Friday How do we ensure that our writing is clear to the reader?</p> |
| Warm-up | Vocabulary Enrichment | Combining Sentences | Character Analysis | Reading Comprehension | Soliloquy & mood |
| Opening | <p>Achieve 3000 Article "Equal Rights for All Men" Discuss vocabulary and probe for background knowledge.</p> <p>Explain to students that in this lesson, they will be reading about the Fifteenth Amendment, which prohibits the federal and state government from denying a citizen the right to vote based on that citizen's race, color, or previous condition of servitude</p> | <p>Introduce the text "from The Most Daring of Our Leaders" (Close Reader pages 96-100)</p> <p>Discuss the author's perspective on civil rights and the challenges they faced.</p> <p>Discuss primary & secondary sources. (TE 282a)</p> | <p>Discuss the text "Speech from the Democratic National Convention" (Close Reader pages 101 & 102)</p> <p>View actual speech at: https://www.c-span.org/video/?c3873564/john-lewis-2012-democratic-national-convention</p> | <p>Review dangling and misplaced modifiers.</p> <p>(Task Cards #2)</p> <p>Revisit activity/worksheet practice from last Friday 2/2</p> | <p>Review dangling and misplaced modifiers.</p> <p>http://www.chompchomp.com/modifiers01/modifiers01.htm</p> |
| Work Session | <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>In small groups, students will continue reading and annotating the text. They will provide answers to text-based questions. (Collaboration)</p> | <p>Students will compare and contrast the texts by Olson and Lewis. Explain what is similar and different in the two accounts? Review your reading notes and be sure to cite text evidence in your response.</p> <p>Watch the video: <i>Class of the 20th Century: 1963-1968</i> (TE 282g)</p> | <p>Students will be given a sentence where they must determine whether it contains a misplaced or dangling modifier. Afterwards, they must write the sentence incorrectly with an illustration that represents the misunderstanding. Then they must correct and illustrate the appropriate meaning.</p>  | <p>Students will be given a sentence where they must determine whether it contains a misplaced or dangling modifier. Afterwards, they must write the sentence incorrectly with an illustration that represents the misunderstanding. Then they must correct and illustrate the appropriate meaning.</p>  |
| Homework | None | None | None | None | None |

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| Closing | Students will revise & edit their writing. Celebrate student success. | Review | Discussion: In what ways do the actions of Diane Nash and John Lewis reflect the views of Dr. King? | Video: Misplaced & Dangling Modifiers https://www.youtube.com/watch?v=RHWyN1xGFdc | Modifier Makeovers Quiz (10 items) |
| Materials needed | Achieve 3000 articles | Close Reader | Close Reader Video(History Channel): Class of the 20th Century: 1963-1968 | Modifier Makeover Cards & Sentences Modifiers Task Cards | Modifier Makeover Cards & Sentences Modifiers Task Cards |
| Assessment for understanding | Text-based Questions | Text Annotations | Writing Task | Modifier Makeovers Activity | Modifier Makeovers Activity |