



# Lesson Plan

<b>Teacher Name:</b>	Lori Holbert	<b>Subject:</b>	ELA
<b>Date:</b>	Beginning 8/7/2017      Ending 8/11/17	<b>Grade:</b>	7
<b>Standard(s):</b>	ELAGSE7W4 Produces clear and coherent writing in which the development, organization, and style are appropriate to the purpose. ELAGSE7RL10 By the end of the year, reads and comprehends literature. ELAGSE7RL2 – Determines a theme and / or central idea of a text and analyzes its development over the course of the text, provides an objective summary of the text.	<b>Connects With:</b>	Theme: Hope and Survival  Extended text: <u>The Cay</u>  Quad Text: Close Reader “Finding Your Everest”, Abby Sunderland Articles, and “Rogue Wave”  Differentiation: PAL partners based on Lexile scores
<b>Learning Targets:</b>	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the purpose. I can read and comprehend literature. I can determine a theme and / or central idea of a text and analyze its development over the course of the text and provide an objective summary of the text.		
<b>DOK Level</b>	<b>Activities / Assignment / Questions</b>	<b>Assessment</b>	
1	Review elements of literature and proofreading symbols. Write about the author, title and plot of literary works. Read and comprehend story lines. Discuss theme and central idea of literary works.	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	√ Selected Response Constructed Response Verbal Rubric Other: Quiz on elements of literature

*\*\*Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)*



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2	Journal writing – Students will produce clear and coherent writing by writing a personal journal entry of an adventure and compare to those of a short story character or a novel character.	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	√	Selected Response Constructed Response Verbal Rubric Other Journal Writing
3	Journal writing – Students will produce clear and coherent writing by comparing and contrasting them self with other characters in the reading material.	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	√	Selected Response Constructed Response Essay Verbal Rubric Other:
4	Journal writing – Students will compose a unique adventure story.	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	√	Selected Response Constructed Response Essay Verbal Rubric Other:
<b>Proposed Agenda:</b>	Monday: Punctuation and Capitalization, Lit terms review and diagram, SRI window, continue “Rogue Wave” Tuesday: Parts of Speech, plot line for “Rogue Wave” and <u>The Cay</u> Wednesday: Media Center visit, Sentence Parts and Phrases, plot line for “Rogue Wave” and <u>The Cay</u> Thursday: Clauses and Sentence Type, plot line for “Rogue Wave” and <u>The Cay</u> Friday: Diagramming, plot line for “Rogue Wave” and <u>The Cay</u>			

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<b>Resources:</b>	Chrome book Media Center Novel set of <u>The Cay</u> <u>GA Collections text</u> <u>Journals</u> <u>Foldables</u>

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