**AC ELA Lesson Plans for Week of 12/12/16**

**Monday 12/12/16**

EQ: How will PPARR and RACES strategies help us improve literacy?

Opener:

Work: 1. Students will take Cornell Notes on the following videos to introduce writing strategy for Extended Constructed Response: Claim, Evidence and Reasoning Powtoon <https://www.youtube.com/watch?v=5-tOeh8n8yQ&list=PL-aQeD-_3SZGTqlCKxmYZZoO9-CHT9zIk>

A Claim, Evidence and Reasoning Discussion <https://www.youtube.com/watch?v=vCJacUvo778>

And the strategy for Brief Constructed Response: Races Strategy Powtoons <https://www.youtube.com/watch?v=Z0zB3KTdRng>

 Races Strategy Prezi <https://www.youtube.com/watch?v=ZR1-TVpbVr0>

2. Teacher will summarize contents of videos and show application of strategies; focusing on the flexibility of how to build longer written response with Claim, Evidence and Reasoning. Eg, C-E-R-E-R paragraphs, etc.

Closing: Three People/Three Things

Differentiation: Whole group direct teaching. Differentiation by student process in note taking and responses.

Standard: CCSS.ELA-Literacy.RI.7.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently. CCSS.ELA-Literacy.W.7.2 Write informative/explanatory text to examine a topic an convey ideas, concepts and information through the organization and analysis of relevant content.

Homework: visit blog and review videos

**Tuesday 12/13/16**

EQ: How will PPARR and RACES strategies help us improve literacy?

Opener: 1. Preview the read and respond on African Hippos. Without completing the assignment, think about the difficulties you might have with the assignment. What confuses you? 2. Preview the DBQ. Without completing the assignment, think about the difficulties you might have with the assignment. What confuses you?

Work: Modeling RACES and Claim, Evidence and Reasoning with a typical BCR and DBQ.

Closing: We laugh, we cry and then 3 people share 3 things they learned today.

Differentiation: Whole group modeling. Students differentiate by individual process of note taking and response.

Standard: CCSS.ELA-Literacy.RI.7.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently. CCSS.ELA-Literacy.W.7.2 Write informative/explanatory text to examine a topic an convey ideas, concepts and information through the organization and analysis of relevant content.

Homework: Review blog

**Wednesday 12/14/16**

EQ: How will PPARR and RACES strategies help us improve literacy?

Opener: Log in and visit Fronk’s blog to access assignment.

Work: Differentiated Practice with Bubble Writers in the lab.. 1. Weaker student writers will choose two responses from the *Independence of Africa* and use the RACES strategy to write each response. Stronger student writers will use Claim, Evidence and Reasoning to write two paragraphs for one response choice from the *Independence of Africa*.

Closing: Three words to describe how you feel about the writing strategies.

Differentiation: Bubble writers are differentiated by grouping. Remaining students are differentiated by milestone test scores into appropriate reading or writing group.

Standard: CCSS.ELA-Literacy.RI.7.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently. CCSS.ELA-Literacy.W.7.2 Write informative/explanatory text to examine a topic an convey ideas, concepts and information through the organization and analysis of relevant content.

Homework: Review blog

**Thursday 12/15/16**

EQ: How will PPARR and RACES strategies help us improve literacy?

Opener: Log in and visit Fronk’s blog to access assignment.

Work: Differentiated Practice with Bubble Writers in the lab.. 1. Weaker student writers will choose two responses from *South Africa and Apartheid* and use the RACES strategy to write each response. Stronger student writers will use Claim, Evidence and Reasoning to write two paragraphs for one response choice from *South Africa and Apartheid*.

Closing: Tears and Cheers. What was easy? What was not?

Differentiation: Bubble writers are differentiated by grouping. Remaining students are differentiated by milestone test scores into appropriate reading or writing group.

Standard: CCSS.ELA-Literacy.RI.7.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently. CCSS.ELA-Literacy.W.7.2 Write informative/explanatory text to examine a topic an convey ideas, concepts and information through the organization and analysis of relevant content.

Homework: Review blog

**Friday 12/16/16**

EQ: How will PPARR and RACES strategies help us improve literacy?

Opener: Clear desk, sharpen pencil, complete scantron info to prepare for assessment.

Work: Assessment on RACES Strategy and Claim, Evidence and Reasoning Strategy. 20 Selected Response and BCR.

Closing: Writing word search anchor and closing

Differentiation: by product

Standard: CCSS.ELA-Literacy.RI.7.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently. CCSS.ELA-Literacy.W.7.2 Write informative/explanatory text to examine a topic an convey ideas, concepts and information through the organization and analysis of relevant content.

Homework: none 