

Date: Week of 2/3/14 – 2/7/14		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;;ELACC7W4;ELACC7W6;ELACC7W7; ELACC7W8; 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 checked="" 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 type="checkbox"/> Circle Map			
<input type="checkbox"/> KWL Plus	<input checked="" type="checkbox"/> Directed Rdg/Thinking Act	<input type="checkbox"/> Other _____			
Procedural	Monday	Tuesday	Wednesday	Thursday	Friday

<p>Content – Application / Activity</p>	<p><u>Warm Up:</u> Brainpop video on parallel structure</p> <p><u>Grammar:</u> Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20 using BYOD; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com;</p> <p>Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 5</p> <p><u>Writing:</u> Poetry Writing – Interpretation Students will view/listen to two forms of poetry: one an actual poem; one a speech. They will determine Author’s Purpose, Topics, Central/Main Idea, and Rhyme Scheme. Then they will complete a writing response that will explain their interpretation of the two forms of poetry and compare how the author’s message was received by the audience.</p> <ul style="list-style-type: none"> - Maya Angelou “One the Pulse of Morning” poem - Dr. Martin Luther King Jr. “I have a Dream” speech <p><u>Reading:</u> Selected poetic readings focusing on rhyme scheme, perspective, central idea, author’s purpose, point of view</p> <p>Common Core Workbook: Literature Unit 3, Lesson 1</p> <p>****Differentiated Reading Assignment</p>	<p><u>Grammar:</u> Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20 using BYOD; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com;</p> <p>Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 6</p> <p><u>Writing:</u> 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.</p> <p><u>Reading:</u> Selected poetic readings focusing on rhyme scheme, perspective, central idea, author’s purpose, point of view</p> <p>Common Core Workbook: Literature Unit 3, Lesson 2</p> <p>****Differentiated Reading Assignment</p>	<p><u>Grammar:</u> Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20 using BYOD; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com;</p> <p>Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 7</p> <p><u>Writing:</u> 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.</p> <p><u>Reading:</u> Selected poetic readings focusing on rhyme scheme, perspective, central idea, author’s purpose, point of view</p> <p>Common Core Workbook: Literature Unit 3, Lesson 3</p> <p>****Differentiated Reading Assignment</p>	<p><u>Grammar:</u> Focus: Parallel structure; Teacher Guided 1-10; Independent practice 11-20 using BYOD; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com;</p> <p>Common Core Workbook ELA: complex sentences; compound-complex sentences; misplaced and dangling modifiers, Lesson 8</p> <p><u>Writing:</u> 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.</p> <p><u>Reading:</u> Selected poetic readings focusing on rhyme scheme, perspective, central idea, author’s purpose, point of view</p> <p>Common Core Workbook: Literature Unit 3, Lesson 4</p> <p>****Differentiated Reading Assignment</p>	<p><u>Lab Day:</u></p> <p>Students will publish their writing from this week and work on Study Island Assignments.</p>
<p>Reteaching, Enrichment, Acceleration: return to central ideas, misplaced/dangling modifiers Remediation – research & writing process</p>	<p>Assessment: ___ Rubric ___ Other ___quiz___</p>	<p>___ X ___ Questioning ___ X ___ Informal</p>	<p>Differentiation: warmup; explanation/feedback; reading assessments</p>		
<p>Summarizing:</p>	<p>___ X ___ Ticket Out the Door</p>	<p>___ Study Cards</p>	<p>___ 3-2-1</p>	<p>___ + - Interesting</p>	<p>___ Pass out of class</p>
	<p>___ X ___ The Important Thing</p>	<p>___ Exit Cards</p>	<p>___ Learning Log</p>	<p>___ X ___ Teacher Questions</p>	<p>___ Other</p>

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.)