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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: March 23, 2015 | | | |
| **Unit Vocabulary: paraphrase, extraneous detail, bias, glossary, index, evidence, counterclaim, propaganda, pathos, ethos, logos** | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | ELACC7RL7.4  ELACC7RL7.5 | |  | | **Common Core Standard(s)**:  ELACC7RL7.6  ELACC7RH.6-8.6 | | **Common Core Standard(s)**:  ELACC7W2a - f | **Common Core Standard(s)**:  ELACC7W2a - f | **Common Core Standard(s)**:  ELACC7RL1  ELACC7RL4 |
| **I Can:** demonstrate an understanding of figurative language by interpreting allusions. | **I Can:** Determine author’s point of view | | **I Can:** complete my benchmark goals within the time allowed | **I Can:** review great ideas and strategies from the benchmark and discuss needs for the Milestones | **I Can:** complete my vocabulary assessment for the week |
| **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:**  Free Write  **Resource/Materials:**  Copies of stories  Frayer Diagrams  Co-Watch Holes movie | **Mini Lesson:** Determining point of view  **Activating Strategies:** OAS Warm-up  **Resource/Materials:**  Copies of stories  Graphic Oraganizer  Co-teach: Watch Holes movie and compare/contrast movie and book. | | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** OAS Warm-up  **Resource/Materials:**  Copies of benchmark | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:**  OAS warm-up  **Resource/Materials:**  Copies of benchmark | **Mini Lesson:** strategies for writing within time limits  **Activating Strategies:** OAS Warm-up  **Resource/Materials:**  test |
| **Differentiation:**  *Content/Process/Product: frayer diagrams will be filled in for specific students*  *Grouping Strategy:*  *Assessment: Vocab test will be modified for SWD* | **Differentiation:**  *Content/Process/Product: frayer diagrams will be filled in for specific students*  *Grouping Strategy:*  *Assessment: small group for benchmark* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: small group for benchmark* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on benchmark results*  *Assessment: extended time for benchmark* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on reading level*  *Assessment:Vocab test will be modified for SWD* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:benchmark*  *Performance Based:* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative: benchmark*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:benchmark*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative: vocabulary test*  *Performance Based:* |
| **Homework:** finish reading story | **Homework:** frayer diagrams | | **Homework:** | **Homework:** | **Homework:** |

Resources and Reflective Notes: