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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: October 6, 2014 | | | |
| **Unit Vocabulary:** clause, phrase, independent clause, dependent clause, compound sentence, complex sentence, run-on, fragment, comma splice**,** Giver vocabulary | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | ELACC7RL1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text. |   ELACC7W2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | **Common Core Standard(s)**:  ELACC7RL1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text.  ELACC7W1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  d. Establish and maintain a formal style. | | **Common Core Standard(s)**:  ELACC7RL1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text.  ELACC7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how  well purpose and audience have been addressed. | **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.  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.  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. |
| **I can:** effectively use transitions within my paragraphs to transition my ideas. | **I can:** revise my writing so that I have 50% less sentences that begin “subject/verb” combination. | | **I can:** revise my writing so that I have 50% less sentences that are simple sentences. | **I can:** visit two different stations today learning about compound and complex sentences so I can revise my writing correctly using a variety of sentence types. | **I can:** visit two different stations today learning about compound and complex sentences so I can revise my writing correctly using a variety of sentence types. |
| **Mini Lesson:** transitions  **Activating Strategies:**  Mentor sentence - notice  **Resource/Materials:**  Revision sheets  overhead | **Mini Lesson:** conclusions and revisions  **Activating Strategies:** Mentor sentence - collect  **Resource/Materials:**  Notes on appositives and absolutes  overhead | | **Mini Lesson:** appositives/absolutes  **Activating Strategies:** Mentor sentence - imitate  **Resource/Materials:**  Giver writings  overhead | **Mini Lesson:** station instructions  **Activating Strategies:** mentor sentence - celebrate  **Resource/Materials:**  Station material – versatiles, manipulatives, worksheets, whiteboards, markers | **Mini Lesson:** station instructions  **Activating Strategies:** free write journals “If only”  **Resource/Materials:**  Station material – versatiles, manipulatives, worksheets, whiteboards, markers |
| **Differentiation:**  *Content/Process/Product:* Revision chart will be based on their ability (if student has 15 sentences that begin with subject/verb combination, they will have to correct 50% of them)  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:* Revision chart will be based on their ability (if student has 15 sentences that begin with subject/verb combination, they will have to correct 50% of them)  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:* Revision chart will be based on their ability (if student has 15 sentences that begin with subject/verb combination, they will have to correct 50% of them)  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* based on writing assignment and understanding of compound and complex sentences.  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* based on writing assignment and understanding of compound and complex sentences.  *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:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: station activities* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: station activities* |
| **Homework:** three body paragraphs due tomorrow | **Homework:** Giver writing | | **Homework:** revisions due tomorrow | **Homework:** Final draft of writing due Monday | **Homework:** Final draft of writing due Monday |

Resources and Reflective Notes: