**Lesson Plan**

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| **Campus /Teacher:** | | Yandell and Anglen/ Sierra | | | | **Course / Grade:** | 7th grade  ELA | **Date:** | 17  October  2016  Monday | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | * **(7.W.1)** * Write arguments to support claims with clear reasons and relevant evidence.   + 1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.     2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.     3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.     4. Establish and maintain a formal style.     5. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |
| **Performance Objective:** | | | * Take Embedded Assessment #2 | | | | | | |
| **Language Objective** | | | SWBAT engage in discussion with partners about assigned topics, texts, and issues | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Consensus, claim, counter claim, expository writing, documentary film, rhetoric, text features, hypothesize, secondary source, search term, credibility, inference, primary source, valid, norm, bandwagon, Avant-guard, testimonial, appeal to pity, transfer, facts and figures.    SWBAT use a [QHT](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Sharing and Responding](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Quickwrite](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Note-taking](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Graphic Organizer](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [brainstorming](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Discussion Groups](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Visual Prompt](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Drafting](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F) | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Bell work is on LEARN PAGE and is covering 7th grade topics, texts and issues | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | * Teacher will guide students through guidelines and expectations for this assessment. Each section will take a day. This exam will be finished before Friday of this week.  Drafting: Write an argumentative essay that is appropriate for your task, purpose, and audience.  * How will you select the best reasons and evidence from your research? * What strategies can you use (such as outlining) to organize your draft? * Who is the audience, and what would be an appropriate tone and style for this audience?  Evaluating and Revising the Draft: Create opportunities to review and revise your work.  * During the process of writing, when can you pause to share and respond with others? * What is your plan to include suggestions and revision ideas into your draft? * How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?  Checking and Editing for Publication: Confirm your final draft is ready for publication.  * How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?  Reflection You have used and been introduced to a number of strategies for constructing a well-reasoned and researched argumentative essay. Which strategies were most effective in helping you to write an effective argument, and how did you use them? | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | * Students will follow along with the instructions and will take notes and write their own understandings on this. * Students will be taking a written quiz. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | * Teacher observation * Student /teacher discussions * Worksheets * Guided work and modeling practice | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Students evaluated on participation in class, both for discussions and for written work. | | | | | |
| Differentiation  Homework | | | | Students will receive differentiated instruction in the LD classroom setting. Instruction is given by Special Education teacher in this setting. Modifications to materials and outcomes are made individually for students as their IEP and needs dictate.  Teacher uses multiple resources, altered formats, and pre-teaching vocabulary. | | | | | | |

**Lesson Plan**

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| **Campus /Teacher:** | | Yandell and Anglen/ Sierra | | | | **Course / Grade:** | 7th grade  ELA | **Date:** | 18  October  2016  Tuesday | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | * **(7.W.1)** * Write arguments to support claims with clear reasons and relevant evidence.   + 1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.     2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.     3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.     4. Establish and maintain a formal style.     5. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |
| **Performance Objective:** | | | * Take Embedded Assessment #2 | | | | | | |
| **Language Objective** | | | SWBAT engage in discussion with partners about assigned topics, texts, and issues | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Consensus, claim, counter claim, expository writing, documentary film, rhetoric, text features, hypothesize, secondary source, search term, credibility, inference, primary source, valid, norm, bandwagon, Avant-guard, testimonial, appeal to pity, transfer, facts and figures.    SWBAT use a [QHT](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Sharing and Responding](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Quickwrite](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Note-taking](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Graphic Organizer](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [brainstorming](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Discussion Groups](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Visual Prompt](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Drafting](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F) | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Bell work is on LEARN PAGE and is covering 7th grade topics, texts and issues  Teacher reviews Leaning Targets with students and previews lesson with students | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | * Teacher will guide students through guidelines and expectations for this assessment. Each section will take a day. This exam will be finished by Friday.  Drafting: Write an argumentative essay that is appropriate for your task, purpose, and audience.  * How will you select the best reasons and evidence from your research? * What strategies can you use (such as outlining) to organize your draft? * Who is the audience, and what would be an appropriate tone and style for this audience?  Evaluating and Revising the Draft: Create opportunities to review and revise your work.  * During the process of writing, when can you pause to share and respond with others? * What is your plan to include suggestions and revision ideas into your draft? * How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?  Checking and Editing for Publication: Confirm your final draft is ready for publication.  * How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?  Reflection You have used and been introduced to a number of strategies for constructing a well-reasoned and researched argumentative essay. Which strategies were most effective in helping you to write an effective argument, and how did you use them? | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | * Students will follow along with the instructions and will take notes and write their own understandings on this. * Students will be taking a written quiz. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Teacher observation  Student /teacher discussions  Worksheets  Guided work and modeling practice | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Students evaluated on participation in class and written work that is turned in. | | | | | |
| Differentiation  Homework | | | | Students will receive differentiated instruction in the LD classroom setting. Instruction is given by Special Education teacher in this setting. Modifications to materials and outcomes are made individually for students as their IEP and needs dictate.  Teacher uses multiple resources, altered formats, and pre-teaching vocabulary. | | | | | | |

**Lesson Plan**

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| **Campus /Teacher:** | | Yandell and Anglen/ Sierra | | | | **Course / Grade:** | 7th grade  ELA | **Date:** | 19  October  2016  Wednesday | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | * **(7.W.1)** * Write arguments to support claims with clear reasons and relevant evidence.   + 1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.     2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.     3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.     4. Establish and maintain a formal style.     5. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | |
| **Performance Objective:** | | | * Take Embedded Assessment #2 | | | | | | |
| **Language Objective** | | | SWBAT engage in discussion with partners about assigned topics, texts, and issues | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Consensus, claim, counter claim, expository writing, documentary film, rhetoric, text features, hypothesize, secondary source, search term, credibility, inference, primary source, valid, norm, bandwagon, Avant-guard, testimonial, appeal to pity, transfer, facts and figures.    SWBAT use a [QHT](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Sharing and Responding](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Quickwrite](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Note-taking](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Graphic Organizer](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [brainstorming](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Discussion Groups](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Visual Prompt](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Drafting](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F) | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Bell work is on LEARN PAGE and is covering 7th grade topics, texts and issues  Teacher reviews Leaning Targets with students and previews lesson with students | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | * Teacher will guide students through guidelines and expectations for this assessment. Each section will take a day. This exam will be finished by Friday.  Drafting: Write an argumentative essay that is appropriate for your task, purpose, and audience.  * How will you select the best reasons and evidence from your research? * What strategies can you use (such as outlining) to organize your draft? * Who is the audience, and what would be an appropriate tone and style for this audience?  Evaluating and Revising the Draft: Create opportunities to review and revise your work.  * During the process of writing, when can you pause to share and respond with others? * What is your plan to include suggestions and revision ideas into your draft? * How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?  Checking and Editing for Publication: Confirm your final draft is ready for publication.  * How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?  Reflection You have used and been introduced to a number of strategies for constructing a well-reasoned and researched argumentative essay. Which strategies were most effective in helping you to write an effective argument, and how did you use them? | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | * Students will follow along with the instructions and will take notes and write their own understandings on this. * Students will be taking a written quiz. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Teacher observation  Student /teacher discussions  Worksheets  Guided work and modeling practice | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Students evaluated on participation in class. | | | | | |
| Differentiation  Homework | | | | Students will receive differentiated instruction in the LD classroom setting. Instruction is given by Special Education teacher in this setting. Modifications to materials and outcomes are made individually for students as their IEP and needs dictate.  Teacher uses multiple resources, altered formats, and pre-teaching vocabulary. | | | | | | |

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| **Campus /Teacher:** | | Yandell and Anglen/ Sierra | | | | **Course / Grade:** | 7th grade  ELA | **Date:** | 20  October  2016  Thursday | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | **(7.L.6)** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | | | |
| **Performance Objective:** | | | * Preview the big ideas and vocabulary for the unit. * Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully. | | | | | | |
| **Language Objective** | | | SWBAT engage in discussion with partners about assigned topics, texts, and issues | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Subordinate, perspective, interpret, annotated bibliography, imagery, motif, setting, atmosphere, mood, flashback, foreshadowing, point of view, conflict, subplot, allusion, biography, autobiography    SWBAT use a [QHT](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Sharing and Responding](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Quickwrite](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Note-taking](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Graphic Organizer](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [brainstorming](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Discussion Groups](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Visual Prompt](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Drafting](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F) | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Bell work is on LEARN PAGE and is covering 7th grade topics, texts and issues  Teacher reviews Leaning Targets with students and previews lesson with students | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | * Teacher will guide students through guidelines and expectations for this unit. The teacher also introduces vocabulary for the unit and guides students to the learn page to review vocabulary assignment.   . | | | | | |
|  | **Guided Practice/**  **Independent Practice** | | | | * Students will follow along with the instructions and will take notes and write their own understandings on this. * Students will participate in vocabulary introduction activity and will vote on familiarity with the vocabulary terms. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Teacher observation  Student /teacher discussions  Worksheets  Guided work and modeling practice | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Students evaluated on participation in class and completed work turned in. | | | | | |
| Differentiation  Homework | | | | Students will receive differentiated instruction in the LD classroom setting. Instruction is given by Special Education teacher in this setting. Modifications to materials and outcomes are made individually for students as their IEP and needs dictate.  Teacher uses multiple resources, altered formats, and pre-teaching vocabulary. | | | | | | |

**Lesson Plan**

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| **Campus /Teacher:** | | Yandell and Anglen/ Sierra | | | | **Course / Grade:** | 7th grade  ELA | **Date:** | 21  October  2016  Friday | |
|  | | | **Standard** | | | | | | |
| **Strand/Concept:** | | | **(7.L.6)** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | | | |
| **Performance Objective:** | | | * Preview the big ideas and vocabulary for the unit. * Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully. | | | | | | |
| **Language Objective** | | | SWBAT engage in discussion with partners about assigned topics, texts, and issues | | | | | | |
| **Vocabulary**  **WICOR Strategies** | | | Subordinate, perspective, interpret, annotated bibliography, imagery, motif, setting, atmosphere, mood, flashback, foreshadowing, point of view, conflict, subplot, allusion, biography, autobiography    SWBAT use a [QHT](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Sharing and Responding](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Quickwrite](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Note-taking](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Graphic Organizer](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [brainstorming](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Discussion Groups](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Visual Prompt](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F), [Drafting](https://sunnysideunifiedaz.springboardonline.org/ebook/book/110074258/F98A0955C6B54D1597B7C7E4357B789F) | | | | | | |
|  |  | | | | **Instructional Delivery for Rigor and Relevance** | | | | | |
| **I Do** | **Anticipatory Set** | | | | Bell work is on LEARN PAGE and is covering 7th grade topics, texts and issues  Teacher reviews Leaning Targets with students and previews lesson with students | | | | | |
| **We Do** | **Performance Task, Direct Instruction, Modeling, Lesson Sequence, Technology, Routines** | | | | Teacher will guide students through the unwrapping of the unit and the embedded assessment #1 for Unit 3. Students will be taking notes on expectations and participating with a partner in discussion on expectations. | | | | | |
| **You Do** | **Guided Practice/**  **Independent Practice** | | | | * Students will follow along with the instructions and will take notes and write their own understandings on this. * Students will be taking a written quiz. | | | | | |
|  | **Closure/**  **Check for Understanding** | | | | Teacher observation  Student /teacher discussions  Worksheets  Guided work and modeling practice | | | | | |
|  | **Assessment ( Formative / Summative)** | | | | Students evaluated on participation in class. | | | | | |
| Differentiation  Homework | | | | Students will receive differentiated instruction in the LD classroom setting. Instruction is given by Special Education teacher in this setting. Modifications to materials and outcomes are made individually for students as their IEP and needs dictate.  Teacher uses multiple resources, altered formats, and pre-teaching vocabulary. | | | | | | |