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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)**:   |  | | --- | | ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 |
| **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 diagrams  List of 12 vocabulary words  Overhead  Paired texts  rubric | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** Warm-up activity  CT - continue working on persuasive essay  **Resource/Materials:**  Frayer diagrams  List of 12 vocabulary words  Overhead  Paired texts  rubric | | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** Warm-up activity  CT - continue working on persuasive essay  **Resource/Materials:**  Paired texts  rubric | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:**  warm-up activity  C T - continue working on persuasive essay  **Resource/Materials:**  Rough drafts  Rubric  Paired texts | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** Free Write Friday  CT - continue working on persuasive essay  **Resource/Materials:**  Writing rubric  Test (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.