

Date: Week of 1/27/14 – 1/31/14		Grade: 7		Subject: ELA/Literature	
CCGPS: ELACC7RL1;ELACC7RL2;ELACC7RL3; ELACC7RL4; ELACC7RL5; ELACC7RL6; ELACC7RL7; ELACC7RL8; ELACC7RL9; ELACC7RL10; ELACC7W1a; ELACC7W1b; ELACC7W1c; ELACC7W1d; ELACC7W1e;ELACC7W2a;ELACC7W2b;ELACC7W2c;ELACC7W2d;ELACC7W2e;ELACC7W2f;ELACC7W4;ELACC7W5;ELACC7W6;ELACC7W9;ELACC7W10;ELACC7RI1;ELACC7RI2;ELACC7RI6;ELACC7SL1;ELACC7L1a;ELACC7L1b;ELACC7L1c;ELACC7L4;ELACC7L4b;ELACC7L4c;ELACC7L4d;ELACC7L5b; ELACC7L4;CCSSRI.7.3; CCSSRI.7.4; CCSSRI.7.4.d; CCSSRI.7.4.a; CCSSRI.7.1; CCSSRI.7.2; CCSSRI.7.3; CCSSRI.7.1.b; CCSSRI.7.1.c					
Essential Questions: What is parallel structure in sentences? How do I cite evidence to make inferences? What are complex and compound-complex sentences? Does using differently structured sentences help clarify my ideas? What are dangling and misplaced modifiers? How do I correct misplaced and dangling modifiers? How well do I incorporate the major components of an essay in a timed writing? How well can I identify an author’s purpose, central idea, point of view, and rhyme scheme a poem?					
Special Note: All <u>differentiation</u> formally stated in accommodations and modifications are met daily for each student. Students are differentiated on Lexile scores and product. Lessons are modified based on 504 and IEP accommodations and RTI interventions.					
Activating Learning Strategies:			Cognitive Teaching Strategies (the actual lesson):		
<input type="checkbox"/> LINK	<input type="checkbox"/> Structured Notes	<input type="checkbox"/> 5-3-1	<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Graphic Organizer	<input checked="" type="checkbox"/> Poems, Rhymes, Lyrics
<input type="checkbox"/> KWL	<input checked="" type="checkbox"/> Possible Sentence	<input type="checkbox"/> Think-Pair-Share	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Pictograph	<input type="checkbox"/> Acronyms/Word Links
<input type="checkbox"/> Survey	<input checked="" type="checkbox"/> Concept Map	<input checked="" type="checkbox"/> Vocab. Overview	<input checked="" type="checkbox"/> Model	<input checked="" type="checkbox"/> Diagram	<input checked="" type="checkbox"/> Hands-on
<input type="checkbox"/> First Word	<input type="checkbox"/> Frayer Model	<input checked="" type="checkbox"/> Brainstorm	<input type="checkbox"/> Mind Map	<input type="checkbox"/> Visual Chain	
<input type="checkbox"/> Word Map	<input type="checkbox"/> Anticipation Guide	<input checked="" type="checkbox"/> Brainstorm & Category	<input type="checkbox"/> Other		
<input type="checkbox"/> Word Splash	<input checked="" type="checkbox"/> Draw and Picture	<input checked="" type="checkbox"/> Circle Map			
<input type="checkbox"/> KWL Plus	<input checked="" type="checkbox"/> Directed Rdg/Thinking Act	<input type="checkbox"/> Other _____			
Procedur	Monday	Tuesday	Wednesday	Thursday	Friday

al Content – Applicati on / Activity	Grammar: Test on Dangling or Misplaced Modifiers. Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Brainpop video on parallel structure; Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 5 Writing: If mock writing test is rescheduled for this week, complete the test. If not, complete teacher-assigned timed writing. Students will be given an expository or persuasive topic that they will complete in the allotted time, editing their own work using the skills and strategies taught during the first semester. Reading: Selected poetic readings focusing on rhyme scheme, perspective, central idea, author's purpose, point of view Poetry Project Common Core Workbook: Literature Unit 3, Lessons 1, 2 ****Differentiated Reading Assignment	Grammar: Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 5 Writing: If mock writing test is rescheduled for this week, complete the test. If not, complete teacher-assigned timed writing. Students will be given an expository or persuasive topic that they will complete in the allotted time, editing their own work using the skills and strategies taught during the first semester. Reading: Selected poetic readings focusing on rhyme scheme, perspective, central idea, author's purpose, point of view Poetry Project Common Core Workbook: Literature Unit 3, Lessons 3 ****Differentiated Reading Assignment	Computer Lab Work on Poetry Project. Complete Study Island Assignments	Grammar: Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 5 Writing: If mock writing test is rescheduled for this week, complete the test. If not, complete teacher-assigned timed writing. Students will be given an expository or persuasive topic that they will complete in the allotted time, editing their own work using the skills and strategies taught during the first semester. Reading: Selected poetic readings focusing on rhyme scheme, perspective, central idea, author's purpose, point of view Poetry Project Common Core Workbook: Literature Unit 3, Lesson 4 ****Differentiated Reading Assignment	Grammar: Quiz parallel structure; Common Core workbook: quiz on complex sentences, compound-complex sentences, misplaced and dangling modifiers Reading: Common Core workbook, Literature Unit 3, Lesson Part 5 (quiz) Poetry Project Due Selected poetic readings focusing on rhyme scheme, perspective, central idea, author's purpose, point of view ****Differentiated Reading Assignment
	Reteaching, Enrichment, Acceleration: return to central ideas, misplaced/dangling modifiers Remediation – research & writing process	Assessment: <input type="checkbox"/> Rubric <input type="checkbox"/> Other __quiz__	<input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Informal	Differentiation: warmup; explanation/feedback; reading assessments	
Summarizing:	<input checked="" type="checkbox"/> Ticket Out the Door <input checked="" type="checkbox"/> The Important Thing	<input type="checkbox"/> Study Cards <input type="checkbox"/> Exit Cards	<input type="checkbox"/> 3-2-1 <input type="checkbox"/> Learning Log	<input type="checkbox"/> + - Interesting <input checked="" type="checkbox"/> Teacher Questions	<input type="checkbox"/> Pass out of class <input type="checkbox"/> Other _____
Extending and Refining:					
<input type="checkbox"/> Cause and Effect	<input type="checkbox"/> Compare and Contrast	<input checked="" type="checkbox"/> Analyzing	<input checked="" type="checkbox"/> Inductive Reasoning		

<input type="checkbox"/> Classifying	<input checked="" type="checkbox"/> Writing Prompt	<input type="checkbox"/> Error Analysis	<input type="checkbox"/> Deductive Reasoning
<input type="checkbox"/> Abstracting	<input checked="" type="checkbox"/> Constructing Support	<input type="checkbox"/> Other	

***Differentiation Reading Intervention for those students following <970. Students will receive reading comprehension assignment based on their current AIMS Web Lexile score. Students >970 will complete a reading assignment associated with the current unit of study. (This assignment will be completed weekly prior to CRCT testing.)