		Grade: 7		Subject: ELA/Literature			
Date: Week 3/17-3/21/2014							
CCGPS: ELACC7RL1;ELACC7RL2;ELACC7RL3; ELACC7RL4; ELACC7RL5; ELACC7RL6; ELACC7RL7; ELACC7RL8; ELACC7RL9; ELACC7RL10; ELACC7W2a; ELACC7W2b; ELACC7W2c; ELACC7W2d; ELACC7W2f;ELACC7W4;ELACC7W6; ELACC7W7; ELACC7W8; ELACC7W9; ELACC7W10; ELACC7R11; ELACC7R12; ELACC7R16; ELACC7SL1; ELACC7L1a; ELACC7L1b; ELACC7L1c; ELACC7L4; ELACC7L4b; ELACC7L4c;ELACC7L4d;ELACC7L5b; ELACC7L4;CCSSR1.7.3; CCSSR1.7.4; CCSSR1.7.4.a; CCSSR1.7.1; CCSSR1.7.2; CCSSR1.7.3; CCSSR1.7.1.b; CCSSR1.7.1.c							
Essential Questions: How does comma placement change a sentence's purpose? What is the difference between an essential and nonessential 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 novel? What is the difference between author's purpose and author's perspective? What are the various types of irony? How do static and dynamic characters compare? What are the 5 stages of plot? Literature Vocabulary: Author's Purpose, Point of View, Irony, Author's Perspective, Main Character, Minor Character, Dynamic Character, Static Character, Characterization, Climax, external conflict, internal conflict, dialogue, Exposition, Falling Action, Flashback, Foreshadowing, Narrator, Plot, Rising Action, Resolution, setting, Suspense,							
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 Strategi		Cognitive Teaching Strategies (the actual lesson):					
LINKXStructured Notes		5-3-1	_X_ Lecture	_X_ Graphic Organiz	er	Poems, Rhymes, Lyrics	
KWL	_ Possible Sentence	_X_ Think-Pair-Share	_X_ Reading	Pictograph		Acronyms/Word Links	
Survey	_ Concept Map	_X_ Vocab. Overview	_X_ Model	_X_ Diagram		_X_ Hands-on	
First Word	X Frayer Model	_X_ Brainstorm	Mind Map	Visual Chain			
Word Map	Anticipation Guide	Brainstorm & Category	Other				
Word Splash	_ Draw and Picture	Circle Map					
KWL Plus	X_ Directed Rdg/Thinking Ad	t Other	-				
Proce Mon	day	Tuesday	Wednesday	Thu	rsday	Friday	

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dural <u>CRCT Focus: Warm Ups</u>		CRCT Focus: Warm Ups		CRCT Focus: Warm Ups		CRCT Focus: Warm Ups	CRCT Focus: Warm Ups
Conte Monday: 7.L.1 Grammar Construction				Wednesday: 7.RI.1-4 Media Literacy			Friday: Review
	teaching test taking skills and analyzing				est taking skills and analyzing	Process	teaching test taking skills and analyzing
	answer choices	J J J J J J J J J J J J J J J J J J J		answer ch	IOICES	teaching test taking skills and analyzing	answer choices
	ation /		answer choices			answer choices	
Activi	Activi OAS Test:						<u>Grammar</u> : Focus: Commas –
ty	HardmanJensenELATest3	OAS Test:		HardmanJensenELATest4		OAS Test:	Continuing to find commas in real-
1 1		HardmanJensenELATest2				HardmanJensenELATest5	world text
	<u>Grammar</u> : Focus: Commas –				: Focus: Commas –		 News papers
	Continuing to find commas in real-		Grammar: Focus: Commas –		ng to find commas in real-	<u>Grammar</u> : Focus: Commas –	 Magazines
	world text	Continuing to find commas in real-		world text		Continuing to find commas in real-	Flyers
	 News papers 	world text		 News papers 		world text	Pamphlets
	Magazines	 News pa 	pers	Magazines		 News papers 	·
	 Flyers 	Magazine	es	•	Flyers	Magazines	Tips 1-7 have been reviewed; students
	Pamphlets	 Flyers 		•	Pamphlets	Flyers	will continue to find commas in print and
		Pamphle	ts	- Tumphicto		Pamphlets	refer to notes and class created posters
	Tips 1-7 have been reviewed; students			Tips 1-7 have been reviewed; students			for reference guides.
	will continue to find commas in print and	Tips 1-7 have been reviewed; students will				Tips 1-7 have been reviewed; students will	
	refer to notes and class created posters	continue to find commas in print and refer		refer to notes and class created posters			Reading:
	for reference guides.	to notes and class created posters for		for reference guides.		to notes and class created posters for	Watching <i>Remember the Titans</i> as stated
		reference guides.		ior reference guides.		reference guides.	in the unit as a culminating activity.
	Reading:			Reading:			Students will use the Cornell note taking
	Cornel Notes while reading	Reading:		Cornel Notes while reading		Reading:	strategy to determine the reason for the
	Stealing Home; the story of Jackie	Cornel Notes while reading		Stealing Home; the story of Jackie		Cornel Notes while reading	production of the movie.
	Robinson (this will be our final reading	Stealing Home; the story of Jackie		Robinson (this will be our final reading		Stealing Home; the story of Jackie	production of the movie.
	session in the Civil Rights unit.) Students					Robinson (this will be our final reading	Cornel Notes: Each day students will use
	will take notes as they read and find	session in the Civil Rights unit.) Students				session in the Civil Rights unit.) Students	different literary terms to construct
	usage of literary devices within the novel					will take notes as they read and find usage	
	(Advanced and Honors – small group	usage of literary devices within the novel.				of literary devices within the novel.	
	literature circles) Reg. and Sped – Whole			literature circles) Reg. and Sped – Whole			****Differentiated Reading
		literature circles) Reg. and Sped – Whole		group reading with teacher led		literature circles) Reg. and Sped – Whole	Assignment
	group reading with teacher led		group reading with teacher led				e
	discussions.		discussions.		IS.	group reading with teacher led	
	Cornel Notes: Each dev students will use			Cornel Ma	too: Each dou atudanta will use	discussions.	http://www.chompchomp.co
	Cornel Notes: Each day students will use		والمتعارية والمتعاولة والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية		tes: Each day students will use	Correl Nator: Each dev students will use	m/rules.htm
	different literary terms to construct	Cornel Notes: Each day students will use		different literary terms to construct		Cornel Notes: Each day students will use	
	meaning from the text.					different literary terms to construct	
****Differentiated Reading		meaning from the text.		****Differentiated Reading		meaning from the text.	
Assignment		****Differentiated Reading		Assignment		****Differentiated Reading	
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		m/rules.htm				m/rules.htm	
D = 4 = -1.*			Assessment:				ham to take affection of the section of the
	Reteaching: test taking skills using OAS test questions As As As Acceleration: Independent reading and note taking for those			V Our finit		Differentiation: Teacher modeling of	
Accelerat	ion: independent reading and note			_X_ Questioning		reading; finding literary devices in t	ne content reading
			Other		_X_ Informal		
			Ļ			L	
Summari	zing: Ticket	Out the Door	Study Cards		_X_3-2-1	Interesting	Pass out of class
L						1	

	The Important Thing	Exit Cards	Learning Log	_X_ Teacher Questions	Other		
Extending and Refining:							
Cause and Effect	Compare and Contrast		_X_Analyzing	_X_ Inductive Reasoning	_X_ Inductive Reasoning		
Classifying	Writing Prompt		Error Analysis	_X Deductive Reasoning			
Abstracting	_X_ Constructing S	upport	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.)