

<b>Date:</b> Week 3/3/2014-3/7/2014		<b>Grade:</b> 7		<b>Subject:</b> ELA/Literature		
<b>CCGPS:</b> 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						
<b>Essential Questions:</b> 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?						
<b>Special Note:</b> 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.						
<b>Activating Learning Strategies:</b>				<b>Cognitive Teaching Strategies (the actual lesson):</b>		
<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 _____				
<b>Procedur</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	

<b>al</b> <b>Content</b> – <b>Applicati</b> <b>on /</b> <b>Activity</b>	<b>Grammar:</b> Focus: Commas – <b>Using Commas to Separate an Introductory Element</b> Tip1 (Grammar Bytes); Teacher Guided Notes; Independent practice Test; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Common Core ELA: 239-246 Lessons 9 <u>Reading:</u> Teacher Modeling of Analyzing Primary Documents - using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. <b>Common Core Workbook ELA: Lesson 65: Analyzing interaction of story elements. Pp53-60.</b> Finish – Eleanor Roosevelt Projects ****Differentiated Reading Assignment <a href="http://www.chompchomp.com/rules.htm">http://www.chompchomp.com/rules.htm</a>	<b>Grammar:</b> Focus: Commas – <b>Using Commas to set off an interpreter</b> Tip2 (Grammar Bytes); Teacher Guided Notes; Independent practice Test; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Common Core ELA: 239-246 Lessons 10 <u>Reading:</u> Analyzing Primary Documents using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. <b>Common Core Workbook ELA: Lesson 65: Analyzing interaction of story elements. Pp53-60.</b> ****Differentiated Reading Assignment <a href="http://www.chompchomp.com/rules.htm">http://www.chompchomp.com/rules.htm</a>	<b>Grammar:</b> Focus: Commas – <b>Using Commas to separate a Concluding Element</b> Tip 3 (Grammar Bytes); Teacher Guided Notes; Independent practice Test; small group instruction for those with accommodations; Students will check their work using the interactive site on grammarbytes.com; Common Core ELA: 239-246 Lessons 11 <u>Reading:</u> Analyzing Primary Documents using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. <b>Common Core Workbook ELA: Lesson 65: Analyzing interaction of story elements. Pp53-60.</b> ****Differentiated Reading Assignment <a href="http://www.chompchomp.com/rules.htm">http://www.chompchomp.com/rules.htm</a>	<b>Grammar:</b> Comma Test Common Core ELA: Quiz <u>Reading:</u> Analyzing Primary Documents using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. ****Differentiated Reading Assignment <a href="http://www.chompchomp.com/rules.htm">http://www.chompchomp.com/rules.htm</a>	
	<b>Reteaching, Enrichment, Acceleration:</b> <b>return to central ideas, misplaced/dangling modifiers</b> Remediation – research & writing process	<b>Assessment:</b> <input type="checkbox"/> Rubric <input type="checkbox"/> Other __quiz____	<input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Informal	<b>Differentiation: Teacher modeling on how to analyze a primary document. Interactive website with warm-ups and whole class discussion</b>	
<b>Summarizing:</b>	<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 _____
<b>Extending and Refining:</b>					
<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 type="checkbox"/> Writing Prompt	<input type="checkbox"/> Error Analysis	<input checked="" 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.)