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| **Grade Level** 7 | | **Teacher/Room**: Waters rm 109 Week of: September15, 2014 | | | |
| **Unit Vocabulary:** genre, plot, characterization, setting, rising action, static and dynamic characters, Vocabulary from The Giver for chapters 10-14 | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standards**  **Common Core Standard(s)**:  ELACC7L1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | **Common Core Standard(s)**:  ELACC7L1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | **Common Core Standard(s)**:  ELACC7L1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | **Common Core Standard(s)**:  ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* | **Common Core Standard(s)**:  ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* |
| EQ: What is a compound/complex sentence. | **EQ Question:** What is a compound/complex sentence? | | **EQ Question:** What is a compound/complex sentence? | **EQ Question:** How do I use evidence from the text in my writing? | **EQ Question:** How do I use evidence from the text in my writing? |
| **Mini Lesson:** Vocabulary through W2W  **Activating Strategies:** Read from the giver. Writing activity for compound/complex sentences  **Resource/Materials:**  The Giver  W2W notebooks | **Mini Lesson:** Compound/complex sentences.  **Activating Strategies:** Read from the Giver and write in writing journals.  **Resource/Materials:**  The Giver  W2W notebooks | | **Mini Lesson:** Vocabulary through W2W  **Activating Strategies:** reading and have mini writing conferences  **Resource/Materials:**  paper  The Giver | **Mini Lesson:** citing textual evidence  **Activating Strategies:** discuss how to cite textual evidence in writing  **Resource/Materials:**  The Giver  Notebooks | **Mini Lesson:** citing evidence  **Activating Strategies:** Discuss persuasive writing  Vocab and spelling test  **Resource/Materials:**  The Giver  Notebooks |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: content quiz will be tiered for learners* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: vocabulary quiz will be multiple choice for select students* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Performance Based****:*** | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Content quiz over The Giver*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Vocabulary Unit 1 quiz*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** complete vocab – due Thursday; Friday vocab test. | **Homework:** complete vocab – due Wednesday; quiz Thursday | | **Homework:** complete vocab – due Thursday; Friday vocab test. | **Homework:** none | **Homework:** none |

Resources and Reflective Notes: