

Date: Week 4/7-4/11	Grade: 7	Subject: ELA/Literature
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CCGPS: Reviewing All ELA and Reading Standards for CRCT Prep

Essential Questions: What is figurative language in literature? How do authors use language to entertain the reader? Who is the speaker in poetry?

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. Figurative Language: Alliteration, Allusion, Analogy, Anecdote, Assonance, Ballad, Couplet, Drama, Epic Poem, Exaggeration, Fable, Farce, folklore, Folk Tale, Haiku, Free Verse, Hyperbole, Idiom, Imagery, Irony, Legend, Limerick, Lyric Poetry, Memoir, metaphor, Meter, Mood, Moral, Myth, Ode, Onomatopoeia, Personification, Prose, Repetition, Rhyme, Simile, Sonnet, Sound Devices, tone

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 checked="" type="checkbox"/> Structured Notes	<input type="checkbox"/> 5-3-1	<input 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 checked="" 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 checked="" 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
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dural Conte nt – Applic ation / Activi ty	CRCT Focus: Warm Ups Monday: 7.L.1 Grammar Construction teaching test taking skills and analyzing answer choices		CRCT Focus: Warm Ups Tuesday: 7.L.4 Grammar Construction teaching test taking skills and analyzing answer choices		CRCT Focus: Warm Ups Wednesday: Review Jeopardy Game Create Bingo Board for Review Game ****Differentiated Reading Assignment		CRCT Focus: Warm Ups Thursday: Review Jeopardy Game Create Bingo Board for Review Game ****Differentiated Reading Assignment		CRCT Focus: Warm Ups Friday: Bingo with Mr. Jensen's Class ****Differentiated Reading Assignment			
	OAS Test: HardmanJensenELATest10 (Formative Assessment)		OAS Test: HardmanJensenELATest11 (Formative Assessment)									
	Reading: Vocabulary in text: Examples		Reading: Vocabulary in text: Examples									
	Complete: OAS tests 1-9.		Complete: OAS tests 1-9.									
	Reading – The Highway Man – Narrative Poetry		Reading – The Charge of the Light Brigade Create Bingo Board for Review Game									
****Differentiated Reading Assignment		****Differentiated Reading Assignment										
Reteaching: test taking skills using OAS test questions Acceleration: Independent reading and note taking for those			Assessment: <input type="checkbox"/> Rubric <input type="checkbox"/> Other		<input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Informal		Differentiation: Teacher modeling on how to take effective notes while reading; finding literary devices in the content reading					
Summarizing:			<input type="checkbox"/> Ticket Out the Door		<input type="checkbox"/> Study Cards		<input checked="" type="checkbox"/> 3-2-1		<input type="checkbox"/> - Interesting		<input type="checkbox"/> Pass out of class	
			<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.)