

# Daily Planning Guide

Topic: The Hangman

Day: 4

## Enduring Understanding

The whole is greater than the sum of its parts.

## Essential Question

How can I make a stand?

## Content Standards

English Language Arts Grade 7

**Reading Standard 1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing Standard 1:** Write arguments to support claims with clear reasons and relevant evidence.

**Sub-standard 1a:** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**Sub-standard 1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**Sub-standard 1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**Sub-standard 1d:** Establish and maintain a formal style.

**Sub-standard 1e:** Provide a concluding statement or section that follows from and supports the argument presented.

**Writing Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Language Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Sub-standard 2a:** Use comma to separate coordinate adjectives.

**Sub-standard 2b:** Spell correctly.

**Language Standard 3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Sub-standard 3a:** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Learning Objectives

Students will be able to cite and interpret textual evidence in order to support their argument when writing a complete, coherent, precise, and concise persuasive piece, demonstrating a command of language and its conventions.

## Key Vocabulary Terms

Transition, claim, evidence, explanation, summary.

## Formal and Informal Assessments

### *Summative*

- Persuasive essay rubric requires students to cite several pieces of evidence to support claim. (CCSS R1, W1b).

- Persuasive essay rubric requires students to introduce claim with a thesis statement, effectively use transitions, establish and maintain a formal style, and provide a summary (CCSS W1a,c,d,e)
- Persuasive essay rubric requires students to write clearly and coherently, demonstrating command of language and its conventions (CCSS W4, L2a,b, L3a)

### Resources & Materials

- Promethean board to display notes.
- Computers to write essay.
- Unit Packet.

## **Instructional strategies & learning tasks**

### Introduction (5 minutes)

- Do Now exercise; students write an example of someone standing up for what they believe in (historical figure, friend, family etc). How did they do it? Did they succeed? If not, what could they have done differently? How did it make you feel? Would you do the same?
- Students share examples with the class.

### Instructional Activity (15 minutes)

- Introduce written assessment. Students will pretend they live in the next town from the one in *The Hangman*. The Hangman has arrived, and as they are the only resident to have read *The Hangman*, they must write a persuasive piece to the town residents, convincing them to make a stand against the hangman. Essay must include at least two pieces of evidence from *The Hangman*, showing what will happen if residents don't make a stand.
- Review essay rubric (display on Promethean and handout to students). Student(s) read aloud each section. Clarify any confusion.
- Review session on how to write persuasive essay; claim, transitions, evidence, explanation, summary. Students are familiar with this format and I will reference previous unit's instruction. Encourage students to use transition sheet on their desk. Remind them how to use parenthetical citations, and to avoid naked quotes.

### Individual Work (35 minutes)

- Students refer to unit packet, look at important words and phrases, connect the theme to their claim.
- Write persuasive essay in a Google Doc. Share document with me.
- Provide sentence frames for ELs.
- Circulate room, monitoring progress, checking for understanding, guiding and prompting where necessary.

### Close

- Students can complete essay for homework if required.

### ELD/SDAIE strategies

- Repeat previous instruction regarding claims, transitions, evidence, explanation, and summary.
- Adapted assessment – ELs only required to cite one piece of evidence.

### Appendix A – Written on Whiteboard

- Objective – I will be able to use and explain textual evidence to support my argument when writing a response to literature.
- Vocabulary – Transition, claim, evidence, explanation, summary.
- Essential Question – How can I make a stand?

### Appendix B – Displayed on Promethean board

- Write Brain – Write an example of someone standing up for what they believe in (historical figure, friend, family etc).
  - How did they do it?
  - Did they succeed?
  - If not, what could they have done differently?
  - How did it make you feel?
  - Would you do the same?
- Essay Rubric (see below).

## **The Hangman Persuasive Essay Rubric**

In-class and homework writing assignment. The hangman has just arrived at your town! Students must write a persuasive essay to the town residents, convincing them to make a stand against the hangman. Students should claim why they should work with the residents to stop the hangman. Essay must include TAGS (title, author, genre, summary) and at least two pieces of evidence from *The Hangman* (parenthetical citations), to support claim, with explanation of why the evidence is significant. Include a summary. Word Count Guide: 300

NAME..... BLOCK.....

<b>Criterion B: Organization</b>	
0	The student does not reach a standard described by any of the descriptors.
1 - 2	The student rarely uses organizational structures and/or language-specific conventions [title, author, genre, clear thesis statement, transitions], or uses those that do not serve the intention of a response to the story. The work rarely uses or lacks other elements needed to express a written idea [claim, textual evidence, explanation, quotation integration, parenthetical citations].
3 - 4	The student sometimes applies a claim, transitions, and TAG [title, author, genre] to serve the intention of a response to the THEME of the story. The work shows the beginnings of organization but lacks unity of the claim, evidence, and explanation. The student uses parenthetical citations with limited success.
5 - 6	The student usually conveys a claim, transitions, and TAG [title, author, genre] to serve the intention of a response to the THEME of the story. The work is generally organized with claims, textual evidence, and explanation. The essay lacks proper integration of quotations and paraphrased evidence. The student generally uses parenthetical citations correctly.
7 - 8	The student consistently communicates a clear claim, uses transitions, and employs TAG [title, author, genre] to serve the intention of a response to the THEME of the story. The work is usually well-organized with reasonable claims, integrated textual evidence, and good ideas to explain how the evidence proves the claim. The student uses parenthetical citations correctly.
9 - 10	The student consistently incorporates a clear claim, transitions, and TAG [title, author, genre] to serve the intention of a response to the THEME of the story in a sophisticated manner. The work is developed and consistently well-organized with clear claims, well-integrated textual evidence, and solid explanations to express ideas that build on each other in a sophisticated way. The student integrates parenthetical citations correctly and effectively.

### Criterion C: Language

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student employs a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. There is little or no evidence of a register and style that serve the context and intention of a response to literature essay. There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication.
3 - 4	The student employs a limited range of appropriate vocabulary, idiom and sentence structure. There are frequent errors in grammar and syntax, which hinder communication. There is some evidence of a register and style that serve the context and intention of a response to literature essay. There are frequent errors in punctuation and spelling/writing, which hinder communication.
5 - 6	The student generally employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication. The student often uses a register and style that serve the context and intention of a response to literature essay. Punctuation and spelling/writing are generally accurate; occasional errors sometimes hinder communication.
7 - 8	The student employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication. The student consistently uses a register and style that serve the context and intention of a response to literature essay. Punctuation and spelling/writing are accurate; occasional errors rarely hinder communication.
9 - 10	The student employs a wide and effective range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. The student demonstrates mastery of a register and style that serve the context and intention of a response to literature essay. Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication.

**Appendix C – Handout**

**The Hangman Response to Literature**

**1. Introductory Paragraph**

**TAGS** (title, author, genre, summary)

*In the (insert genre and title) by (insert author) the (insert summary of plot)...*

**Claim** (be persuasive, connect to theme)

*We must (insert claim) because... OR If we don't (insert claim) then...*



**2. First Body Paragraph**

**Transition**

*To begin...*

*First of all...*

**Evidence** (support claim) (Include author's last name & line number in parentheses after quote) *The speaker warns (insert evidence)...*

**Explanation** (how evidence supports claim)

*As you can see...*

*This evidence means...*



**3. Second Body Paragraph**

**Transition**

*In addition...*

*Secondly...*

**Evidence** (support claim) (Include author's last name & line number in parentheses after quote) *The speaker warns (insert evidence)...*

**Explanation** (how evidence supports claim)

*As you can see...*

*This evidence means...*



**4. Concluding Paragraph**

**Transition**

*To summarize...*

*In conclusion...*

*As I have shown...*

**Summarize** (sum up claim in one sentence. Why should residents believe you?)