

## C. Whiten /7<sup>th</sup> Grade Language Arts/September 11-15, 2017

<b>Standard(s)</b>			<p><b>ELAGSE7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE7RL5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>ELAGSE7RL3:</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>	<p><b>ELAGSE7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELAGSE7RL5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>ELAGSE7RL3:</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>	<p><b>ELAGSE7L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>ELAGSE7RI6:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>ELAGSE7W6:</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p>
<b>Essential Questions Or "I Can..." statements</b>	<u>Monday</u> School cancelled	<u>Tuesday</u> School cancelled	<u>Wednesday</u> <i>Learning Objective:</i> Students will be able to analyze the elements of a drama and make comparisons between a script and a performance.	<u>Thursday</u> <i>Learning Objective:</i> Students will be able to analyze the elements of a drama and make comparisons between a script and a performance.	<u>Friday</u> What is Achieve 3000? How can this program help you improve your reading level?
<b>Warm-up</b>			<b>Write Well Wednesdays</b> Student Success Book Writing #5	<b>Throw Back the Facts Thursdays</b> Student Success Book Nonfiction #5	<b>Lit Fit Fridays</b> Student Success Book Literary Elements #5
<b>Opening</b>			<p>Anchor Text: "Sorry Wrong Number" pages TE 111-116</p> <p>Read the background and information about the author. Provide further explanation of mid-twentieth century communication.</p> <p>Discuss literary terms: <b>drama, cast of characters, stage direction, dialogue, setting, plot, exposition, conflict, suspense, rising action, climax, falling action, resolution, irony, inferences.</b></p> <p>(Complete fill-in the blank activity)</p>	<p>Anchor Text: "Sorry Wrong Number" pages TE 117-124</p> <p>Discuss literary terms: drama, cast of characters, stage direction, dialogue, setting, plot, exposition, conflict, suspense, rising action, <b>climax, falling action, resolution, irony, inferences</b></p> <p>(Complete fill-in the blank activity)</p>	<p>Achieve 3000 – "Sprint Isn't Sorry"</p> <p>In "Sprint Isn't Sorry," students learn about a company's decision to release customers who call customer service too often. Engage students in a discussion about whether or not they agree with the saying, "The customer is always right."</p> <p>Discuss key vocabulary:</p> <ol style="list-style-type: none"> <li>1. divulge (verb) to reveal</li> <li>2. sever (verb) to cut off</li> <li>3. terminate (verb) to drop; to end</li> <li>4. waive (verb) to give up the right to use or have something</li> </ol>
<b>Work Session</b>			<p>Students will be assigned roles to read orally before the class. Discuss <i>Close Read</i> activities and questions from Teacher's Edition.</p> <p>Differentiation: <i>Students will be allowed to listen to the audio version.</i></p>	<p>Students will be assigned roles to read orally before the class. Discuss <i>Close Read</i> activities and questions from Teacher's Edition.</p> <p>Differentiation: <i>Students will be allowed to listen to the audio version.</i></p>	<p>Students will read the article "Sprint Isn't Sorry" on their individual Lexile levels. Afterwards, they will respond to various comprehension questions.</p>

<b>Homework</b>			None	None	None
<b>Closing</b>			Students will work on completing a plot diagram identifying key elements of the drama.	Students will work on completing a plot diagram identifying key elements of the drama.	Is there a point at which a company should put limits on customer service? Do you believe the companies in the textbook selection and the lesson should have acted differently? Why or why not? Use details from the readings to support your ideas.
<b>Materials needed</b>			Georgia Collections Textbook Vocabulary Fill-In the Blank Activity	Georgia Collections Textbook Vocabulary Fill-In the Blank Activity	Georgia Collections Textbook Computer Digital copies of articles
<b>Assessment for understanding</b>			Text-based questions	Text-based questions	Computer generated questions