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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: January 26, 2015 | | | |
| **Unit Vocabulary:** 12 power verbs – analyze, compare, contrast, describe, evaluate, explain, formulate, infer, predict, summarize, support, trace**,** style | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a |  | | | **Common Core Standard(s)**:   |  | | --- | | ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a | | | **Common Core Standard(s)**:   |  | | --- | | ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a | | **Common Core Standard(s)**:   |  | | --- | | ELACC7L2 | | **Common Core Standard(s)**:   |  | | --- | | ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a | |
| **I Can:**   |  | | --- | | analyze “Mississippi Solo” and cite text evidence from the memoir. |   Co-teach- I can publish my final draft of my persuasive essay. | **I Can:**   |  | | --- | | analyze “Mississippi Solo” and cite evidence of how the author uses similes and personifies the river. |   Co-teach- I can publish my final draft of my persuasive essay. | | **I Can:**   |  | | --- | | begin close reading “Polar Dream” in preparation to compare it to “Mississippi Solo”. | | **I Can:**   |  | | --- | | complete 3 sessions of Study Island on comma usage making an 80% or above. | | **I Can:**   |  | | --- | | compare and contrast the style of “Mississippi Solo” to that of “Polar Dream”. | |
| **Mini Lesson:** commas to set off an expression that interrupts a sentence.  **Activating Strategies:**  Warm up activity over commas.  **Resource/Materials:**  Passage in Text  Co- teach- write conclusion of rough draft for persuasive essay. | **Mini Lesson:** commas – after certain introductory elements.  **Activating Strategies:** Warm up activity over commas  **Resource/Materials:**  Passages in text  Co-teach- Start writing final copy of persuasive essay. | | **Mini Lesson:** commas in certain conventional situations  **Activating Strategies:** Warm up activity over commas  **Resource/Materials:**  Close reader | **Mini Lesson:** commas to separate two or more adjectives that come before a noun  **Activating Strategies:** Warm up activity over commas.  **Resource/Materials:**  Computer lab | **Mini Lesson:** comma review  **Activating Strategies:** Reflection on writing conferences.  **Resource/Materials:**  Close reader |
| **Differentiation:**   |  | | --- | | *Content/Process/Product:*  *Grouping Strategy: groups of analyzing text will be mixed to allow each group to be successful*  *Assessment:* | | **Differentiation:**   |  | | --- | | *Content/Process/Product: rubric for performance task will be leveled for individual learners.*  *Grouping Strategy:*  *Assessment:* |   *:* | | **Differentiation:**   |  | | --- | | *Content/Process/Product: rubric for performance task will be leveled for individual learners.*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**   |  | | --- | | *Content/Process/Product: Study Island activities are tiered for ADV, REG, and SWD*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**   |  | | --- | | *Content/Process/Product: rubric for performance task will be leveled for individual learners.*  *Grouping Strategy:*  *Assessment:* | |
| **Assessment:**   |  | | --- | | *Pre-Test:*  *Post-Test:*  *Formative: Analyzing Text – for comprehension Summative:* | | **Assessment:**   |  | | --- | | *Pre-Test:*  *Post-Test: co-teach- spelling and vocab test*  *Formative:*  *Summative:* | | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**   |  | | --- | | *Pre-Test:*  *Post-Test:*  *Formative: comma usage on Quiz*  *Summative:* | | **Assessment:**  *Pre-Test:*  *Post-Test: Spelling and vocab test for all classes*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:**   |  | | --- | | Adv.- Vocab and spelling due Thursday  Reg.- Vocab due Thursday  Both Classes – performance task due Friday | | **Homework:**  Adv.- Vocab and spelling due Thursday  Reg.- Vocab due Thursday  Both Classes – performance task due Friday | | **Homework:**  Adv.- Vocab and spelling due Thursday  Reg.- Vocab due Thursday  Both Classes – performance task due Friday | **Homework:**  Adv.- Vocab and spelling due Thursday  Reg.- Vocab due Thursday  Both Classes – performance task due Friday | **Homework:** |