

NAME OF UNIT— *Expository*

Week One

Day One

Objective Students will be able to identify elements of expository text genre.

“I Can” Statement I can identify elements of the expository genre.

Common Core Standards CCSS.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.

7.RN.3.2 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.

Procedures

- 1) Bell Ringer
- 2) Introduction to the Unit (Power Point) with student notes handout
- 3) Expository passage practice
 - activities and analysis of four short passages

Assessment Student activities

Additional Resources PowerPoint for bell ringer, handouts/copies for class

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Week One

Day Two

Objective Students will be able to identify facts, opinions, and commonplace assertions.

“I Can” Statement I can identify facts, opinions, and commonplace assertions.

Common Core Standards

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text

7.RN.3.3

Determine an author's perspective or purpose in a text,

Procedures

- 1) Bell Ringer
- 2) Fact, opinion, commonplace assertions (interactive Power Point)
- 3) Reading Passages: "Cootie Middle School Dance"
(activity for facts, opinions, commonplace assertions)
- 4) Exit Ticket

Assessment

Exit Ticket

Additional Resources

copies of handouts

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Day Three

Objective Students will be able to annotate the elements of expository text.

“I Can” Statement I can annotate the elements of expository text.

Common Core Standards

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text

7.RN.3.3

Determine an author's perspective or purpose in a text,

Procedures

- 1) Bell Ringer -
- 2) Expository passage analysis (review of recent skills / concepts)
- 3) "Main idea, Details, Author's purpose" handout
- Choose an article (NEWSELA or Time for Kids, etc.)
- 4) Exit Ticket

Assessment

Exit ticket

Additional Resources

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Week One

Day Four

Objective Students will be able to identify text features common in expository reading.

“I Can” Statement I can identify text features and how they help me as a reader.

Common Core Standards

CCSS.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.

7.RN.3.3

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.

Procedures

- 1) Bell Ringer
- 2) Text features, structures (interactive Power Point)
 - Use with the article from yesterday
- 3) "Text Features Scavenger Hunt" (handout)
 - complete with a partner or small group
- 4) Exit Ticket

Assessment

Exit Ticket

Additional Resources

Students will re-use the article from yesterday to go along with the Text Feature Power Point today.

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Day Five

Objective Students will be able to write objective and subjective summaries.

“I Can” I can write an objective and subjective summary.

Common Core Standards

CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

7.W.4

Apply the writing process to plan and develop; draft

Procedures

- 1) Bell Ringer
- 2) Power Point mini-lesson: Objective vs. Subjective
 - notes handout for students
- 3) Summary Passages: Objective vs. Subjective
- 4) Independent: "Write Your Own"

Assessment

student writing

Additional Resources

Students need the same article from yesterday as well as the walrus passage from day 3 of this week.