

Date: Week 4/21-4/25	Grade: 7	Subject: ELA/Literature
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CCGPS: All

Essential Questions: How well do I remember and apply the ELA/Literature terms and concepts learned throughout the year?

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 type="checkbox"/> Reading	<input checked="" 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 checked="" 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	<u>CRCT Focus:</u> Review bingo boards and review bingo games ****Differentiated Reading Assignment		<u>CRCT Focus:</u> Review bingo boards and review bingo games; CRCT Olympics review Bingo with Mr. Jensen's class. ****Differentiated Reading Assignment		<u>CRCT Focus:</u> Review bingo boards and review bingo games; CRCT Olympics questions revisited and reviewed ****Differentiated Reading Assignment		<u>CRCT Focus:</u> Review bingo boards and review bingo games; CRCT Olympics review ****Differentiated Reading Assignment		<u>CRCT Focus:</u> Review bingo boards and review bingo games; CRCT Olympics review; ****Differentiated Reading Assignment	
	Reteaching: test taking skills using OAS test questions; reviewing ELA/Literature terms and concepts; Acceleration: Independent reading and note taking for those				Assessment: <input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Other		<input checked="" type="checkbox"/> Questioning <input checked="" type="checkbox"/> Informal		Differentiation: Students choose different terms to focus on during their review	
	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.)