Ms.  Baker

Reading Lesson Plans

02/10- 02/14

Martin Luther King

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|  | | | Monday  2/10 | Tuesday  2/11 | Wednesday  2/12 | Thursday  2/13 | Friday  2/14 |
| Content objective | | | TSWBAT demonstrate understanding of the key and details of the text by **citing evidence from the text and ask questions about the passage** ( Type 1 writing) | TSWBAT demonstrate knowledge of citing textual evidence to support analysis of the text **by** **stating 2/3 textual evidence using the graphic organizer** ( type 2 writing) | TSWBAT examine the title, key idea, author’s purpose, and sequences by **analyzing the text structure.** | TSWBAT locate new vocabulary words by analyzing different sentences in the text using fryer model graphic organizer | TSWBAT generate their own writing and present it to the class by creating 5-6 google slide presentations using the new information and vocabulary words that they learned ( Type 3 writing) |
| Language objective | | | SWBAT **articulate the** key idea and details of the text **by** using and sharing the stem sentence with their A/B partner “The key idea of the text is ….” | SWBAT **orally cite evidence** from the text **by** using and sharing the stem sentence with their A/B partner “one textual evidence from the text is ……” | SWBAT **identify the** author’s purpose **by** using and sharing the stem sentence with their A/B partner “the author’ purpose is ……” | SWBAT **write** one sentence using the new vocabularies that they learn **by** using fryer model graphic organizer | SWBAT **orally share** their writing with the classroom by reading and presenting the writing to their A/B partner or the whole classroom |
| Key Vocabulary | Title  Main/ key idea  Evidence  Author’s purpose  Civil Rights  Power  vision  legacy  created  passed  oversee  leader  annul  slavery | | Title  Main/ key idea  Evidence  Author’s purpose  Civil Rights  Power  vision  legacy  created  passed  oversee  leader  annul  slavery | Title  Main/ key idea  Evidence  Author’s purpose  civil rights  Power  vision  legacy  vision  legacy  created | Title  Main/ key idea  Evidence  Author’s purpose  civil rights  Power  vision  legacy  created  passed  leader  annul  slavery | Title  Main/ key idea  Evidence  Author’s purpose  civil rights  Power  vision  legacy  created  passed  leader  annul  slavery |
|  | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events | | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | [CCSS.ELA-Literacy.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  [CCSS.ELA-Literacy.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas | [CCSS.ELA-Literacy.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  [CCSS.ELA-Literacy.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas |