SMART Targets 7th Grade – Cycle 3, Unit 2  
“Sorry, Wrong Number” (p. 111-124)

On-going:

1. Comprehension questions from article (CLASSWORK grade)
2. Project: Adverb clause project – children’s book (PROJECT grade – due 2/17, 2/21)
3. Writing Task: Extended response questions from article (TEST grade – 2/22, 2/24)

Assessment:

1. Analyzing the Text p. 126 (CLASSWORK grade – in-class 2/15, 2/16)
2. Comprehension Test – “Sorry, Wrong Number” (TEST grade – in-class 2/22, 2/24)
3. Language Task: Language Conventions p. 88 (CLASSWORK grade – in-class 2/9, 2/10)
4. Discovery Education Probes (PROJECT grade - in-class once per week)

Extension Activities (“Homework”)

* Close Reader: “Doris is Coming” p. 103-106 (CLASSWORK grade – due 2/22, 2/24)
* Discovery Education probe (QUIZ grade – online once per week)
* iReady Activities (ongoing at i-ready.com)

7th Grade ELA Comprehension Questions

Collection 2: “Sorry, Wrong Number” p. 111-124 by Lucille Fletcher

Targeted completion date: A – Wednesday, February 15; B – Thursday, February 16

Day 1 – lines 1-303 (p. 112-115)

1. ANALYZE FORM – DRAMA: **Re-read the stage directions to open the scene (lines 1-27, p. 112).** **What items in the scene are lit and what items are in darkness as the scene begins?** (RL.1.1)
2. ANALYZE FORM – DRAMA: Readers of a play can use stage directions to visualize the characters and imagine how they sound. **Re-read lines 28-29 (p. 112). Give ideas about Mrs. Stevenson’s character based on this description**. (RL.2.5)
3. ANALYZE FORM – DRAMA: Like other forms of literature, a play has a series of events called a plot. The first part of the **plot**, called the exposition, gives audiences the basic information about the **conflict** – the struggle between opposing forces – that will drive the rest of the plot. **Re-read lines 80-96 (p. 113). What do the audience and Mrs. Stevenson learn at the same time?** (RL.1.3, RL.2.5)
4. ANALYZE FORM – DRAMA: Lighting and dialogue help audiences understand that different characters onstage are each in a different **setting** – the time and place events happen. **Re-read lines 110-125 (p. 113). Find details that describe what the audience sees onstage**. (RL.1.1)

Day 2 – lines 304-581 (p. 115-120)

1. ANALYZE FORM – DRAMA: A **dramatist**, the person who writes a drama, uses dialogue to reveal character. The audience uses what the character says to make **inferences**, or good guesses, about what the character doesn’t say. **Re-read lines 487-498 (p. 119). What can you infer about Mrs. Stevenson that she herself doesn’t seem to realize?** (RL.1.3, RL.2.5)
2. ANALYZE FORM – DRAMA: In a staged drama, sound effects may be used to show elements of the setting, the time and place of the action. **Re-read lines 537-539. Identify sound effects used, and what the importance of the sound effects to the story.** (RL.1.1)

Day 3 – lines 582-898 (p. 120-124)

1. ANALYZE FORM – DRAMA: The rising action of the plot is almost at the point of greatest tension, called the **climax**. **Re-read the dialogue beginning on line 821 (p. 123). How are audiences probably reacting at this point in the play?** (RL.1.3)
2. ANALYZE FORM – DRAMA: The play is approaching the climax. At the climax, audiences know how the main conflict will be resolved. **Re-read lines 850-871 (p. 124). Why is this the climax of the play?** (RL.1.3, RL.2.5)

WRITING TASK – Extended Response Questions (“Sorry, Wrong Number” p. 111-125)

Group A

1. Re-read lines 61-113 (p. 112-113). Write two sentences describing how Mrs. Stevenson feels when she hears the conversation between the two men and why she feels this way.
2. Re-read lines 337-349 (p. 116) and identify Duffy’s reaction to Mrs. Stevenson’s call.

Group B

1. Re-read lines 1-27 (p. 112). Write one paragraph that describes the setting in Mrs. Stevenson’s bedroom and analyzes what kind of person she is. Cite from text to support your answer.
2. Re-read lines 384-405 (p. 117). Tell what Mrs. Stevenson is revealing to the audience about herself as she speaks to Duffy.

Group C

1. Re-read lines 176-182 (p. 114) and note the stage directions that reveal how Mrs. Stevenson feels. Why might she feel this way? Cite evidence from the text to support your answer.
2. Re-read lines 337-349 (p. 116) about Duffy’s reaction to Mrs. Stevenson’s call. What effect does the author try to create by showing this reaction and why?

Franklin Academy Boynton Beach

Grade 7 Project – Adverb Clauses Storybook

Cycle 3, Unit 2

Assignment: Adverb Clause Storybook

Date of Completion: 2/15 (A); 2/16 (B)

Task:

In the language activity on page 88, we covered adverb clauses and discussed subordinating conjunctions. Adverb clauses are used to create complex sentences and add to the sentence fluency of your writing. You will be creating a children’s book using 8-10 complex sentences that include adverb clauses.

Directions:

* Begin by writing a draft of your story.
* Once your draft is complete, check to make sure it contains 8-10 adverb clauses.
* Show me your draft to check.
* Once your draft is complete, I will give you 4-5 pieces of notebook paper which you will fold (hamburger style) and staple to create your book.
* Write your story out in your booklet.
* Add colorful illustrations to go along with your story.