

Date: Week 3/10-3/14/2014		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: How does comma placement change a sentence's purpose? What is the difference between a dependent and subordinate clause? What is an appositive? How do I identify infinitive phrases? What are participle verbs? What are complex and compound-complex sentences? How do I identify author's purpose in a primary document?					
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 checked="" 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 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: Focus: Commas – Using Commas to Separate an Introductory Element Tip4 (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 12 Finding grammar usage in reading passages: dependent clauses, appositives, infinitives, correlating adjectives, and participle phrases <u>Reading:</u> Analyzing Primary Documents - using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. Student posters: Advanced Only <i>Small groups will work on grammar posters to put up in the room focusing on grammar in the reading content.</i> Reg/sped: GO <i>Students will find grammar usage in the reading material and note on the graphic organizer.</i> *****Differentiated Reading Assignment http://www.chompchomp.com/rules.htm	Grammar: Focus: Commas – Using Commas to set off an interpreter 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 13 Finding grammar usage in reading passages: dependent clauses, appositives, infinitives, correlating adjectives, and participle phrases <u>Reading:</u> Analyzing Primary Documents - using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. Student posters: Advanced Only <i>Small groups will work on grammar posters to put up in the room focusing on grammar in the reading content.</i> Reg/sped: GO <i>Students will find grammar usage in the reading material and note on the graphic organizer.</i> *****Differentiated Reading Assignment http://www.chompchomp.com/rules.htm	Lab Day: Study Island Assignments Vocabulary Workshop Unit 7 Vocabulary Crossword Puzzle for Reg/Sped OAS test Lit 3 OAS test ELA 5	Grammar: Focus: Commas – Using Commas to separate a Concluding Element 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 14 <u>Reading:</u> Analyzing Primary Documents using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. Student posters: Advanced Only <i>Small groups will work on grammar posters to put up in the room focusing on grammar in the reading content.</i> Reg/sped: GO <i>Students will find grammar usage in the reading material and note on the graphic organizer.</i> *****Differentiated Reading Assignment http://www.chompchomp.com/rules.htm	Grammar: Focus: Commas – Review Jeopardy Game – Girls vs. Boys Posters and GO are due. <u>Reading:</u> Analyzing Primary Documents using a primary document worksheet: Apartheid, Dr. King – speech, Gender separated classrooms, and Gandhi. Student posters: Advanced Only <i>Small groups will work on grammar posters to put up in the room focusing on grammar in the reading content.</i> Reg/sped: GO <i>Students will find grammar usage in the reading material and note on the graphic organizer.</i> *****Differentiated Reading Assignment http://www.chompchomp.com/rules.htm
	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: Teacher modeling on how to analyze a primary document. Interactive website with warm-ups and whole class discussion	
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"/> _X_ The Important Thing	<input type="checkbox"/> _ Exit Cards	<input type="checkbox"/> _ Learning Log	<input checked="" type="checkbox"/> _X_ 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"/> _X_ Analyzing	<input checked="" type="checkbox"/> _X_ Inductive Reasoning		
<input type="checkbox"/> _ Classifying	<input type="checkbox"/> _ Writing Prompt	<input type="checkbox"/> _ Error Analysis	<input checked="" type="checkbox"/> _X_ Deductive Reasoning		
<input type="checkbox"/> _ Abstracting	<input checked="" type="checkbox"/> _X_ 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.)