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| **9999+Grade Level** 7 | **Teacher/Room**: Waters rm. 109 Week of: October 27, 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)**:

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| **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)**: **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.. |
| **I Can:** correctly use compound and complex sentences and the correct pronouns in my writing. | **I Can:** present my writing in a way that is easy for my audience to understand. | **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:** use the different types of pronouns while maintaining the appropriate person throughout my writing. |
| **Mini Lesson:** Hand out novels and give first assignment**Activating Strategies:**  Warm-Up writing; then do stations**Resource/Materials:**Copies of novelsStation materialsSpiral interactive notebook | **Mini Lesson:** ADV – The Great American Dream project is due. Present theseREG – Harris Burdict writings are due. Present these**Activating Strategies:** Warm-up sentence corrections**Resource/Materials:**Writing and projects from students | **Mini Lesson:** Finish anybody that needs to present.**Activating Strategies:** Warm-up. Change sentences. Finish stations**Resource/Materials:**Interactive notebooks. | **Mini Lesson: Free Write****Activating Strategies: An Awkward Moment****Resource/Materials:**  | **Mini Lesson: Lit Circle Rules****Activating Strategies: An Awkward Moment rewrite****Resource/Materials:**  |
| **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**Small group works with Mrs. Stirewalt on writing station.* *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 – students will present their writing from Harris Burdict pictures.**ADV – Students will present projects from the American Dream.* ***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 writing and projects due today.* | **Differentiation:*****Content/Process/Product:*** *REG – will have different stations for different groups.**ADV – will have different stations for different groups.****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.* ***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:*** *REG – some students will be given guided notes for our pronoun unit.****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.* |
| **Assessment:***Pre-Test:**Post-Test:**Formative: homework assignment on pronouns**Summative:**Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative: REG – writing assessment due**ADV: Project due**Performance Based:* | **Assessment:***Pre-Test:* *Post-Test:**Formative: station work**Summative:**Performance Based: An awkward moment skit rewrite* | **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative:* *Performance Based:* | **Assessment:***Pre-Test:**Post-Test:**Formative: pair assignment over pronoun types**Summative:**Performance Based:* |
| **Homework:** worksheet review over pronouns and review over sentence types. | **Homework:** finish worksheet | **Homework: none** | **Homework:**  Pronoun sheet | **Homework: none** |

Resources and Reflective Notes: