

	<b>Campus:</b> Clark Middle School and Southard Middle School	
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<b>Six Weeks Period:</b> 1 <sup>st</sup>	<b>Grade Level &amp; Course:</b> 7 <sup>th</sup> ELAR	
<b>Timeline:</b> 11 days	<b>Unit Title:</b> Literary Analysis and Composition of Fiction and Literary/Narrative Nonfiction	<b>Lesson #</b> 2
<b>Stated Objectives: TEK # and SE</b>	<p>7.1(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas</p> <p>7.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p> <p>7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p> <p>7.2(B) use context such as contrast or cause and effect to clarify the meaning of words</p> <p>7.1(D) engage in meaningful discourse and provide and accept constructive feedback from others</p> <p>7.3(A) adjust fluency when reading grade level text based on the reading purpose</p> <p>7.4(A) self-select text and read independently for a sustained period of time</p> <p>7.5(A) establish purpose for reading assigned and self-selected texts</p> <p>7.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>7.5(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>7.5(D) create mental images to deepen understanding</p> <p>7.5(E) make connections to personal experiences, ideas in other texts, and society</p> <p>7.5(F) make inferences and use evidence to support understanding</p> <p>7.5(G) evaluate details read to determine key ideas</p> <p>7.5(H) synthesize information to create new understanding</p> <p>7.5(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>7.6(A) describe personal connections to a variety of sources including self-selected texts</p> <p>7.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres</p> <p>7.6(C) use text evidence to support an appropriate response</p> <p>7.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order</p> <p>7.6(E) interact with sources in meaningful ways such as notetaking, annotating, free writing, or illustrating</p> <p>7.6 (F) Respond using newly acquired vocabulary as appropriate</p> <p>7.6(G) discuss and write about the implicit and explicit meanings of text</p> <p>7.6 (H) Respond orally or in writing with appropriate register, vocabulary, and voice</p> <p>7.9(A) explain the author's purpose and message within a text</p> <p>7.10 (A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>7.10 (B) Develop drafts into a focused structured, and coherent piece of writing by:</p> <p>7.10 (Bi) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>7.10 (Bii) Developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>7.10 (C) Revise drafts for clarity, development, organization, style, word choice, and sentence</p>	

variety.  
 7.10 (D) edit drafts using standard English conventions including:  
 7.10 (i) complete complex sentences with subject-verb agreement and avoidance of splices,

**See Instructional Focus Document (IFD) for TEK Specificity**

**Key Understandings**

Reading is the act of interpreting written communication in order to deepen our understanding about the world and learn about the thoughts and experiences of others as well as ourselves.

- Why read?
- Why is it important to read a variety of texts?
- How does reading impact my thoughts and perspectives?

Readers use comprehension strategies to construct meaning.

- How do I understand what I read?
- What practices/skills help me understand texts?

Readers/Listeners can convey their understanding through a variety of responses.

- What types of responses can demonstrate my understanding?
- How can I construct a response that clearly demonstrates my understanding?

Effective oral language helps me express ideas, thoughts, and feelings with others and understand what others think and feel.

- Why do I speak?
- Why do I listen?
- How do I effectively communicate my ideas, thoughts, and feelings?

Readers can enhance understanding of a text by examining and analyzing author’s craft.

- How do I examine and analyze author’s craft when reading a text?
- How does a writer’s choices in craft impact meaning?

Readers use comprehension strategies to construct meaning.

- How do I understand what I read?
- What practices/skills help me understand texts?

Readers can convey their understanding through a variety of responses.

- What types of responses can demonstrate my understanding?
- How can I construct a response that clearly demonstrates my understanding?

Readers can enhance understanding of a text by examining and analyzing author’s craft.

- How do I examine and analyze author’s craft when reading a text?
- How do a writer’s choices in craft impact meaning?

**Misconceptions**

- Some students may think there is one way to be a “good” reader or writer rather than understanding that personalized habits and routines support their identities as readers and writers.
- Some students may not think that their out-of-school literacy experiences develop them as readers and writers.
- Some students may not understand that active listening benefits both the listener and the speaker by improving comprehension for the listener and positively affecting the speaker’s delivery. Students should understand that their body language may be interpreted by a speaker and can influence the speaker’s choice of content, volume, and speaking rate.
- Students may be confused about the expectations of purposeful annotation and may have developed the habit of simply highlighting or underlining texts without thinking about what and why they are annotating. It can be helpful to remind students that annotations should be purposeful in helping them interact more meaningfully with the text such as in noting important details or observing personal connections to a text.

**Key Vocabulary**

- Annotating — marking a text with notes and/or comments
- Explicit meaning — an idea that is clearly stated, unambiguous, and leaves little room for interpretation
- Implicit meaning — an idea that must be inferred through an analysis of details, actions, tone, dialogue, body language, visuals, etc.
- Inference — a logical guess made by connecting bits of information
- Key ideas — important ideas throughout a work that support the central message,

	<p>theme, tone, etc.</p> <ul style="list-style-type: none"> <li>● Notetaking — the study skill of outlining or summarizing the ideas of a lecture, a book, or another source of information to aid in the retention of ideas</li> <li>● Paraphrase — restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation.</li> <li>● Prediction — a form of inference in which the reader gathers and analyzes details in order to anticipate and foresee forthcoming events and information</li> <li>● Summarize — to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</li> </ul>	
<b>Suggested Day 5E Model</b>	<b>Instructional Procedures</b> (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	<b>Materials, Resources, Notes</b>

<b>Day 1</b> <i>Thursday, August 11</i>		Refer to Unit 1, Lesson #1	
<b>Day 2</b> <i>Friday, August 12</i>		Refer to Unit 1, Lesson #1	
<b>Day 3</b> <i>Monday, August 15</i>		Refer to Unit 1, Lesson #1	
<b>Day 4</b> <i>Tuesday, August 16</i>		Refer to Unit 1, Lesson #1	
<b>Day 5</b> <i>Wednesday, August 17</i>		Refer to Unit 1, Lesson #1	
<b>Day 6</b> <i>Thursday, August 18</i>		Refer to Unit 1, Lesson #1	
<b>Day 7</b> <i>Friday, August 19</i>		Refer to Unit 1, Lesson #1	
<b>Day 8</b> <i>Monday, August 22</i>		Refer to Unit 1, Lesson #1	
<b>Day 9</b> <i>Tuesday, August 23</i>		Refer to Unit 1, Lesson #1	
<b>Day 10</b> <i>Wednesday, August 24</i>		Refer to Unit 1, Lesson #1	
<b>Day 11</b> <i>Thursday, August 25</i>		Refer to Unit 1, Lesson #1	
<b>Day 12</b> <i>Friday, August 26</i>		Refer to Unit 1, Lesson #1	
<b>Day 13</b> <i>Monday, August 29</i>		Refer to Unit 1, Lesson #1	

<p><b>Day 14</b> <b>Tuesday, August 30</b></p>		<p>Refer to Unit 1, Lesson #1</p>	
<p><b>Day 15</b> <b>Wednesday, August 31</b></p>		<p>Refer to Unit 1, Lesson #1</p>	
<p><b>Day 16</b> <b>Thursday, September 1</b> <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<p><b>1C</b> <b>2A</b> <b>5F</b> <b>6B</b> <b>6G</b> <b>9D</b> <b>9F</b></p>	<p>Objective: Students will comprehend figurative language in a literary nonfiction text. Warm Up: Figurative Language Review (simile, metaphor, personification)</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● Review author's purpose <ul style="list-style-type: none"> <li>○ Quickly review <a href="#">PPT</a> and/or <a href="#">Video</a></li> </ul> </li> <li>● From "Mississippi Solo" <ul style="list-style-type: none"> <li>○ Analyze Memoir pg. 197</li> <li>○ Analyze Figurative Language pg. 197</li> <li>○ Critical Vocabulary pg. 198</li> <li>○ Language Conventions pg. 198</li> <li>○ Begin reading "from Mississippi Solo"</li> <li>○ pgs. 199-202</li> </ul> </li> </ul> <p>Closing:</p>	<p><a href="#">Author's Purpose PowerPoint</a> <a href="#">Author's Purpose Video</a> (3 min)</p>
<p><b>Day 17</b> <b>Friday, September 2</b> <i>Engage</i> <i>Evaluate</i></p>	<p><b>7.6B</b> <b>7.6C</b></p>	<p>Objective: Students will use text evidence to support an appropriate response. Warm Up:</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● <b>RACE</b> <ul style="list-style-type: none"> <li>○ From "Mississippi Solo"</li> </ul> </li> <li>● ELF Passage <ul style="list-style-type: none"> <li>○ <a href="#">Should we have longer school days</a></li> <li>○ <a href="#">Key</a></li> </ul> </li> </ul> <p>Closing:</p>	
<p><b>Day 18</b> <b>Tuesday, September 6</b> <i>Explore</i> <i>Extend/Elaborate</i></p>	<p><b>7.5A</b> <b>7.5B</b> <b>7.5C</b> <b>7.5D</b> <b>7.5E</b></p>	<p>Objective: Students will generate questions about the text before, during, and after reading to deepen understanding and gain information. Warm Up: Lowman</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● from the "Memoir of an Inner-City Cab Driver" [Literary Nonfiction] <ul style="list-style-type: none"> <li>○ Pre-Reading</li> <li>○ Preview Assessment Questions prior to reading</li> <li>○ Pre-reading Strategies (read &amp; highlight questions, part/whole, predictions)</li> <li>○ Read "<a href="#">from the Memoir of an Inner-City Cab Driver</a>"</li> <li>○ Model annotation/strategies</li> <li>○ Teacher model <a href="#">plot diagram</a></li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Begin Assessment Questions 1- 15</li> </ul> <p>Closing:</p>	
<p><b>Day 19</b> <b>Wednesday, September 7</b> <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<b>7.10D</b>	<p>Objective: Students will be able to identify and create compound sentences.</p> <p>Warm Up:</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● Finish Assessment questions</li> <li>● Compound Complex Sentences <ul style="list-style-type: none"> <li>○ <a href="#">Video</a> review</li> <li>○ PPT review</li> <li>○ Wreck sentences <ul style="list-style-type: none"> <li>■ Give students sentences from the <a href="#">WS</a></li> <li>■ They will break down the sentences and turn them into simple sentences.</li> </ul> </li> <li>○ Students will create compound sentences. <ul style="list-style-type: none"> <li>■ On an index card</li> </ul> </li> </ul> </li> </ul> <p>Closing:</p>	
<p><b>Day 20</b> <b>Thursday, September 8</b> <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>	<b>7.5i</b>	<p>Objective: Students will monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Warm Up:</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● “The Life and Times of Muhammad Ali” [Literary Nonfiction] <ul style="list-style-type: none"> <li>○ Pre-Reading <a href="#">Video</a></li> <li>○ READ “<a href="#">The Life and Times of Muhammad Ali</a>”</li> <li>○ <a href="#">Assessment Questions</a> <ul style="list-style-type: none"> <li>■ <a href="#">Key</a></li> </ul> </li> </ul> </li> </ul> <p>Closing:</p>	
<p><b>Day 21</b> <b>Friday, September 9</b> <i>Explain</i> <i>Extend/Elaborate</i> <i>Evaluate</i></p>		<p>Objective: Students will review concepts.</p> <p>Warm Up:</p> <p>Lesson:</p> <ul style="list-style-type: none"> <li>● WIN Time</li> </ul> <p>Closing:</p>	
<p><b>Day 22</b> <b>Monday, September 12</b></p>		<p>Objective:</p> <p>Warm Up:</p>	

<i>Engage Evaluate</i>		Lesson: <ul style="list-style-type: none"> <li>Review</li> </ul> Closing:	
<b>Day 23</b> <b>Tuesday, September 13</b> <i>Explain</i>		Review for 6 weeks test	
<b>Day 24</b> <b>Wednesday, September 14</b> <i>Evaluate</i>		1 <sup>st</sup> 6 weeks Test [1-4]	
<b>Day 25</b> <b>Thursday, September 15</b> <i>Evaluate</i>		1 <sup>st</sup> 6 weeks Test [5-8]	
<b>Day 26</b> <b>Friday, September 16</b> <i>Explain</i>		<b><u>READING AND WRITING</u></b> (45 minutes) Go over 6 weeks test for feedback	

**Accommodations for  
Special Populations**

**Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.**