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| **Grade Level** 7 | **Teacher/Room**: Waters rm. 109 Week of: March 2, 2015 |
| **Unit Vocabulary:** adverb, adjective, unifying idea, imagery, tone, plot, mood, infer predict, clincher, nominative, plot structure  |
| **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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| ELACC7RI1ELACC7RI9ELACC7W2ELACC7W10 |

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| **I Can:** mimic a model of writing over paired texts | **I Can:** mimic a model of writing over paired texts | **I Can:** complete the rough draft of my writing assessment within the time allowed | **I Can:** mimic a model of writing over paired texts  | **I Can:** complete the final draft of my writing assessment within the time allowed |
| **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:**  Kahoot over adverbs CT – continue working on persuasive essay**Resource/Materials:**Frayer diagramsList of 12 vocabulary wordsOverheadPaired textsrubric | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:** Warm-up activityCT - continue working on persuasive essay**Resource/Materials:**Frayer diagramsList of 12 vocabulary wordsOverheadPaired textsrubric | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:** Warm-up activity CT - continue working on persuasive essay**Resource/Materials:**Paired textsrubric | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:**  warm-up activityC T - continue working on persuasive essay**Resource/Materials:** Rough draftsRubricPaired texts | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:** Free Write FridayCT - continue working on persuasive essay**Resource/Materials:** Writing rubricTest (vocabulary)Computer Lab |
| **Differentiation:***Content/Process/Product: frayer diagrams will be filled in for specific students**Grouping Strategy: whole group for model of writing assessment**Assessment:*  | **Differentiation:***Content/Process/Product: frayer diagrams will be filled in for specific students**Grouping Strategy: whole group for model of writing assessment**Assessment:*  | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment: Writing assessment – small group and extended time for specific students* | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment: Writing assessment – small group and extended time for specific students* | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment:Vocab test will be modified for SWD* |
| **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative:**Performance Based:*  | **Assessment:***Pre-Test:* *Post-Test:* *Formative:* *Summative:**Performance Based:*  | **Assessment:***Pre-Test:**Post-Test:**Formative: Writing Benchmark**Summative:* *Performance Based:*  | **Assessment:***Pre-Test:* *Post-Test:**Formative: Writing Benchmark**Summative:**Performance Based:*  | **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative: vocabulary test**Performance Based:*  |
| **Homework:** examples/non examples of vocabulary words due tomorrow (first half) | **Homework:** examples/non examples of vocabulary words due tomorrow (second half) | **Homework:** vocabulary test Friday | **Homework:** vocabulary test Friday | **Homework:** self-assessment on writing due Monday |

Resources and Reflective Notes: This week we are completing the writing portion of the benchmark. I am taking two days before we complete this task to model writing with paired texts. We will review expectations on the state rubric, write together, and self-assess. Even though this pushes off the writing benchmark until the end of the week, I think by modeling this for the students, I will get much better results.