


## C. Whiten/7<sup>th</sup> Grade Language Arts/September 18-22, 2017 --- Week 7

<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>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.</p> <p><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.</p> <p><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.</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>ELAGSE7RL10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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>ELAGSE7RI2:</b> 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><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>ELAGSE7RI2:</b> 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>
<b>Essential Questions Or "I Can..." statements</b>	<p><b>Monday</b> <i>Learning Objective:</i> Students will be able to analyze the elements of a drama and make comparisons between a script and a performance.</p>	<p><b>Tuesday</b> Some people think that the most rewarding jobs are those that help people. They say such jobs are very satisfying. What do you think?</p>	<p><b>Wednesday</b> <i>Learning Objective:</i> Students will be able to analyze the elements of a drama and make comparisons between a script and a performance.</p>	<p><b>Thursday</b> How do you develop an argument?</p>	<p><b>Friday</b> How are central ideas used to develop or form a coherent argument?</p>
<b>Warm-up</b>	<p><b>Master Your Vocabulary</b></p> <p>#5/6</p>	<p><b>Throw Back the Facts</b> Preview vocabulary using Smart lab ~ Monster Quiz</p>	<p><b>Lit Fit</b> Student Success Book Literary Elements #6</p>	<p><b>Collection 2 ~ Assessment Preview</b> Which word uses the prefix pro-, which means before, in the same way pro- is used in <i>prolonged</i> in paragraph 3 of "In the Shadow of Man"? A. proof                      C. progress B. pronoun                  D. profession</p>	<p><b>Collection 2 ~ Assessment Preview</b> Which suffix can be added to the verb observe to form a noun that means "the process of observing"? A. -ion                      C. -ry B. -atory                      D. -ation</p>
<b>Opening</b>	<p>Media Center (20 mins)</p> <p>Anchor Text: "Sorry Wrong Number" pages TE 111-124</p> <p>Students will complete Level Up tutorial in T.E. p. 126a.</p> <p> LEVEL UP TUTORIALS Assign the following Level Up tutorial: Elements of Drama</p> <p>(Level Up Questions)</p>	<p>Achieve 3000 – "Get in the Game: Trainers Needed!"</p> <p>Provide an overview of the career by explaining that athletic trainers specialize in the prevention, diagnosis, treatment, and rehabilitation of muscle and bone injuries and illnesses.</p> <p><b>Discuss key vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. <b>biomechanics</b> (noun) - the scientific study of muscular activity</li> <li>2. <b>diagnosis</b> (noun) - the identifying of an illness in a patient through physical examination or medical tests</li> <li>3. <b>evaluate</b> (verb) - to examine and judge carefully</li> <li>4. <b>grimace</b> (verb) - to twist one's face in a way that expresses pain or disgust</li> <li>5. <b>recuperate</b> (verb) - to recover from sickness or exhaustion; to regain health or strength</li> </ol>	<p>Students will be given the selection assessment.</p>	<p>Close Reader: "Saving the Lost" Page 31 -34</p> <p>Read the background information about the scientist in the article. Point out that medicine has provided incredible benefits to modern society, improving the health and extending the lives of most people. However, modern medicine also presents doctors and scientists with difficult medical challenges and ethical dilemmas. People with serious brain injuries, for example, may prove to be conscious in unexpected ways.</p>	<p>Short Response</p> <p>Using specific details from the text, write a short summary of Owen's work and its possible consequences. Cite text evidence to support your response.</p>

<b>Work Session</b>	Analyzing the Text Students will complete comprehension questions 1-5. p. 126.	Students will read the article “Get in the Game: Trainers Needed!” on their individual Lexile levels. Afterwards, they will respond to various comprehension questions. <b>Thought Question:</b> Describe the role of an athletic trainer. How do people prepare for a job in this profession? What factors are important to consider before choosing this career?	If students finish early, we will read the extended text: <i>Animal Farm</i> . – chapter 2	<i>Setting a purpose:</i> Ask students to pay attention to the major steps in Owen’s research. How does the author use these as central ideas for his article?  In small groups, students will read and annotate the text. Pages 31-33	Discuss text in small groups and as a whole group. Questions?  Write 5 questions from “Saving the Lost” that you could use for a class test.
<b>Homework</b>	None	None	None	None	None
<b>Closing</b>	Review: students will share their responses to the comprehension questions.	How does what you read in the Dig Deeper section help you further understand the work that athletic trainers do? Support your response with information from the lesson.	Oral reading of the extended text: <i>Animal Farm</i>	Review answers orally.	Challenge: TE p. 88e Ask students to discuss why it took so long for medical researchers to apply neuroimaging technology to patients in a vegetative state. In what ways can widely accepted “truths” block the way of medical innovations and other breakthroughs?
<b>Materials needed</b>	Georgia Collections Textbook Student Success Book Level-Up Questions	Georgia Collections Textbook Student Success Book Computers	Georgia Collections Textbook Student Success Book <i>Animal Farm</i>	Georgia Collections Textbook Close Reader Workbook Student Success Book	Georgia Collections Textbook Close Reader Workbook Student Success Book
<b>Assessment for understanding</b>	Text-based questions	Computer generated questions	Selection Test	Text Annotations	Written Responses