|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** 7 | | **Teacher/Room**: Sobolewski rm. 112 Week of: September 22, 2014 | | | |
| **Unit Vocabulary:** clause, phrase, independent clause, dependent clause, compound sentence, complex sentence, run-on, fragment, comma splice | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | 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. | | **Common Core Standard(s)**:  ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | | **Common Core Standard(s)**:  ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | **Common Core Standard(s)**:  ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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)**:  ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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.\* |
| **EQ Question:** What is the difference in a clause and a phrase? | **EQ Question:** Why is sentence variety important in my writing? | | **EQ Question:** Why is sentence variety important in my writing? | **EQ Question:** Why is sentence variety important in my writing? | **EQ Question:** Why is sentence variety important in my writing? |
| **Mini Lesson:** clauses vs. phrases  **Activating Strategies:**  introduce writers’ secrets  **Resource/Materials:**  notes | **Mini Lesson:** writers’ secrets  **Activating Strategies:** subordinate conjunction song  **Resource/Materials:**  Vocabulary quizzes  Sub conjunction song | | **Mini Lesson:** writers’ secret  **Activating Strategies:** subordinate conjunction song  **Resource/Materials:**  whiteboards | **Mini Lesson:** writers’ secrets  **Activating Strategies:** subordinate conjunction song  **Resource/Materials:**  Stations for cd and cx review  (versatiles, whiteboards, computers, worksheets) | **Mini Lesson:**  **Activating Strategies:** free write notebooks  **Resource/Materials:**  Stations for cd and cx review  (versatiles, whiteboards, computers, worksheets) |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product: worksheet is leveled by ability*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: stations leveled by ability*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: stations leveled by ability*  *Assessment* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: whiteboard review to check for understanding before grouping tomorrow*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: worksheets to check for understanding*  *Summative:*  *Performance Based: whiteboards in stations* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: worksheets to check for understanding*  *Summative:*  *Performance Based: whiteboards in stations* |
| **Homework:** vocabulary quiz tomorrow – lesson 2 | **Homework:** none | | **Homework:** vocabulary lesson 3 material due next Monday | **Homework:** vocabulary lesson 3 material due next Monday | **Homework:** vocabulary lesson 3 material due next Monday |

Resources and Reflective Notes: