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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: October 20, 2014 | | | |
| **Unit Vocabulary:** clause, phrase, independent clause, dependent clause, compound sentence, complex sentence, run-on, fragment, comma splice, compound/complex sentence, citing evidence, personal, demonstrative, intensive, reflexive, and indefinite pronouns | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | **ALL CLASSES** ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of phrases and clauses in general and their function in specific sentences.  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | **Common Core Standard(s)**:  **ADV** ELACC7RI1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text  **REG**  ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | | **Common Core Standard(s)**:  **ALL CLASSES**  ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **ADV** ELACC7RI1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text  **REG**  ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | **Common Core Standard(s)**:  **ALL CLASSES**  ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **ADV** ELACC7RI1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text  **REG**  ELACC7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | **Common Core Standard(s)**:  BENCHMARKING |
| **I Can:** correctly use compound and complex sentences in my writing. | **I Can:** cite textual evidence from the Declaration of Independence giving at least 15 examples of what the Patriots wanted. | | **I Can:** identity different types of pronouns after instruction. | **I Can:** use the different types of pronouns while maintaining the appropriate person throughout my writing. | **I Can:** correctly answer questions on my benchmark. |
| **Mini Lesson:** Introduce next novel study  **Activating Strategies:**  continue to work in stations  **Resource/Materials:**  Copies of novels  ADV – Lit Circle rules and contract | **Mini Lesson:** ADV – The Great American Dream  REG – Harris Burdict  **Activating Strategies:** finish stations  **Resource/Materials:**  Copy of Declaration of Independence  REG – Harris Burdict posters | | **Mini Lesson:** An Awkward Moment  **Activating Strategies:** start pronoun powerpoint  **Resource/Materials:**  An Awkward Moment skit  Pronoun notes | **Mini Lesson:** Check in on Novel Choices  **Activating Strategies:** Free Write notebooks – Make it Rain  **Resource/Materials:**  Writers notebooks | **Mini Lesson:** Multiple Choice test taking strategies  **Activating Strategies:** Mentor Sentence - celebrate  **Resource/Materials:**  Computers for benchmarking |
| **Differentiation:**  ***Content/Process/Product:*** *REG – homework assignment is leveled for learners based on ability*  *ADV – Literature Circle assignments are given based on interest*  ***Grouping Strategy:***  *REG – homework assignment varies based on ability level with sentence types*    *ADV – some students have been pushed ahead to work on adverb and adjective clauses while others are still on compound and complex sentences. Groups for novel study are based on lexile level*  ***Assessment:*** *Final assessment on sentence types is tiered for all learners based on ability.* | **Differentiation:**  ***Content/Process/Product:*** *REG – the rubric for students on the Harris Burdict activity will vary based on ability.*  *ADV – specific groups on the Declaration activity will be asked to go a step further to compare/contrast a fewer number of evidence pieces to The Emancipation Proclamation.*  ***Grouping Strategy:*** *REG – Harris Burdict poster choices based on CRCT scores in ELA*  *ADV – Grouping for Declaration activity based on Rdg CRCT scores*  ***Assessment:*** *Final assessment on sentence types is tiered for all learners based on ability.* | | **Differentiation:**  ***Content/Process/Product:*** *REG – some students will be given guided notes as we begin our pronoun unit. The rubric for students on the Harris Burdict activity will vary based on ability.*  *ADV – Pretest will be given for ADV students to test out of unit on pronouns. Specific groups on the Declaration activity will be asked to go a step further to compare/contrast a fewer number of evidence pieces to The Emancipation Proclamation.*  ***Grouping Strategy:*** *REG – Harris Burdict poster choices based on CRCT scores in ELA*  *ADV – Grouping for Declaration activity based on Rdg CRCT scores*  ***Assessment:*** *Final assessment on sentence types is tiered for all learners based on ability.* | **Differentiation:**  ***Content/Process/Product:*** *REG – some students will be given guided notes as we begin our pronoun unit. The rubric for students on the Harris Burdict activity will vary based on ability.*  *ADV – assignment for The American Dream will be based on interest level.*  ***Grouping Strategy:*** *ADV – Students will be allowed to choose groups based on interest in final product.*  ***Assessment:*** *Final assessment on sentence types is tiered for all learners based on ability.* | **Differentiation:**  ***Content/Process/Product:***  ***Grouping Strategy:***  ***Assessment:*** *Students with accommodations on 504s or IEPs for assessments will be given those for benchmark.* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: homework assignment on sentence types*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: ADV – citing evidence from Declaration of Independence*  *Summative: REG – begin writing assignment on Harris Burdict posters*  *Performance Based:* | | **Assessment:**  *Pre-Test: ADV – pretest for pronoun unit*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: An awkward moment skit rewrite* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: pair assignment over pronoun types*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Benchmarks*  *Summative:*  *Performance Based:* |
| **Homework:** worksheet review over compound and complex sentences | **Homework:** ADV – decision about Lit Circle group by tomorrow | | **Homework:** ADV – decision about Lit Circle group by tomorrow | **Homework:** Material for pronoun mobile by Monday | **Homework:** Material for pronoun mobile by Monday |

Resources and Reflective Notes: