

Date: Week 3/17-3/21/2014		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; ELACC7R1; ELACC7R2; ELACC7R6; 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 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 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 type="checkbox"/> Poems, Rhymes, Lyrics
<input type="checkbox"/> KWL	<input 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 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 checked="" 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 type="checkbox"/> Brainstorm & Category	<input type="checkbox"/> Other		
<input type="checkbox"/> Word Splash	<input type="checkbox"/> Draw and Picture	<input type="checkbox"/> Circle Map			
<input type="checkbox"/> KWL Plus	<input checked="" type="checkbox"/> Directed Rdg/Thinking Act	<input type="checkbox"/> Other _____			
Proce	Monday	Tuesday	Wednesday	Thursday	Friday

dural Content – Application / Activity	<p>CRCT Focus: Warm Ups Monday: 7.L.1 Grammar Construction teaching test taking skills and analyzing answer choices</p> <p>OAS Test: HardmanJensenELATest3</p> <p>Grammar: Focus: Commas – Continuing to find commas in real-world text</p> <ul style="list-style-type: none"> • News papers • Magazines • Flyers • Pamphlets <p>Tips 1-7 have been reviewed; students will continue to find commas in print and refer to notes and class created posters for reference guides.</p> <p><u>Reading:</u> Cornel Notes while reading... <i>Stealing Home; the story of Jackie Robinson</i> (this will be our final reading session in the Civil Rights unit.) Students will take notes as they read and find usage of literary devices within the novel. (Advanced and Honors – small group literature circles) Reg. and Sped – Whole group reading with teacher led discussions.</p> <p>Cornel Notes: Each day students will use different literary terms to construct meaning from the text. ****Differentiated Reading Assignment</p> <p>http://www.chompchomp.com/rules.htm</p>	<p>CRCT Focus: Warm Ups Tuesday: 7.L.4 Reading Skills and Vocabulary Acquisition teaching test taking skills and analyzing answer choices</p> <p>OAS Test: HardmanJensenELATest2</p> <p>Grammar: Focus: Commas – Continuing to find commas in real-world text</p> <ul style="list-style-type: none"> • News papers • Magazines • Flyers • Pamphlets <p>Tips 1-7 have been reviewed; students will continue to find commas in print and refer to notes and class created posters for reference guides.</p> <p><u>Reading:</u> Cornel Notes while reading... <i>Stealing Home; the story of Jackie Robinson</i> (this will be our final reading session in the Civil Rights unit.) Students will take notes as they read and find usage of literary devices within the novel. (Advanced and Honors – small group literature circles) Reg. and Sped – Whole group reading with teacher led discussions.</p> <p>Cornel Notes: Each day students will use different literary terms to construct meaning from the text. ****Differentiated Reading Assignment</p> <p>http://www.chompchomp.com/rules.htm</p>	<p>CRCT Focus: Warm Ups Wednesday: 7.RI.1-4 Media Literacy teaching test taking skills and analyzing answer choices</p> <p>OAS Test: HardmanJensenELATest4</p> <p>Grammar: Focus: Commas – Continuing to find commas in real-world text</p> <ul style="list-style-type: none"> • News papers • Magazines • Flyers • Pamphlets <p>Tips 1-7 have been reviewed; students will continue to find commas in print and refer to notes and class created posters for reference guides.</p> <p><u>Reading:</u> Cornel Notes while reading... <i>Stealing Home; the story of Jackie Robinson</i> (this will be our final reading session in the Civil Rights unit.) Students will take notes as they read and find usage of literary devices within the novel. (Advanced and Honors – small group literature circles) Reg. and Sped – Whole group reading with teacher led discussions.</p> <p>Cornel Notes: Each day students will use different literary terms to construct meaning from the text. ****Differentiated Reading Assignment</p> <p>http://www.chompchomp.com/rules.htm</p>	<p>CRCT Focus: Warm Ups Thursday: 7.W.1-5 Research and Writing Process teaching test taking skills and analyzing answer choices</p> <p>OAS Test: HardmanJensenELATest5</p> <p>Grammar: Focus: Commas – Continuing to find commas in real-world text</p> <ul style="list-style-type: none"> • News papers • Magazines • Flyers • Pamphlets <p>Tips 1-7 have been reviewed; students will continue to find commas in print and refer to notes and class created posters for reference guides.</p> <p><u>Reading:</u> Cornel Notes while reading... <i>Stealing Home; the story of Jackie Robinson</i> (this will be our final reading session in the Civil Rights unit.) Students will take notes as they read and find usage of literary devices within the novel. (Advanced and Honors – small group literature circles) Reg. and Sped – Whole group reading with teacher led discussions.</p> <p>Cornel Notes: Each day students will use different literary terms to construct meaning from the text. ****Differentiated Reading Assignment</p> <p>http://www.chompchomp.com/rules.htm</p>	<p>CRCT Focus: Warm Ups Friday: Review teaching test taking skills and analyzing answer choices</p> <p>Grammar: Focus: Commas – Continuing to find commas in real-world text</p> <ul style="list-style-type: none"> • News papers • Magazines • Flyers • Pamphlets <p>Tips 1-7 have been reviewed; students will continue to find commas in print and refer to notes and class created posters for reference guides.</p> <p><u>Reading:</u> <i>Watching Remember the Titans</i> as stated in the unit as a culminating activity. Students will use the Cornell note taking strategy to determine the reason for the production of the movie.</p> <p>Cornel Notes: Each day students will use different literary terms to construct meaning from the text. ****Differentiated Reading Assignment</p> <p>http://www.chompchomp.com/rules.htm</p>
	<p>Reteaching: test taking skills using OAS test questions Acceleration: Independent reading and note taking for those</p>	<p>Assessment: <input type="checkbox"/> Rubric <input type="checkbox"/> Other</p>	<p><input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Informal</p>	<p>Differentiation: Teacher modeling on how to take effective notes while reading; finding literary devices in the content reading</p>	
<p>Summarizing:</p>	<p><input type="checkbox"/> Ticket Out the Door</p>	<p><input type="checkbox"/> Study Cards</p>	<p><input checked="" type="checkbox"/> 3-2-1</p>	<p><input type="checkbox"/> - Interesting</p>	<p><input type="checkbox"/> Pass out of class</p>

	<input 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 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.)