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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: September 29, 2014 | | | |
| **Unit Vocabulary:** clause, phrase, independent clause, dependent clause, compound sentence, complex sentence, run-on, fragment, comma splice, pathos, ethos, logos, persuasion | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |   ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | Common Core Standard(s):  ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives  b. Spell correctly.  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)**:  ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  ELACC7L1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | **Common Core Standard(s)**:  ELACC7W1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  ELACC7L1 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | **Common Core Standard(s)**:  ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and  examples; use appropriate eye contact, adequate volume, and clear pronunciation.  ELACC7W1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  ELACC7L1 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **I can:** correct comma splices, run-on sentences, and fragments turning them into correctly written compound and complex sentences with 90% accuracy. | **I can:** complete three Study Island sessions on the following topics with a 75% or above for each. | | **I can:** correct comma splices, run-on sentences, and fragments turning them into correctly written compound and complex sentences with 90% accuracy. | **I can:** compare advertisements given determining if they are appealing to pathos, ethos, or logos. | **I can:** compare advertisements given determining if they are appealing to pathos, ethos, or logos. |
| **Mini Lesson:** Writing conference instructions  **Activating Strategies:**  Mentor Sentence - Notice  **Resource/Materials:**  Stations for CD/CX review | **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | | **Mini Lesson:** Writing conferences – The Giver response  **Activating Strategies:** Mentor Sentence - Imitate  **Resource/Materials:**  Stations for CD/CX review | **Mini Lesson:** Writing conferences – The Giver response  **Activating Strategies:** Mentor Sentence - Celebrate  **Resource/Materials:**  Advertisements – begin persuasive unit | **Mini Lesson:** Writing conferences – The Giver response  **Activating Strategies:** Free Write “I wish I were a butterfly”  **Resource/Materials:**  Advertisements – begin persuasive unit (pathos, logos, ethos) |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* based on formative assessment scores for compound and complex sentences  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* based on formative assessment scores for compound and complex  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:* stations for compound and complex sentence review  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Study Island scores*  *Summative:*  *Performance Based:* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:* stations for compound and complex sentence review  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** rough draft of Giver response due Wednesday | **Homework:** rough draft of Giver response due Wednesday | | **Homework:** Editing sheet due Friday | **Homework:** Editing sheet due Friday | **Homework:** none |

Resources and Reflective Notes: I am starting my persuasive unit on Thursday. While both advanced and on level will be learning the same standards, my advanced class will be completing a project asking them to create a small business plan. My hopes are that I can get small business owners to attend our class for a day to review the business plans established by my students. We will also incorporate “The Great Shake” where the students are taught eye contact and a firm handshake.