LINDLEY MIDDLE SCHOOL   LESSON PLAN

Unit Title: Response to Literature	Teachers Name: Katrina Cordell, Laura Efford, Janika Jackson, Marcus Dorell, Julia Hollins, Mrs. Mitchell

Content: English Language Arts	Grade: 7th	Dates: January 5-9

Essential Question(s):
Monday
None

Tuesday
EQ: How do the standards guide us through our journey into knowledge?

Wednesday
EQ: How can a sentence be enhanced with objects?

Thursday
EQ: How do authors use the four types of characterization to help their readers connect with and understand their stories?

Friday
EQ: How can someone receive something indirectly?

Stage 1- Desired Results

Content Standard(s)-
Monday

None

Tuesday
ELA7W2 The student demonstrates competence in a variety of genres.
The student produces a response to literature that:
a. Engages the reader by establishing a context, creating a speaker's voice, or otherwise
developing reader interest.
b. Demonstrates an understanding of the literary work.
c. Organizes an interpretation around several clear ideas, premises, or images
from the original work.
d. Supports a judgment through references to the text and personal knowledge.
e. Justifies interpretations through sustained use of examples and textual evidence
from the literary work.
f. Provides a sense of closure to the writing.

**ELA7R1 The student demonstrates comprehension and shows evidence of a
warranted and responsible explanation of a variety of literary and informational
texts.**
For literary texts, the student identifies the characteristics of various genres and
produces evidence of reading that:
a. Distinguishes between the concepts of theme in a literary work and the
author's purpose in an expository text.
d. Analyzes recurring and similar themes across a variety of selections, distinguishing
theme from topic.
e. Identifies events that advance the plot and determines how each event explains
past or present action(s) or foreshadows future action(s).
f. Analyzes characterization (dynamic and static) in prose and plays as delineated