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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)**:   |  |  | | --- | --- | | |  | | --- | | **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. | | | **Common Core Standard(s)**:   |  |  | | --- | --- | | **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.   |  | | --- | | **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. | | | | **Common Core Standard(s)**:   |  | | --- | | **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)**:   |  |  |  |  | | --- | --- | --- | --- | | **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |  | | --- | | **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. | | | **Common Core Standard(s)**:   |  |  |  |  | | --- | --- | --- | --- | | **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |  | | --- | | **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. | | |
| **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: