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| **Grade Level** 7 | **Teacher/Room**: Waters rm. 109 Week of: November 3, 2014 |
| **Unit Vocabulary:** close reading, theme, main idea, citations, textual evidence, inference, point of view |
| **Instructional Strategies Used:** whole group instruction, pair share, small group |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:

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|  **ELACC7RI5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

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 | **Common Core Standard(s)**:

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|  **ELACC7RI2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

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|  **ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  |

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 | **Common Core Standard(s)**:

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|  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |

 | **Common Core Standard(s)**:

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|  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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| **ELACC7W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  |
| b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |

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 | **Common Core Standard(s)**:

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| **I Can:** close read two passages and compare and contrast the information in them. | **I Can:** Identify theme and main idea in two similar passages. | **I Can:** cite evidence from passages given to answer specific questions. | **I Can:** create a constructed response using two similar passages citing evidence from both. | **I Can:** create a constructed response using two similar passages citing evidence from both.  |
| **Mini Lesson:** Warm-up**Activating Strategies:**  close reading **Resource/Materials:**Two Reading Passages | **Mini Lesson:** Theme vs Main Idea**Activating Strategies:** free writing **Resource/Materials:**PowerPoint on theme/main idea | **Mini Lesson:** citations**Activating Strategies:** paragraph correction**Resource/Materials:**Citation examples | **Mini Lesson:** What is a constructed response?**Activating Strategies:** sentence corrections**Resource/Materials:**  | **Mini Lesson:** What is a constructed Response?**Activating Strategies:** Free Write**Resource/Materials:** Free Write notebooks |
| **Differentiation:***Content/Process/Product:**Grouping Strategy: Team Taught class – will be small grouped for reading**Assessment:*  | **Differentiation:***Content/Process/Product:**Grouping Strategy: Team Taught class – will be small grouped for reading**Assessment:*  | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product: writing sample will be a tiered assignment based on ability.**Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product: writing sample will be a tiered assignment based on ability.**Grouping Strategy:* *Assessment*  |
| **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative: citation examples**Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative: constructed response**Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative: constructed response**Summative:**Performance Based:* |
| **Homework:** ADV- Vocabulary workshop assignment due Thursday  | **Homework:** ADV- Vocabulary workshop assignment due Thursday | **Homework:** ADV- Vocabulary workshop assignment due Thursday | **Homework:**   | **Homework:**  |

Resources and Reflective Notes: