

Date: Week of 2/24/-2/28 (Revised lesson plans due to snow days)	Grade: 7	Subject: ELA/Literature
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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 **differentiation** 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 type="checkbox"/> Graphic Organizer	<input 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
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al Content – Applicati on / Activity	Grammar: 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; Common Core ELA: 45-52 Lessons 1 BrainPop: Citing Sources Reading: Build Back Ground knowledge on Eleanor Roosevelt with Common Core Workbook ELA: Lesson 5: Citing Evidence to Support Inferences ****Differentiated Reading Assignment	Lab Day: Review Eleanor Roosevelt's Biography site and create a chronological time line of her life events. Work on Study Island Assignments ****Differentiated Reading Assignment	Grammar: 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; Common Core ELA: 45-52 Lessons 2 Reading: 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	Grammar: 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; Common Core ELA: 45-52 Lessons3 Reading: 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 Vocab Workshop Unit 6 Test for Advanced Class ****Differentiated Reading Assignment	Inferences Grammar: 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; Common Core ELA: 45-52 Lessons4 Reading: 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 ****Differentiated Reading Assignment
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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
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Summarizing:	<input checked="" type="checkbox"/> Ticket Out the Door	<input type="checkbox"/> Study Cards	<input type="checkbox"/> 3-2-1	<input type="checkbox"/> + - Interesting	<input type="checkbox"/> Pass out of class
	<input checked="" type="checkbox"/> The Important Thing	<input type="checkbox"/> Exit Cards	<input type="checkbox"/> Learning Log	<input checked="" type="checkbox"/> Teacher Questions	<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.)