

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>More detailed notes on lesson plan: 8.20.LP.Reading. Internal External Conflict</p> <p>Teachers should go over notes first including definitions for conflict, external, internal.</p> <p>Pre-Reading: Teachers should do a pre-reading activity for the story to help set a purpose.</p> <p>Suggestion: Create a list of the most common words or images from the story and have students try to make a prediction based on those words or images for the story.</p> <p>Teachers can have students track all the conflicts they come across as they read. They can create a chart with three columns: Conflict (describe the conflict), Detail (best quote from the story that demonstrates that conflict- to emphasize the push on using text evidence), and an Internal/External column to identify what kind of conflict it is and how they know.</p>	<p>Note: Teachers should anticipate spending the first 20 minutes of class completing the personal narrative diagnostic from Day 1</p> <p>This day is designed to help students generate ideas for their personal narratives. Minilessons for this day should be short, and should model the thinking process. The suggested way to generate ideas for stories today is the "Place Map." In a place map, writers identify significant places in their lives (an old home, elementary school, a section of a street). The writers then draw the place, including landmarks and annotations. It's essential that students should annotate with words, detailing the significance of the place. For a lesson plan example, please reference the 2012 curriculum, day 2 in the Federal folder for 7th grade writing.</p> <p>I also recommend assigning "First and Lasts" homework on this day, which is marked "HW 3" in the Federal 2012 folder.</p>	<p>See Leveled Literacy Block for genre activity. To encourage students to use complete sentences, use the accountable talk, award bonus points or something else every time you here a student speaking in a scholarly fashion.</p> <p>Review all the norms the class set for discussions and workshop before beginning.</p>	<p>Identifying genres could be done in small groups or partners in which they are given multiple different genres and try to identify characteristics of those genres. Have examples of those books available to them to refer to. Share out as a class keeping a list of qualities of different genres and display near the classroom library.</p> <p>For choosing a book, you can have students speed date a book or genre and have them keep track of books that interest them so they can go back to them later.</p>
Suggested Accommodations	<ul style="list-style-type: none"> -Partially filled in notes and definitions -Word wall for internal conflict and external conflict with images -Already-created chart for students to record conflicts and evidence -For IP, paragraph number suggestions of where to find conflict or evidence of the conflict -CFUs for directions and strategic check-ins at the beginning of IP 	<ul style="list-style-type: none"> - All students should be given copies teacher's examples, along with directions for what to do during independent workshop (make a class set; students do not need to keep this at the end of class). Other Possible Accommodations - Strategically ask students to repeat the directions before proceeding in the IP as a CFU - Prepare a blank graphic organizer - Strategically conference with students at the beginning of the IP by asking questions (rather than giving ideas) to help them generate ideas independently. 		<p>Available audio recordings of books</p> <p>Sheet for students to record which CD or track they finished on.</p> <p>Written examples of rules, expectations</p>
Objective	SWBAT analyze how an author develops the central conflict of a story by tracking the development of the story's plot.	SWBAT generate ideas for personal narratives.		SW track their thinking about interesting or important information using sticky notes.
Standard	<p>(R.7.1) Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>(W.7.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Language standards determined by grammar gallery differentiation.</p>	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	"The Party" by Pam Munoz Ryan	Writing territories model, character T-chart model		JRB + read aloud text (Recommended: The True Story of the Three Little Pigs)
Language Objectives	<p>SW define central/primary conflict.</p> <p>SW explain with labels and descriptions of the parts of the story by using exposition, rising action, climax, falling action, and resolution on a plot map.</p> <p>SW explain the development of the central conflict by using a plot map.</p>	<p>SWBAT define the word generate.</p> <p>SW create graphic organizers to help generate ideas for personal narratives.</p>		SW record their thoughts about interesting or important information from their books by using sticky notes.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Pre-Reading: Connection to the story: Was there ever a time you've been in a similar situation as the narrator?</p> <p>Focus for the lesson: identifying central conflict:</p> <ol style="list-style-type: none"> Find the different conflicts in the story. Figure out which one is the central conflict - which one leads to all the other conflicts happening? <p>Questions to ask yourself while modeling how to figure out the primary conflict:</p> <ol style="list-style-type: none"> Is this a conflict that is repeatedly dealt with during the story? What started this conflict? Did it start with something else? Is this a conflict that makes everything else in the story happen? <p>3. Support your conflict with evidence.</p> <p>Once students have figured out the central conflict, they can transition into plotting the story on a plot map. Students did a lot of plot mapping in 6th grade so this could be a challenge review for them and see if they are able to complete the plot map in groups before explicitly teaching it again. As a class, review it and hopefully students will get different climaxes which would a great time to emphasize that there can be multiple climaxes within a story and that the climax often occur toward the end of the story.</p>	<p>This day is designed to help students generate ideas for their personal narratives. Minilessons for this day should be short, and should model the thinking process. It's possible to do one short minilesson in the beginning of class, and one short minilesson as a mid-point objective in order to maintain student engagement. Most campuses have access to Lessons that Change Writers by Nancie Atwell. Page 3 of this book is a great starting place when planning this lesson, as it is a published version of this lesson.</p> <p>In addition to Writing Territories, teachers can also model for writers the act of selecting important people from your life. I recommend creating a T-chart that allows writers to brainstorm character traits of the important people and why they have played significant roles in their lives.</p>		<p>Model the strategy of stopping when you read something interesting, make a note about it writing why it was interesting. Picture books are a great way to do a lot of the modeling for strategies.</p> <p>Recommended: The True Story of the Three Little Pigs</p>
Suggested Accommodations	<p>-partially filled in notes and definitions</p> <p>-give students a blank map to plot the events of "The Party"</p>	<p>- All students should be given copies teacher's examples, along with directions for what to do during independent workshop (make a class set; students do not need to keep this at the end of class).</p> <p>Other Possible Accommodations</p> <ul style="list-style-type: none"> - Strategically ask students to repeat the directions before proceeding in the IP as a CFU - Prepare a blank graphic organizer - Strategically conference with students at the beginning of the IP by asking questions (rather than giving ideas) to help them generate ideas independently. 		<p>-Students can listen to audio versions.</p> <p>-Tracking sheets for students to record where they are on their audio device</p> <p>-Graphic organizer (instead of sticky notes) to ensure that they're recording the moment that was interesting and why it was interesting.</p>
Objective	<p>SWBAT analyze the personal identity and the identity of their group of friends.</p> <p>SWBAT compare and contrast the Socs with the Greasers in order to analyze the characteristics of their group identity.</p>	<p>SWBAT evaluate and select topics for personal narratives by choosing topics that are not too broad.</p>	<p>SW discuss the interesting moments in their books with a partner.</p>	<p>SW continue tracking thinking about interesting moments on sticky notes. SW discuss the interesting moments they found with their partners.</p>

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Standard	(R.3) Analyze how particular elements of a story or text interact (e.g., how setting shapes the characters or plot) and the interactions between ideas, people.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Language standards determined by grammar gallery differentiation.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	The Outsiders (start Ch 1 up to p. 8)	None	Class: Leveled Lit. Block	JRB + read aloud/model text
Language Objectives	SW define identity. SW will explain the differences and similarities of two different groups on a graphic organizer. SW explain the characteristics of the group identity by using the differences and similarities identified using sentence frames	SWBAT define evaluate. SWBAT use sentences starters in graphic organizers to select topics.	SW discuss interesting moments in their books with a partner using sentence starters and their sticky notes.	SW record their thoughts about interesting or important information from their books by using sticky notes.
Teaching Practice	<p>To understand identity, define identity and have students create a personal identity quilt with images or ideas that help to define who they are. Model a personal example. (Have students refer to their writing territories for potential brainstorming support). Give students about 10-15 minutes to brainstorm ideas and start working. Assign completion of quilt for HW.</p> <p>Then ask students to think about what's unique about their group of friends. (If they don't think they have a "group identity", give them an example of a stereotypical group Model examples. If they were to fit into a specific group, what would others define them as? (the popular kids, the emo kids, etc.) Advanced: Does your personal identity fit into your group identity?</p> <p>Use compare/contrast graphic organizer to start listing qualities for the Greasers and Socs. Can be done in partners and then shared out in class and teachers can keep a chart in the classroom that can be added on to as they read.</p>	<p>It's common for students to choose an enormous topic (an entire summer vacation, for instance). In this lesson, we discuss the importance of selecting a smaller story within the whole vacation that will keep our reader's interest. Rather than relating to the reader all the stories about packing, driving, staying in a hotel, getting annoyed with family members, etc, writers should select one interesting, unique "seed" from that "watermelon," like losing a baby sister at the zoo, for instance. It's also a lot of fun if you bring a watermelon into class for this lesson!</p> <p>Teachers should utilize writing partnerships by asking writers to share their seed ideas with one another to allow for multiple opinions on reader's interest, as well as testing to see if a topic is truly a seed. When organizing writing partnerships, it's important to consider who the students are comfortable with, as well as their ability levels (teachers favor homogenous and heterogeneous partnerships for a different reason; it's important for you to interrogate your own beliefs when making this important decision).</p> <p>For homework, ask students to write 8-10 events from their personal narratives in a list. This will be helpful for the following day's class (always type out a hard copy of homework directions).</p>	<p>For the last 10 minutes of workshop, students can meet with their partners to discuss what they found was interesting.</p> <p>This should be modeled either with another teacher that was videotaped to demonstrate your expectations.</p> <p>Students should be able to give a summary of what's happening so far in their book, point out the moments in the text that they found interesting, tell their partner why they found it interesting. Partner should be able to ask for follow up questions about the book.</p>	<p>Model a non-exemplar of tracking interesting moments. Ex: "This part was interesting." Discuss that it's great we're thinking about what we're reading, but how can we take ourselves as readers to the next level and explain why this part was interesting.</p> <p>This will be the first day that you're grading partnership discussions so you should introduce a partnership discussion rubric so that students know what you're looking for. In the model discussion, have students use the rubric to grade the model. You can choose to grade them on the whole rubric or on certain columns.</p> <p>See speaking and listening column</p>
Suggested Accommodations	already created graphic organizer for compare/contrast.	<p>- Strategic CFUs throughout the lesson cycle</p> <p>- Strategic partnerships that allow for safe, supported, yet challenged partnerships</p>		<p>-Students can listen to audio versions.</p> <p>-Tracking sheets for students to record where they are on their audio device</p> <p>-Graphic organizer (instead of sticky notes) to ensure that they're recording the moment that was interesting and why it was interesting.</p>
Objective	SWBAT analyze how the author uses the setting of a story to further develop the plot and characters in the story.	SWBAT sequence events of their personal narrative.		SW develop a variety of ways to use when writing to respond to their books.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Standard	(R.3) Analyze how particular elements of a story or text interact (e.g., how setting shapes the characters or plot) and the interactions between ideas, people.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	The Outsiders (p.9-18) Students should read to p. 45 by next Wednesday	"The Party" (For teachers who have a separate reading and writing block, writing teachers should communicate with reading teachers about students keeping their plot mountains. Writing teachers should also read this text prior to planning the lesson)		JRB
Language Objectives	SW define setting and mood. SW explain how setting connects to the plot and characters by using sentence frames.	SWBAT sequence events of their personal narrative by using a plot diagram and considering exposition, rising action, climax, falling action, and resolution.		SW use their reading notebook to record a response to their book using different optional formats.
Teaching Practice	Steps they'll need for this process: 1. Know the purpose of setting. 2. Be able to identify the setting (place, time, atmosphere) and the mood with evidence 3. How does the setting relate to what's going on in the story? Ex: If the characters are enjoying themselves, then part of the setting may be sunny to reflect the characters' feelings. 4. Find evidence to support your answer of how it relates to what's happening in the story. Vocab: setting, atmosphere, mood	Teachers should conduct a minilesson on plotting the sequence of events in their personal narratives. As with all minilessons, teachers should model their choices and thinking out loud. One way to do this lesson is by using a piece of yarn and small pieces of paper to plot the individual events. At the beginning of class, students can copy their list of events from their homework to small pieces of paper. Then, the teacher can model putting the events in order using a plot mountain. The yarn can be manipulated to show that some stories may have more than one climax. Students can then copy their plot mountains onto drafting paper or in their notebook.		Have a list and some model examples of different ways to respond to literature. (If time allows, keeping your own reading journal will help provide these models). Go over rubric for how their journal will be graded and emphasize how these entries will reflect their growth as readers and that writing about what you read is one of the best ways to build your skills as a reader. There are multiple resources for how students could respond: Some campuses have the book Notebook Connections: Strategies for the Reader's Notebook, the following website: http://www.readinglady.com/mosaic/tools/Reading%20Responses.pdf .
Suggested Accommodations	An abbreviated list of adjectives that could be used to describe the mood Sentence frames for responses to describe connection between setting and the plot and/or characters	- All students should have a copies example of the teacher's completed model, in addition to the step-by-step directions independent practice. - Supply a pre-made graphic organizer for students who may not find the manipulative to be beneficial - Strategic CFUs throughout lesson cycle		-Students can listen to audio books -Tracking sheet for students with audio books -abbreviated rubric expectations for response journals
Objective	SWBAT make inferences about the author's neighborhood in order to reflect on the organization of the neighborhood.	SWBAT analyze the components of an effective expository paragraph. SWBAT elaborate a non-proficient expository paragraph.	SW explore the ideas of a melting pot in an informal discussion group.	SW employ different fix-up strategies to improve comprehension.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Language standards determined by grammar gallery differentiation.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	Melting Pot	A expository paragraphs form World Studies teachers. Note: Writing teachers should communicate with world studies teachers to save paragraphs from Days 1-5 homework in order to provide a foundational example for this lesson.	Class: Reading Skills class	JRB + read aloud/model book It might be useful to find a text that's personally challenging for you to comprehend or that's not engaging to you so you can genuinely model what you do as a reader

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Language Objectives	SW make inferences about the structure of the author's neighborhood by using an It Says - I Say - And So chart.	SWBAT analyze the components of an effective expository paragraph by examining ideas and elaborations. SWBAT elaborate a non-proficient expository paragraph by examining new ideas and elaborations.	SW explore the ideas of a melting pot by brainstorming their opinions around questions related to the idea of a "melting pot" using a graphic organizer. SW engage in a discussion about their opinion in regards to the concept of a "melting pot" by using accountable talk sentence starters.	SW identify different behaviors that show their lack of comprehension of a text. SW monitor their comprehension of a text by using a fix-up strategy if necessary

Daily Objective Details				
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Set up the reading as one of the sources we're going to use in thinking about how and why do societies organize themselves. The question we want to be asking ourselves as readers while we read this is how does Anna Quindlen's neighborhood organize itself (in terms of the group divisions within the neighborhood, how it has changed over time in, how different groups talking about each other) , why it does that, and what changes in its organization as time goes on. In thinking about group identity that we discussed with ourselves and The Outsiders, we should also be asking ourselves what identity does this neighborhood organize itself around.</p> <p>This could happen through a protocol of an It Says - I Say - And So chart. Model the process using the short paragraph and then have students continue using the chart to complete more inferences based on that paragraph so they know how to complete the chart before getting into the text. Give students questions to help them understand the idea of how this neighborhood organizes themselves. Can differentiate up by having advanced students create their own inferential questions based around the central theme for the day.</p> <p>For more on It Says - I Say strategy, see the resource "It Says - I Say"</p> <p>Annotation Exit Ticket: 1. Have students choose their deepest inference from the day and attach it to a sheet of paper. 2. Record 2-3 pieces of evidence ("It Says") from the text to support the inference. 3. Use a checklist to self-assess your inference 4. Give feedback... how will you improve inferencing tomorrow?</p>	<p>This will be a slightly unnatural shift to go from planning narrative project to expository work, but this type of respiraling is proven to be an effective method to keep skills sharp.</p> <p>For expository paragraphs, students tend to write repetitive responses with common phrases such as "this shows that," "this means that," and "I know this because." By using the stoplight method, students learn not to rely on those phrases, but rather a pattern of thinking. This is a great way to introduce expository paragraphs: they are a way of thinking.</p> <p>Another hurdle that seventh grade writers overcome with expository writing is elaborating their main ideas. Don't be afraid to go overboard with this. Elaboration is the cornerstone of expository writing, and it proves that the students have been thinking about their work deeply.</p> <p>As a reminder, you have already discussed with your World Studies teacher about making copies of student expository paragraphs. This will provide some buy-in from students, knowing that this work is their peers, and that the nature of this objective is authentic and purposeful. When using student work, never use student names, and always retype if possible. When retyping, proofread the students' work so that students don't focus on grammar mistakes.</p> <p>Begin the lesson by defining expository writing, ideas, and elaboration. Then, having already prepared one strong student response (if none are available, teachers should write their own with 3 main ideas and at least 2 elaborations per main idea), students and teachers examine the strengths of a thorough expository paragraph. All campuses have access to a research-based program called "Step Up to Writing." See your Special Education department or other writing teachers if you have not seen the materials for this program yet. In this program, you can find more detailed descriptions of the "Stoplight Paragraph." Green is used for the topic sentence; yellow is used as a main idea; red is used as an elaboration ("stop and explain"). Using a class set of highlighters, crayons, or colored pencils is encouraged.</p> <p>The lesson will conclude with students individually elaborating a non-proficient expository paragraph. One way to save time (since this is a grammar gallery day) is to type this work with wide margins so that students can draw arrows to add their elaborations.</p>	<p>As a way to build engagement in the text, particularly non-fiction texts, students can engage in a small discussion circle regarding the issues being presented in "Melting Pot".</p> <p>I wouldn't introduce this as a Socratic Circle because it won't have quite the same rules as far as using textual evidence, but maybe a discussion group. Go over the major rules of how we should discuss and listen and about accountable talk.</p> <p>Students who are not in the discussion will be responsible for telling about strengths and areas of improvement for the group at the end. You could also have them complete an evaluation rubric for the people in the group to hold them accountable.</p> <p>As a possible Do Now, have students choose one of the following prompts to agree or disagree with. Have them write down why they agree or disagree and do their best to support it with examples from their own lives, from something they've read, or from something they've see or heard.</p> <ol style="list-style-type: none"> 1. The United States is an example of a melting pot of different cultures where people from different backgrounds generally get along easily. 2. It's difficult for immigrants to keep their own native culture alive while living in the United States. 3. One's cultural background is not important, who you are as an individual is most important. 4. Having stereotypes and prejudices about one's background and culture is acceptable. 5. No matter what culture you are from, you can still have things in common with everyone. <p>After students have written down their ideas, you can have volunteers, pre-selected students, random students participate in the discussion. You could have 10-15 students. For 5-7 minutes, one student starts the discussion of which prompt they wrote about and why and the discussion moves forward. If the discussion on that prompt gets stuck, encourage students to move to a different prompt.</p> <p>At the end, students not in the circle should give feedback on strengths and areas for improvement along with shout-outs. I would not grade this one as you will be in the circle and it's their first times this year to have this type of discussion.</p> <p>Keep track of which students participated so that for future discussion groups, you can ensure that other students are involved.</p>	<p>-Go over behaviors to monitor to know you don't understand what you're reading (can't remember what you just read, don't understand a word, not understanding why a character is doing something, not being able to figure out where this story is taking place, etc.)</p> <p>-Introduce a few strategies to use when trying to figure things out - re-reading, slowing down and read in sections then summarize, think about what you know about the subject you're reading about, etc.</p> <p>-Students can practice in their or in a non-fiction article from Achieve 3000.</p> <p>-For advanced students to practice this skill, give them an advanced article or textbook so that they can still practice these strategies they can use later.</p>

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Suggested Accommodations	partially filled in It Says-I Say- And So chart that still makes students track your thinking -strategic CFUs during IP		Accountable talk sentence starters Sentence frames for the writing portion of the activity	-Students can listen to audio books -Tracking sheet for students with audio books -leveled articles (if choosing to go with non-fiction articles) -a few general questions for students to ask themselves after reading a page or two to check their comprehension. Ex: What is the main idea of this section? What are the characters doing at this point and why?
Objective	SWBAT make inferences about the author's neighborhood in order to reflect on the organization of the neighborhood.	SWBAT apply reading strategies in order to analyze a text in a short expository response.	SW discuss inferences about the text in partners.	SW use multiple context clue strategies in order to figure out the meaning of unknown words.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(7.L.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*
Text	Melting Pot	Melting Pot	Class: Reading Skills	JRB + read aloud/model text with good examples of when you can use context clues
Language Objectives	SW make inferences about the structure of the author's neighborhood by using an It Says - I Say - And So chart.	SWBAT apply reading strategies in order to analyze a text in a short expository response by using the spotlight method and planning materials.	SW discuss inferences about the text "Melting Pot" by using the It Says-I Say graphic organizer.	SW figure out the meaning of unknown words by using different context clue strateis.
Teaching Practice	Based on data from yesterday, divide students into homogenous groups/partnerships. For groups that struggled with inferencing, continue working with that protocol, gradually taking away the inferential questions and having them create their own. For students who were advanced on that protocol, introduce them to the double-entry journal in which they identify interesting or important information from the article in one column, and in the other column, they should identify why that's important, what they learned, why it was interesting, etc. Exit Ticket will be part annotation exit ticket from "Melting Pot" and then another short passage using MC and CR questions.	If teaching writing in a separate course, be sure to collaborate with your reading teachers ahead of time in order to use the same language with creating inferences. You should also use the same text from reading class so that students can transfer the skills they used with creataing inferences in reading to writing about the same inferences in writing class. It is recommended that writing teachers collaborate with other teachers (like World Studies or Science) to see how students are planning expository paragraphs and to give further suggestions. One tool that all campuses have is a reseach-based program called "Step Up to Writing." An effective way of planning expository work, according to Step Up to Writing, is a T-chart. On the top of the chart, students write their thesis statement (or topic sentence, depending on the task). On the right hand side, students use a star and just a few words to express a main idea. On the left hand side, students use dashes to elaboate on those main ideas. Teachers should present the process of planning and drafting by choosing from a variety of Intro to New Materials, including modeling. This should be done quickly so that students have ample time to plan and draft their expository paragraphs.	To continue to push accountable talk within partnerships and making sure partners are working together and not just giving each other answers, tell that class that you will be looking for a few specific things today in partner work for which they will earn bonus bucks or some reward. If you use Class Dojo, you can track the partnership points up on the SMART Board so that all students can see.	See Context Clues attachment

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Suggested Accommodations	partially filled in It Says-I Say- And So chart that still makes students track your thinking -strategic CFUs during IP -strategic grouping/partnerships allowing you to work with certain students more	- All students should have a copies example of the teacher's completed model, in addition to the step-by-step directions independent practice. - Check with individual IEP needs in order to determine if reading materials should be adjusted. - A variety of graphic organizers can be used. Check with Special Education teachers to see which graphic organizers have worked for individual students in the past to see if you should individually modify the graphic organizer for this lesson. - Strategic CFUs throughout the lesson cycle.		KEEP sheet of strategies Strategic CFUs throughout lesson
Objective	SWBAT infer character traits by analyzing direct characterization, the characters' speech, and thoughts and feelings.	SWBAT apply prewriting strategies to create a first draft of their personal narratives.		SW make connections (text-to-self) to enhance comprehension.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards determined by grammar gallery diagnostics.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	The Outsiders p. 46-62	None		JRB + read aloud/model text
Language Objectives	SW define characterization. SW explain how an author develops a character by using explicit details and the labels of direct, speech, and thoughts and feelings in an It-Says I-Say And So chart.	SWBAT apply prewriting strategies to create a first draft of their personal narratives by using their plot maps as a guide.		SW improve their comprehension of a text by using text-to-self connections.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Give all students a keep sheet with character trait adjectives.</p> <p>After notes portion on the 6 methods of characterization (3 today, 3 tomorrow), model an example of each with a character from <i>The Outsiders</i></p> <p>Options: Use a D-STEAL chart to help track characterization. D-direct T- thoughts and feelings S-speech E-effect on others A- actions L-looks</p> <p>Use the It Says, I Say protocol for these categories (except direct characterization)</p> <p>Any of the multiple of character traits graphic organizers with space for evidence to support the character trait. (more flexible in that it doesn't require students to determine character traits through one method although they should practice all of them)</p> <p>Students can choose whether to continue practicing using the anchor text or using their JRB. They could complete a character chart with a partner for at least one character with a partner one independently if using the anchor text.. Students can choose which characters to profile. Best options: Ponyboy, Sodapop, Darry, Dally, Johnny, Cherry</p> <p>Exit Ticket options: 1. Turn in your character chart 2. Choose the best character trait inference and attach it using an annotation exit ticket. 3. Include exit tickets</p>	<p>Even though students are just drafting on these days, this lesson will still require explicit modeling.</p> <p>After grammar gallery, teachers should use their models for a plot map from last week to show how that becomes a rough draft. Some key points to cover in this minilesson: - Keep your plan next to you as you draft as a constant reminder - The plan is a basic outline. Your draft should be crawling with realistic details that make your story come to life. - Paragraphs are a creative choice. Writers use them to separate events, show different characters speaking, to create suspense. - This is a rough draft, so it should not be perfect. Do not put too much pressure on yourself; just get it down on the page. - Skip lines and write on the front side only (or individual teacher preference).</p>		<p>A lot of students will just write, "This reminds me of..." In order to improve their thinking, push them to tell you what the connection is, but also how it helps them understand. Ex: This reminds me of the time everyone was getting invites to this party and I wasn't. It helps me understand because I know exactly how disappointed and upset the character feels.</p>
Suggested Accommodations	<p>D-STEAL chart with examples and what each letter stands for</p> <p>Pre-determine which character for students to profile and provide page numbers and/or paragraph location where they can find evidence for each of the methods of characterization.</p>	<p>- All students should have a copies example of the teacher's completed model, in addition to the step-by-step directions independent practice.</p> <p>- In the past, I have created paper in Word that has every other line shaded in and printed this off for students who struggle to skip lines.</p>		<p>Audio books Tracking sheets for audio books Graphic organizer that more explicitly breaks down the connection and how that is helpful as a reader.</p>
Objective	SWBAT infer character traits by analyzing characters' effect on others, actions, and looks.	SWBAT apply prewriting strategies to create a first draft of their personal narratives.		SW make connections (text-to-text) in order to enhance their comprehension.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	<i>The Outsiders</i> p. 62-75	None		JRB + read aloud/model text

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Language Objectives	SW explain how an author develops a character by using explicit details and the labels of effects, actions, and looks in an It-Says I-Say And So chart.	SWBAT apply prewriting strategies to create a first draft of their personal narratives by using their plot maps as a guide.		SW improve their understanding of a text by using text-to-text connections
Teaching Practice	Continue your best practices from Day 5. Share out as a class and create charts of these character traits to add on to as the novel progresses	Same reminders as yesterday, but no need to model the same skill twice. Students who work quickly today may finish early. It's helpful to have a "First Steps to Revision" sheet prepared for students who may be done. Ideally, you would work one-on-one with this student, but if you are already having another conference, this sheet can help the student in the meantime. Include helpful tips such as rereading the draft in its entirety, rereading to make changes that sound better to the writer's ear, revising dialogue, revising setting and character descriptions, etc. To make this a useful tool for students, you can even include examples of "Before" and "After" revisions.		Continue to model this technique using the format you used for text-to-self connections. Push hard on the text-to-text and the different ways to make those connections (do you see similar characters, or traits, similar themes, writing styles, etc.)
Suggested Accommodations	D-STEAL chart with examples and what each letter stands for Pre-determine which character for students to profile and provide page numbers and/or paragraph location where they can find evidence for each of the methods of characterization.	Strategic CFUs		Audio books Tracking sheets for audio books Graphic organizer that more explicitly breaks down the connection and how that is helpful as a reader.
Objective	SWBAT distinguish the protagonist from the antagonist in order to analyze how their relationship drives the conflict.	SWBAT apply prewriting strategies to create a first draft of their personal narratives.		SW make connections (text-to-world) in order to enhance their comprehension.
Standard	(R.3) Analyze how particular elements of a story or text interact (e.g., how setting shapes the characters or plot) and the interactions between ideas, people.	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language standards determined by grammar gallery differentiation.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	The Outsiders (read up to 110 by next Wednesday)	None		JRB + read aloud/model text
Language Objectives	SW define protagonist and antagonist. SW explain the relationship between the protagonist and the antagonist in a book by plotting interactions between the protagonist and antagonist on a timeline in order to connect it to the conflict.	SWBAT apply prewriting strategies to create a first draft of their personal narratives by using their plot maps as a guide.		SW improve their understanding of a text by using text-to-world connections

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	Identify the central conflict Identify the protagonist and antagonist Find evidence to demonstrate the relationship between the protagonist and antagonist You could have students plot along a timeline all the times that the protagonist and antagonist interacted to help students think about relevant evidence to describe the relationship Describe the relationship between them Identify how their relationship is connected to the conflict	See suggestions from yesterday. Teachers may also feel comfortable pairing students up who have completed their drafts to do an initial peer evaluation. One helpful way to do this is to have the rubric (same rubric from the RAP test) available for students to evaluate themselves or one another. Any students who do not finish will need to do so for homework. Teachers may decide to take home drafts over the weekend to get a sense of general performance (though I don't recommend grading a rough draft according to the rubric).		Continue best practices from previous Connections days. This one can be really challenging for students who don't have that background knowledge. This could be a good day to do some partner reading and have them brainstorm together on text-to-world connections
Suggested Accommodations	Page numbers for interactions between the protagonist and antagonist Strategic CFUs Sentence starters to help students describe the relationship	Strategic CFUs		Audio books Tracking sheets for audio books Graphic organizer that more explicitly breaks down the connection and how that is helpful as a reader.
Objective				
Standard				
Text				
Language Objectives				
Teaching Practice				
Suggested Accommodations				
Objective	SWBAT interpret the meaning of a poem through analyzing the author's use of language.	SWBAT revise their narrative drafts by using the strategy "Show, Don't Tell."		SW focus on sensory details in order to visualize and make inferences.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Language standards determined by grammar gallery differentiation.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	Suggested: Nothing Gold Can Stay, but any poem would be fine	<i>Mentor Text from The Book Thief</i>		JRB + read aloud/model text (picture book)
Language Objectives	SW explain the meaning of a poem by making predictions, paraphrasing the main idea of each stanza, and writing a personal reflection through annotation.	SWBAT revise their narrative drafts by focusing on details that will create inferences for readers and making a T-chart.		SW visualize a scene in their books by focusing on details that appeal to the five senses.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>More details on lesson plan: 9.3.LP.Reading.Meaning of a Poem</p> <p>This is not a day to teach any of the language of poetry (simile, metaphor, etc.) but more to understand the meaning of a poem.</p> <p>Pre-Reading: Pull out key words from the poem and have them write a sentence using all those words to make a prediction about what the poem may be about.</p> <p>Introduce some of the basics of reading poetry. Always read more than once. Find out the meanings of words you don't know. Paraphrase what each stanza of the poem is about. Reflect on what the poem is trying to tell you or your reaction to the poem at the end. Have students see if their prediction matched their final reflection.</p> <p>Other options: In small groups, have students read a few poems and do a think silently where they pass the poem around and write comments on it about its meaning or something that was interesting to them. They can also make comments on others' thoughts. After students have made comments on the poems, have some general questions ready. Ex: What is the message of this poem? What line(s) best express the meaning of this poem? Which line(s) best express the character of the speaker? How does the speaker feel about the subject of the poem? How do you know?</p> <p>ET: Separate poem with multiple choice questions about which detail best reflects ____ and what does this line mean?</p>	<p>This is a lesson that is included in the 3 sample lesson plans for this unit. Please reference these materials, as they are much more comprehensive.</p>		<p>Use a picture book to model this skill. Don't show students the illustrations. As you read, stop and think out loud how you are getting an image of this scene based on prior knowledge or the details the author provides. Have students do the same thing as you continue reading and share with each other the image they created. For independent work, students can choose to draw out this image that was created in their books or explain what the image was in writing.</p>
Suggested Accommodations	<p>For independent practice, you could give struggling readers more concrete or linear poems CFUs during Guided and Independent Practice</p>	<p>- Check with Special Education teachers to see if there are preferable graphic organizers to the T-chart, and make individual accommodations according to their suggestions.</p> <p>- Strategic CFUs, particularly at the beginning of IP</p>		<p>Audio books Tracking sheets for audio books</p>
Objective	SWBAT identify a theme in a poem by (1) identifying "big ideas," and then (2) analyzing what the poem teaches us about the "big idea," and (3) expressing the lesson or truth in such a way that it applies to the poem.	SWBAT revise their personal narratives to improve dialogue that is descriptive and significant.		SW "lean in" to their books in order to visualize and make inferences
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	"Lucky" and "The Low Road"	Model Text from The Simpsons		JRB + read aloud/model text (preferably the class book. In the model lesson plan, The Outsiders is used)

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Language Objectives	SW define theme. SW identify the big ideas the poem is addressing in order to create a theme statement using guiding questions. SW explain how the theme statement is connected to the poem by using sentence frames.	SWBAT revise their personal narratives to improve dialogue by focusing on narrating character feelings, actions, and emotions.		SW visualize a scene from their books by inferring additional details about a scene by using the "lean in" strategy.
Teaching Practice	Steps to figure out the theme: 1. Summarize the poem in one sentence. 2. Identify some of the big ideas of the work 3. Identify the truth that was learned about this big idea. Questions to help guide this: - How and why did the speaker change? - What lessons were learned by the speaker? - What was the resolution to the conflict and what did it teach the speaker? 4. Create a theme statement: subject + what the poem is saying about this subject. 5. State how the poem demonstrates this theme. 5. Find specific evidence to support this theme.	See whole lesson plan attached to this unit. For further reflections on past lessons, read below: I always like to teach dialogue using something that will ignite the students' imaginations, like a short clip from Family Guy or The Simpsons. My personal favorite is the 13 second YouTube clip where Homer chants "I am so smart" while he burns his high school diploma. Students will agree that dialogue has so much more to do with what is being observed, rather than what is being said. However, I would revise this lesson from last year's. First, I would have a small section of notes comparing what Homer actually says to his actions. This will be effective for students to see the difference between straight up talking and narrated dialogue, but it was never a good use of time for students to write down exactly what Homer was doing. From there, I would go into strategies to revise boring, ping-pong dialogue (where two characters talk back and forth) to narrated dialogue (that includes character's thoughts, actions, and emotions). There are a million ways to inspire students to employ their imagination in their drafts as they revise. Charades is a great example. Whatever you do, make sure that you model the process of revising with a pen on their draft and adding the exact words that would change the dialogue (sometimes students make to-do lists for themselves when they revise, but that just makes the final draft process much harder).		More detailed notes on 9.4.LP.Leveled Literary Block.Lean In See the "Lean In" attachment. This strategy is to get students to visualize what's currently happening in their book and fill in the unsaid details but in a more detailed fashion than drawing. For some students, drawing the image may be more beneficial Students might need a list of guiding questions to help them see the unsaid details. Ex: What kind of expression might this character have on their face? What are more details of the setting?
Suggested Accommodations	A list of common theme big ideas they can choose from rather than coming up with their own Sentence frames for connecting the theme statement to the poem	- All students should have a copies example of the teacher's completed model, in addition to the step-by-step directions independent practice. - If students are comfortable with the T-chart, they could brainstorm details for character's thoughts, actions, and emotions ahead of time so that the revision process doesn't feel too daunting.		Audio books Tracking sheets for audio books -Option for detailed drawing or writing -List of guiding questions to help them see the unwritten details
Objective	SWBAT write an effective expository paragraph analyzing one character from The Outsiders.	SWBAT evaluate one another's writing to improve personal narrative according to peer feedback.		SW "lean in" to their books in order to visualize and make inferences about the moments in between the scenes.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Standard	(7.W.2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Language standards determined by grammar gallery differentiation.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	The Outsiders (p.137 by next Wednesday) Should have time to read after quiz tomorrow	Writing partners' personal narrative drafts		JRB + read aloud/model text (preferably the class book)
Language Objectives	SWBAT apply reading strategies in order to analyze a text in a short expository response by using the spotlight method and planning materials.	SWBAT evaluate one another's writing to improve personal narrative according to peer feedback by conducting writing conferences.		SW visualize a scene from their books by inferring additional details about a scene by using the "lean in" strategy.
Teaching Practice	<p>See Writing Day 6 and Day 7.</p> <p>Students will be able to use their character traits chart to write this paragraphs as they have already found the evidence.</p> <p>Since students have already learned the expository paragraph in writing, this could be a good opportunity to familiarize them with the rubric these types of paragraphs will be graded on and give some non-exemplars and exemplars to grade before they begin writing their own.</p> <p>Remind them of their resources from Writing and reinforce that there are other ways to introduce evidence instead of "The text says..." or "This means..."</p> <p>Use this time to conference with kids about their writing.</p>	<p>When preparing students for a writing conferences, it is best to model this interaction. I always start with a video clip, pausing strategically, to ask students comprehension questions about the effectiveness of what writers say to one another. As a network, we have a few of these video clips available, though the sound quality is not fantastic. You can also prepare some lines of dialogue and have students in your class act out a writing conference.</p> <p>A writing conference is meant to give both positive and negative feedback. It's meant to be reciprocal, and not tutoring. It's recommended that students are with the same writing partners from the first week of school (and that they stay with these partners throughout the unit). Students should not be focusing on grammar.</p> <p>We have writing conference sheets from last year, but you can also make your own. It is recommended that students enter the contest with a question for their peer first. The students can either switch papers and read just that section (or the entire piece if there is time), or they can read their sections out loud to one another. There are benefits to both, but I prefer students reading it to themselves so that they're not put on the spot for immediate feedback (and so that they can return to the text as needed). The feedback should address the question, in addition to any other feedback they want to include. Another suggestion is to include the rubric in this process to help students reference what is expected of them in the final draft.</p> <p>I recommend an exit ticket that requires students to summarize their partners advice and prove that they tried to revise their drafts according to this advice (or explain why they are respectfully declining that advice).</p>		<p>Emphasize with students that authors don't include every moment and detail in a story and that to become better readers, we must fill in those missing moments ourselves.</p> <p>Model with a short, linear story with changes in time and setting and what clues showed you there was a change in setting. Think out loud as to what you imagine happened between those scenes. To make it more advanced, have students brainstorm why an author wouldn't include all of those details or those extra transition scenes.</p>
Suggested Accommodations	Spotlight paragraph graphic organizer Sentence frames	<p>- Strategic pairings so that students feel comfortable sharing their writing</p> <p>- Strategically previewing a students' feedback before delivering and providing feedback on the feedback (CFU)</p>		<p>Audio books</p> <p>Tracking sheets for audio books</p> <p>-More guided practice with a short story and transitions that are already identified for students and they can then pick up clue words and help create the transition scene.</p>

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Objective	SWBAT demonstrate their mastery of their reading skills (conflict, characters, plot, inferences)	SWBAT demonstrate mastery of seventh grade benchmark grammar objectives, in addition to individual grammar objectives.	SW discuss and question their reading partner in order to engage in a deeper analysis of a text.	SW "lean in" to their books in order to visualize and make inferences about the story.
Standard	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.7.3) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Language objectives assessed on both the RAP exam and individual Grammar Gallery objectives	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	Quiz	Quiz	Class: Leveled Literacy Block	JRB
Language Objectives	SWBAT demonstrate master of benchmark reading objectives by taking a quiz on fiction, non-fiction, and poetry.	SWBAT demonstrate mastery of seventh grade benchmark grammar objectives, in addition to individual grammar objectives by taking a language quiz.	SW discuss and question their reading partner by using each student's lean in moments and guiding questions in order to engage in a deeper analysis of a text.	SW visualize a scene from their books by inferring additional details about a scene by using the "lean in" strategy.
Teaching Practice	Quiz should include a fiction passage, non-fiction passage, and a poem. Use the RAP test to guide your question stems. Remind students of the importance of demonstrating how they have grown as readers and for us teachers to figure out best help you.	It is recommended that this quiz is developed by examining the RAP questions and students' individual Grammar Gallery objectives to give a fair balance to students (this is more equitable since the benchmark standards are fairly rigorous for some students AND because they should be exposed to grammar that is on the RAP, even if they are not currently working on those objectives in their Grammar Gallery work). It is up to individual teachers how students should be graded for this (you may not want to give points for the RAP questions if students are not working at that level in Grammar Gallery). It is also important to note that when making a quiz, you should not give students questions that are too similar to those on the RAP. The RAP data will not be in its truest form if students have been exposed to those types of questions prior to the test.	There is no new mini lesson here. For the last 10 minutes of class, students should share their thinking and lean in moments with their partner and the partner should be prepared to ask deeper questions to help the partner visualize more of the scene. Students can use the guiding questions to help them question their partners and push their partner to think aloud more. Grade up to 4 random partnerships on the partner discussion rubric.	Students could continue practicing this strategy either through visual representations, building out the details of the scene, or on the transitions. Students could partner read and each partner could think out loud what they're inferring about this story and how they're doing that instead of doing it in written form.
Suggested Accommodations	-abbreviated text -appropriate readability level of text and questions -graphic organizers students have used in class -sentence frames for constructed response questions	Arrange with Special Education teachers about accommodations for the quiz at least a week in advance for scheduling purposes.		Audio books Tracking sheets for audio books -Guiding questions to help students see the unsaid details -More guided practice with a short story and transitions that are already identified for students and they can then pick up clue words and help create the transition scene.
Objective	SWBAT employ reading strategies in order to analyze the central idea of a text.	SWBAT evaluate different leads and endings in personal narratives. SWBAT revise their leads and endings in their personal narratives.		SW create a double entry journal in order to reflect their own thoughts and reactions to the story.
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	W.3.7.a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.3.7.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	"In a Soaring Homicide Rate, a Divide in Chicago"	Model texts for leads and endings		JRB + read aloud/class text

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Language Objectives	SW explain the central idea of a text by using the reading strategies of setting a purpose, accessing prior knowledge, and asking questions/clarifying.	SWBAT revise their leads and endings in their personal narratives by using strategies from model texts.		SW reflect on the book by recording their own thoughts and reactions in a double-entry journal.
Teaching Practice	<p>Explore students' history with annotating in order to invest them in why we annotation makes us better readers no matter where our reading skills are at. Emphasize that there are multiple ways to monitor our comprehension with a text, and that this is one of the strategies they'll learn to make them stronger readers.</p> <p>Setting a Purpose: A think-aloud is one way to begin this lesson of how you know how to set a purpose when reading (analyze text features, make a question out of the title to help guide their reading). Example: For "In a Soaring Homicide Rate, a Divide in Chicago" purpose questions could be: What divide in Chicago is being discussed? How are homicides connected to this divide? Option: Offer multiple titles of newspaper articles or other non-fiction texts and have students create questions based on those titles.</p> <p>Accessing Prior Knowledge: Can also be done through a think-aloud. Based on the title, do they know what the words mean or anything about Chicago. They could do a cluster or a map of what they associate with words in the title or in other text features. As they're reading, provide them with sentence starts like "This reminds me of..." or "This relates to..."</p> <p>Asking questions/clarifying: Think-aloud. Have students identify ideas or words they don't understand. They should also record "thick" questions they have while reading.</p> <p>Suggestion: Start with very short article to model and do think aloud. Students should be recording your think-aloud to ensure they're paying attention. For the "In a Soaring Homicide Rate, a Divide in Chicago" students can work in partners to annotate the article.</p> <p>Exit Ticket: Teacher Feedback sticker (students receive a certain color sticker to indicate that they're doing really excellent annotation, another to show they have some areas to improve with specific suggestions)... Each student should have a feedback sticker before leaving class.</p>	<p>This is going to be a tough day, time-wise, because it is two hefty objectives and a Grammar Gallery day. Teachers should be careful not to do too much this day.</p> <p>Teachers should refer to notes from last year. It was helpful for students to see a table that included a column for "Model Text, Type of Lead, Description of Lead, Student Try." When you break different types of leads and endings down in this way, trying out different types feels a lot more concrete to students. Teachers who keep binders should do two different pages of notes.</p> <p>You could, of course, jazz this day up with stations. Students could visit different types of leads and endings and try them out at the stations. This may lead to almost no time for them to revise their drafts, though.</p> <p>You could also consider cutting the mid-point assessment tomorrow. Since this is their first unit, this could all be an overwhelming amount of work, and teachers must weigh how much they are teaching and the impact of this. If you think of a kitchen strainer as time in a unit, too many objectives can make it more difficult for the most essential points to make their way through. Teachers should also consider how they will use the mid-point assessment data. Those who are tracking purposefully and using data to inform groups, conferences, and progress will find that the assessment is beneficial. Those who would not do much with the assessment should consider forgoing tomorrow's plan.</p> <p>Regardless of your decision, ensure that students have time to make lead and ending revisions to their drafts. This could be your first day to experiment with student-lead notes, rather than the traditional I-do, We-do, You-do model.</p>		Refer to this link for more information: http://www.mandan.k12.nd.us/lewisclark/teachers/Garland/include/files/documents/Double%20Entry%20Journal%20Information.pdf
Suggested Accommodations	<ul style="list-style-type: none"> -Cognitive strategies sentence starters -Model text with annotation -Strategic partnerships and check-ins during partner work 	If you choose to do student-lead notes, pull a small group aside for those who would benefit from a teacher's direct instruction.		Audio books Tracking sheets for audio books
Objective	SWBAT employ reading strategies in order to analyze the central idea of a text.	SWBAT demonstrate progress on writing standards in unit one.		SW create a double entry journal in order to reflect their own thoughts and reactions to the story.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Text	"In a Soaring Homicide Rate, a Divide in Chicago"	Writing prompt: Teamwork is a characteristic that many schools, cultures, families, and even companies value. Think of a time when you had to use teamwork to accomplish a goal. Describe the process of the work toward that goal, and the outcome of the work.		JRB + read aloud/class text
Language Objectives	SW explain the central idea of a text by using the reading strategies of constructing the gist and reflecting on the article.	SWBAT demonstrate progress on writing standards in unit one by completing a mid-point assessment.		SW reflect on the book by recording their own thoughts and reactions in a double-entry journal.
Teaching Practice	<p>Similar think aloud practice as yesterday for new cognitive strategies.</p> <p>Constructing the gist: Every 2-3 paragraphs or each section with a heading, students should summarize what the section was about.</p> <p>Reflecting: After reading, students will need to figure out the central idea of the article and what they learned from the article. Ex: Chicago is a divided city by social class which is reflected in the homicide rate. Students should also find evidence to support their central idea.</p> <p>Same protocol as yesterday. Students record the think-aloud and then practice with the article "In a Soaring Homicide Rate, a Divide in Chicago"</p> <p>Exit Ticket: include a MC question about the central idea, an MC question about which detail best demonstrates the central idea for "In a Soaring Homicide Rate, a Divide in Chicago"</p> <p>HW: Differentiated HW from Achieve3000 based on reading level. Students should annotate the article and answer central idea questions. Achieve 3000 also includes inference questions for each article.</p>	Time will be short. Distribute the tests and let students begin immediately. It's okay to set a time for ten minutes for students to know that planning should be wrapping up at that point. Students will unfortunately not get to the revision stage of the writing process.		Refer to this link for more information: http://www.mandan.k12.nd.us/lewisclark/teachers/Garland/include/files/documents/Double%20Entry%20Journal%20Information.pdf
Suggested Accommodations	<ul style="list-style-type: none"> -Cognitive strategies sentence starters -Model text with annotation -Strategic partnerships and check-ins during partner work 	Arrange with Special Education teachers about accommodations for the quiz at least a week in advance for scheduling purposes.		Audio books Tracking sheets for audio books
Objective	SWBAT analyze whether or not a character is flat or round through their evaluation of how conflict influences character development.	SWBAT select important details in order to write summary paragraphs of non-fiction texts.	SW discuss and evaluate different characters from their anchor text in order to determine if that character is a flat or round character.	SW identify conflicts in their books in order to analyze the central conflict.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.7.3) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	W.2.7 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.7.3) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Text	Option: The Outsiders p.138 to 149	Non-fiction texts from Reading (check with reading teachers)	Class: Reading Skills	JRB + read aloud/class text
Language Objectives	SW explain how the character changes in response to conflict by using a character shift chart.\	SWBAT select important details in order to write summary paragraphs of non-fiction texts by using strategies that include highlighting, annotation, partner discussion, and manipulatives.		SW identify the primary conflict of their book by using guiding questions.
Teaching Practice	Adjust a character shift chart for students with students not just focusing on "what caused the shift" but adding on to it in terms of how the overall conflict is changing these characters. Choose 2 or 3 characters you want to focus on. Students should use their character charts from earlier in the RAP period to help inform this analysis. See Character Shift Chart attachment for more information	Teachers who are teaching writing separately should check in with their reading teachers about a week in advance in order to ensure similar language and expectations when discussing summaries. There are a ton of resources in the Step Up to Writing materials that you referenced earlier in this unit (as a reminder, it is most likely available in your Special Education office), including the important topic sentence for a summary paragraph, as well as making your writing flow together (though teachers should focus on the content of summaries today, and the sound of summaries tomorrow). Since the objective is "putting it together so it flows," this would be a great lesson for manipulatives. Students could write important details to include in a summary on pieces of paper. They could also have partners compare their pieces of paper and make suggestions for omission in their summary drafts. Teachers who are keeping binders can have students refer back to language and planning from stoplight paragraphs. Make sure that students have enough time to write their draft by the end of class today because they will be revising for word choice and voice tomorrow.		Conflict is taught in Reading class at the beginning of the RAP period so students can refer to their notes. To model this, go through a previously read story or a short picture book identifying all the conflicts that are faced. After having read the story and identified the conflicts, go back through all the conflicts identified in order to determine if they are a primary or a secondary conflict. Questions to ask yourself while modeling how to figure out the primary conflict: 1. Is this a conflict that is repeatedly dealt with during the story? 2. What started this conflict? Did it start with something else? 3. Is this a conflict that makes everything else in the story happen?
Suggested Accommodations		- Graphic organizers to plan summaries - Manipulatives to select important details - Strategic CFUs throughout lesson cycle		Audio books Tracking sheets for audio books
Objective	SWBAT identify multiple themes in a text by (1) identifying "big ideas," and then (2) analyzing what the book teaches us about the "big idea," and (3) expressing the lesson or truth in such a way that it applies to the text.	SWBAT revise summaries for word choice and voice. SWBAT write engaging summaries that discuss important details in a non-fiction text.		SW analyze the different ways characters act in order to determine how the central conflict affects characters.
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	W.2.7 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (R.7.3) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Text	The Outsiders p. 150-166	"Lucky" and "The Low Road"		JRB + read aloud/class text

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Language Objectives	SW define theme. SW identify the big ideas the story is addressing in order to create a theme statement using guiding questions. SW explain how the theme statement is connected to the story by using sentence frames.	SWBAT revise summaries for word choice and voice by using word lists in notes and resources.		SW explain how the central conflict affects characters by focusing on character reactions to the conflict.
Teaching Practice	See page. 6 in Pearson textbook. Alternative: Steps to figure out the theme: 1. Summarize the story in one sentence. 2. Identify some of the big ideas of the work (society and class, identity, loyalty, family, love, being an outsider, etc.) 3. Identify the truth that was learned about these big ideas. Questions to help guide this: - How and why did the characters change? - What lessons were learned by the characters? - What was the resolution to the conflict and what did it teach the characters? 4. Create a theme statement: big idea + what the book is saying about this subject. 5. State how the plot demonstrates this theme. 5. Find specific evidence to support this theme. In partner work, students can work on doing this with The Outsiders. For IP, students can think of another subject from The Outsiders and create a theme statement along with evidence, etc. To make it more challenging, students can explain how the theme applies to the whole world	A tried and true method: - Look at a summary with partially proficient word choice and voice (copy a student or write your own; I almost always still claim that it is a student from another class or campus who wrote it to make it more meaningful). - Provide a resource for improving word choice and voice (word lists, interesting sentence structures, strategies such as asking questions and varying sentence length), and as a class, revise the partially proficient version - Students switch drafts with writing partners and find at least two opportunities to improve word choice and voice - Students proceed to independent practice to revise their summaries for word choice and voice		1. Identify the central conflict. 2. Identify the characters that are part of the conflict. 3. Identify reactions characters have to the central conflict by observing their thoughts, feelings, actions, etc. 4. Infer how the conflict affects them. (Do they stand up to the challenge of the conflict and deal with it or do they ignore it?)
Suggested Accommodations	-Give students a list of the most common big ideas in texts and have them choose from those instead of coming up with them -Give students options for theme statements and have them choose -Provide a list of quotes for students to choose from to support a theme and they have to choose the best evidence	- The resource will likely look crowded (always check with SPED teachers for their ideas when you are decreasing notes for students). If you want to remove items from the resource list, do this electronically. Never cross out words for students when giving accommodations. - Frequent CFUs during partner work and IP - Consult Step Up to Writing and special education teachers for additional suggestions when teaching summaries.		Audio books Tracking sheets for audio books Notes about internal/external conflict
Objective	SWBAT to analyze how an author creates a theme in order to demonstrate their analysis through different forms. (drawing with an explanation of how the picture demonstrates theme, expository paragraph, a poem about the theme as it relates to The Outsiders)	SWBAT summarize their own original writing with strong word choice and voice.		SW analyze the big ideas the repeatedly mentions in order to begin developing theme statements about their JRB.
Standard	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	W.2.7 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Text	The Outsiders p. 166-180	Personal Narratives		JRB + read aloud/class text
Language Objectives	SW demonstrate their analysis of theme by writing an expository paragraph, drawing a picture, or writing a poem about a theme in the book.	SWBAT summarize their own original writing with strong word choice and voice by using notes and resources.		SW identify the big ideas of their book by using guiding questions.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Students will be able to use the evidence and theme statements they created in the previous day's lesson.</p> <p>Students have the choice of how they want to demonstrate the theme. They should have all their supporting evidence from the previous day's work to support this process. If students struggled with that assignment, this would be a good time to pull a small group to review and re-teach theme.</p> <p>Emphasize that if students draw, the picture must demonstrate the theme, not just any scene from The Outsiders. They must also include a short paragraph on how their picture demonstrates the theme statement they created. It can be a cartoon strip if that better helps relay the theme. If they choose to do a poem, they must include specific references to the theme and the evidence that supports it.</p> <p>Socratic Circle practice day and intro to protocol.</p> <p>HW: Socratic Circle prep</p>	<p>This is another opportunity for students to practice summaries, and to prepare their own writing for publication.</p> <p>Before this lesson, you can collect summaries of books that students may be familiar with (definitely start with The Outsiders, and consult the 6th grade reading teachers on your campus), but this can also work for books they haven't read because you're looking at the craft of writing a summary.</p> <p>This has the possibility of stations: students could go on a "treasure hunt" for about 8-10 minutes for qualities of a good summary for fiction, and then share out with the class.</p> <p>It's ideal if students can finish their personal narrative summaries early so that they can get a head start writing their final drafts (they only have 2 days to do this, and many students will need additional time).</p>		<p>Students have started working with theme in the Reading Skills section so this is a time to reinforce practice. Today is about identifying the big abstract ideas within their current text or with a book they have already finished.</p> <p>Students should be able to identify multiple big ideas from their books or be able to choose them from a list of common big ideas.</p> <p>Model this with a complex picture book or short story that has already been read being sure to explain how you are thinking about identifying the big ideas.</p> <p>Possible steps to mention during modeling:</p> <ol style="list-style-type: none"> 1. What's the conflict that people are struggling with in this story? 2. What's an idea that is repeatedly mentioned in the book (often around the conflict)? 3. What is the character learning in the world or about themselves? <p>This is not a day to necessarily focus on the specific supporting details but to make sure that students can identify the multiple big ideas of a story and realize that texts often have multiple themes.</p>
Suggested Accommodations	<p>-Give students options for theme statements and have them choose</p> <p>-Provide a list of quotes for students to choose from to support a theme and they have to choose the best evidence</p>	- Since it is a very similar objective, the same accommodations from yesterday can be used.		<p>Audio books</p> <p>Tracking sheets for audio books</p> <p>KEEP sheet of common big ideas found in literature</p>
Objective	SWBAT analyze evidence from a text in order to engage in a collaborative discussion about a topic.	SWBAT synthesize rough drafts and revisions to publish a final draft.	SWBAT analyze evidence from a text in order to engage in a collaborative discussion about a topic.	SW expand upon the big ideas the author repeatedly mentions in order to identify a theme or themes from their JRB.
Standard	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Text		Personal Narratives	Class: Reading Skills	JRB + read aloud/class text
Language Objectives	<p>SW participate in a Socratic Circle by using evidence gathered from multiple texts and accountable talk sentence starters.</p> <p>SW will actively watch and listen to participants in the Socratic Circle by observing one member of the Circle and evaluate that member and the circle using a feedback rubric.</p>	SWBAT synthesize rough drafts and revisions to publish a final draft by including or crossing out revisions.	<p>SW participate in a Socratic Circle to explore the question, "How and why are societies organized?", by using evidence gathered from multiple texts and accountable talk sentence starters.</p> <p>SW will actively watch and listen to participants in the Socratic Circle by observing one member of the Circle and evaluate that member and the circle using a feedback rubric.</p>	SW create a theme statement by using the big ideas from their books and guiding questions

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Explain what Socratic Circle is and the purpose behind having them.</p> <p>Introduce the rubric, review the accountable talk sentence starters, the concept up stepping up and stepping back, and the importance of using evidence from the text.</p> <p>Suggestions/Options:</p> <p>-Watch an example of a Socratic Seminar and have students focus on one student and use the rubric to grade that student. Afterwards, discuss the strengths, areas of improvement, and other things they noticed about participants in the Circle and outside of the Circle.</p> <p>-Have students read an article that they'll have background knowledge on or an opinion on (like school uniforms). Give them a few questions to reflect on the article. Then have volunteers who would like to discuss this issue get in the inside of the circle. Have the outside participants complete a rubric for one of the participants and at the end of the circle, allow students to confer about what they saw and heard. Do two rounds so that all students get a chance to participate and can make a plan for their graded Circle on Wednesday.</p>	<p>It can be difficult for students to remember to include all of the revisions they've made. I usually model the first few sentences of writing a final draft by showing how I include the sentences that I've added or omitted.</p> <p>It's your choice how students publish their pieces. Some teachers encourage students to type (this you'll have to plan ahead for by reserving technology at your campus, and two days is fairly insufficient for typing). Some teachers prefer students to write in pen. Others allow students to carefully illustrate their drafts (this should be a minilesson if you're inviting students to do this). An unfortunate part about time constraints in this unit is that students were not able to edit their drafts. This could also be part of your minilesson.</p> <p>Regardless, make sure that a final draft is single spaced (unless students are typing).</p> <p>Be sure students have access to the rubric before they begin. They've already used this in writing partnerships. This may even be a good homework assignment the night before this lesson for students to ensure that the final draft is ready. Make sure that this is a purposeful homework assignment, and not just a checklist.</p>	<p>Explain what Socratic Circle is and the purpose behind having them.</p> <p>Introduce the rubric, review the accountable talk sentence starters, the concept up stepping up and stepping back, and the importance of using evidence from the text.</p> <p>Suggestions/Options:</p> <p>-Watch an example of a Socratic Seminar and have students focus on one student and use the rubric to grade that student. Afterwards, discuss the strengths, areas of improvement, and other things they noticed about participants in the Circle and outside of the Circle.</p> <p>-Have students read an article that they'll have background knowledge on or an opinion on (like school uniforms). Give them a few questions to reflect on the article. Then have volunteers who would like to discuss this issue get in the inside of the circle. Have the outside participants complete a rubric for one of the participants and at the end of the circle, allow students to confer about what they saw and heard. Only do one round to save time but give students a strong picture of the expectation for the real Socratic Circle tomorrow.</p>	<p>Yesterday, students identified the big ideas of their books so today is a day to create a theme statement based on that on those big ideas. To push students, try to get them to form theme statements around multiple big ideas.</p> <p>Model this with the same text from yesterday creating the theme statements. After creating theme statements, focus on identifying supporting details for that theme. Students may not be able to identify explicit supporting details from their books given the amount of material but push them to think of specific examples that they can paraphrase.</p> <p>Steps for checking strong supporting details:</p> <ol style="list-style-type: none"> 1. Is it relevant to the theme I've identified? 2. If I change my theme into a question, does it help answer the question? <p>EX: Theme: Growing up is a difficult and sometimes painful process.</p> <p>Question: Why is growing up a difficult and painful process?</p> <p>Answer: According to the book, it's difficult because other kids often judge you and call you names, etc.</p>
Suggested Accommodations	<p>-abbreviated rubrics</p> <p>-abbreviated and leveled article</p> <p>-graphic organizer for to organize personal thoughts and evidence</p>			<p>Audio books</p> <p>Tracking sheets for audio books</p> <p>KEEP sheet of common big ideas found in literature</p>
Objective	SWBAT gather evidence from multiple sources in preparation for a Socratic Circle addressing the question, "How and why are societies organized?"	SWBAT synthesize rough drafts and revisions to publish a final draft.		SW connect the theme they have identified from their book and support it with relevant evidence.
Standard	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Text	The Outsiders, "The Party", "In a Soaring Homicide Rate, a Divide in Chicago"	Personal Narratives		JRB + read aloud/model text
Language Objectives	SW answer the essential question by gathering evidence from World Studies, their background knowledge, and their texts from the unit by using sentence starters and notes.	SWBAT synthesize rough drafts and revisions to publish a final draft by including or crossing out revisions.		SW find and explain supporting details for the theme they identified by using their book and a checklist for relevant supporting details.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	<p>Get a list of texts or ideas from the WS teacher about what would help students gather evidence and answer this question. Make copies of those sheets for students that have potentially lost theirs. Create a list of smaller guiding questions that could help students ultimately answer the overall EQ. Ex:</p> <ol style="list-style-type: none"> 1. What societies or groups have you studied this RAP period? - middle school society (The Party), the Socs and the Greasers / 1960s American society (The Outsiders), multiethnic neighborhoods (Melting Pot), etc. 2. What idea were the societies organized around? popularity (The Party), social class (The Outsiders), ethnic communities (Melting Pot) 3. Why were these societies organized around this idea? <p>You could also have a graphic organizer ready for the big EQ or the smaller questions with a boxes for: text being referenced, society organization structure, evidence, why is society organized this way, evidence</p>	Due to time constraints, do not present a new minilesson today.		<p>Students have been practicing with theme in the Reading skills section so they can use the notes from that class. Model with a previously read story or a short story/picture book. Especially focus on the details that demonstrate this theme or help support this theme.</p> <p>Have a checklist for how you know this is a strong detail.</p>
Suggested Accommodations		Same accommodations as yesterday.		<p>Audio books</p> <p>Tracking sheets for audio books</p> <p>Checklist for what makes a strong relevant detail</p>
Objective	SWBAT participate in a Socratic Circle in order to discuss the questions: How and why are societies organized?	Begin RAP tests in writing class today. Collect personal narrative final drafts.	SWBAT analyze evidence from various texts in order to discuss the question "How and why are societies organized?"	SW reflect on their growth as a reader and make goals for what they want to accomplish as readers.
Standard	(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		(SL.7.1) Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	(R.7.10) 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
Text	The Outsiders, "The Party", "In a Soaring Homicide Rate, a Divide in Chicago"		The Outsiders, "The Party", "In a Soaring Homicide Rate, a Divide in Chicago"	JRB
Language Objectives	<p>SW participate in a Socratic Circle to explore the question, "How and why are societies organized?", by using evidence gathered from multiple texts and accountable talk sentence starters.</p> <p>SW will actively watch and listen to participants in the Socratic Circle by observing one member of the Circle and evaluate that member and the circle using a feedback rubric.</p>		<p>SW participate in a Socratic Circle to explore the question, "How and why are societies organized?", by using evidence gathered from multiple texts and accountable talk sentence starters.</p> <p>SW will actively watch and listen to participants in the Socratic Circle by observing one member of the Circle and evaluate that member and the circle using a feedback rubric.</p>	SW reflect on their growth as a reader by completing a questionnaire and using a rubric to evaluate themselves in their reading notebooks.

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Teaching Practice	See Speaking and Listening column		1. Remind students of accountable talk, using evidence, expectations for the Circle. 2. Have students move desks to the set up you want. I strongly recommend making them do this again and again until they do it up to your time and noise expectations. 3. Have students in the first Circle sit in the middle. (Give them props for being the first ones doing this in their class0. 4. I strongly recommend having feedback forms and self-evaluation forms already completed with names for who the outer circle is going to watch. It also helps if you're giving out abbreviated feedback or self-evaluation rubrics to make everything seem uniform. 5. Remind students one more time of the expectations and the time limit. 6. At the end of the Circle, give students time to fill out their feedback/self-eval forms and then time to give feedback and shout outs. You could alternate these things and do feedback/shout outs first. 7. Switch and repeat.	Have students look at their reading log and see what they've completed, what they enjoyed, the books they abandoned so they know what drives them as readers and how they need to challenge themselves as readers. Students can also look at their responses whether in their journal or sticky notes to see how they've grown as readers and thinkers and have expanded their responses.
Suggested Accommodations	See Speaking and Listening column		-Abbreviated rubrics for students watching others -Abbreviated rubrics for self-reflection	Audio books Tracking sheets for audio books Abbreviated questionnaire for end of unit reflection
Objective				
Standard				
Text				
Language Objectives				
Teaching Practice				
Suggested Accommodations	Collaborate with SPED teacher for appropriate accommodations or modifications for students			
Objective				
Standard				
Text				
Language Objectives				
Teaching Practice				

	Daily Objective Details			
	Reading Comprehension/Vocabulary Acquisition Skills Objectives	Writing Skills Objectives/ Conventions of Standard English Objectives	Speaking and Listening Skills Objectives	Leveled Literacy Skills Objectives
Suggested Accommodations				