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| **Teacher** | **Sharon Pullen ELA 7th Grade** |
| **Date:** | **11-27-17** |
| **Standards:** | RL 7.1: Cite textual evidence to support analysis of text, both inferential and explicit.  RL 7.2: Determine theme/central idea of text and analyze its development throughout text.  W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W 7.5: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.  W 7.10: Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.  RL 7.10: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama). |
| **I Can…** | **I can go back to the text and cite evidence to support claims**  **I can read text and determine the message the author wants the reader to understand**  **I can read and determine**  **I can write and develop a response to a writing prompt with good organization appropriate to the audience.**  **I can write routinely to develop stamina for any writing purpose** |
| **DOK Level: 1** | Read ***The cay*** |
| **DOK Level: 2** | Discuss ***The Cay’s*** plot diagram rising action  Draw a time line of The Cay and list major events occurring in chronological order. |
| **DOK Level: 3** | Cite evidence and develop a logical argument for concepts or solutions  Begin development of informative essay  Create more detailed sentences from a three word beginning sentence |
| **DOK Level: 4** | Essay writing |
| **Resources:** | ***The Cay***  CSET poster  i-ready  DOK Chart  Plot Diagram |

**Monday –**

**Bellringer**

DGP - He ate too much. Start on Monday’s sentence routine. (add 1 adjective and one adverb.

***The Cay***

Begin drawing a time line of ***The Cay*** and list major events occurring in chronological order.

Whole discussion on writing an essay

**Tuesday –**

**Bellringer**

DGP - He ate too much. Tuesdays sentence routine. (take Monday’s product and add a proper noun, and one prepositional phrase)

Writing the essay

Commonlit.org article ***Things that Show and Things that Don’t*** answer the questions and do the constructed writing response.

**Wednesday -**

**Bellringer**

DGP - He ate too much. Tuesdays routine (take Tuesday’s sentence and make a compound sentence out of it)

Commonlit.org article ***Things that Show and Things that Don’t*** answer the questions and do the constructed writing response.

Writing the essay

**Thursday –**

**Bellringer**

DGP - He ate too much. (Name two ways to change a simple sentence to a compound sentence).

Writing the essay

i-ready

**Friday –**

**Bellringer**

DGP - He ate too much. (Add at least two sensory details to Wed. sentence)

Make up day

i-ready















