

Date: Week of 2/10/14 – 2/14/14		Grade: 7		Subject: ELA/Literature	
CCGPS: ELACC7RL1;ELACC7RL2;ELACC7RL3; ELACC7RL4; ELACC7RL5; ELACC7RL6; ELACC7RL7; ELACC7RL8; ELACC7RL9; ELACC7RL10; ELACC7W2a; ELACC7W2b; ELACC7W2c; ELACC7W2d; ELACC7W2f;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 citations in a timed, narrative 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	<u>Grammar</u> : Focus: Pronoun Antecedent Agreement L1 (Grammar Bytes); 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;	<u>Grammar</u> : Focus: Pronoun Antecedent Agreement L2 (Grammar Bytes); 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;	<u>Grammar</u> : Focus: Pronoun Antecedent Agreement L3 (Grammar Bytes); 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;	<u>Grammar</u> : Focus: Pronoun Antecedent Agreement L4 (Grammar Bytes); 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;	<u>Grammar</u> : Focus: Test Pronoun Antecedent Agreement <u>Reading</u> : Poetry – Rhyme Scheme: Annabelle Lee by Edgar Alan Poe Students will create a 2 Verse poem showing rhyme scheme
	Common Core ELA: 45-52 Lessons 1 BrainPop: Citing Sources <u>Reading</u> : Build Back Ground knowledge on Eleanor Roosevelt with Common Core Workbook ELA: Lesson 5: Citing Evidence to Support Inferences ****Differentiated Reading Assignment	Common Core ELA: 45-52 Lessons 2 <u>Reading</u> : Literature Text book: Read Eleanor Roosevelt – pp762-773 (short story can be heard orally through online system for those in need.) Common Core Workbook ELA: Lesson 5: Citing Evidence to Support Inferences ****Differentiated Reading Assignment	Common Core ELA: 45-52 Lessons3 <u>Reading</u> : Literature Text book: Create Chronological timeline of Eleanor Roosevelt’s Life – pp762-773 (short story can be heard orally through online system for those in need.) Sped- 10 Items Reg – 10 Items with Graphics Gifted – 20 Items with Graphics Common Core Workbook ELA: Lesson 5: Citing Evidence to Support Inferences ****Differentiated Reading Assignment	Common Core ELA: 45-52 Lessons4 <u>Reading</u> : Literature Text book: Create Chronological timeline of Eleanor Roosevelt’s Life – pp762-773 (short story can be heard orally through online system for those in need.) Sped- 10 Items Reg – 10 Items with Graphics Gifted – 20 Items with Graphics Common Core Workbook ELA: Lesson 5: Citing Evidence to Support Inferences Vocab Workshop Unit 6 Test for Advanced Class ****Differentiated Reading Assignment	****Differentiated Reading Assignment
Reteaching, Enrichment, Acceleration: return to central ideas, misplaced/dangling modifiers Remediation – research & writing process		Assessment: ___ Rubric ___ 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	___ Study Cards	___ 3-2-1	___+ - Interesting	___ Pass out of class
	<input checked="" type="checkbox"/> The Important Thing	___ Exit Cards	___ Learning Log	<input checked="" type="checkbox"/> Teacher Questions	___ Other _____
Extending and Refining:					
___ Cause and Effect	___ Compare and Contrast	<input checked="" type="checkbox"/> Analyzing	<input checked="" type="checkbox"/> Inductive Reasoning		
___ Classifying	<input checked="" type="checkbox"/> Writing Prompt	___ Error Analysis	___ Deductive Reasoning		
___ Abstracting	<input checked="" type="checkbox"/> Constructing Support	___ 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.)