|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher:** | **Sharon Pullen** | **Subject** | **ELA** |
| **Date:**  | **8/22/17** | **Grade:**  | **7th** |
| **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.RL 7.6: Explain author’s development of point of view ofcharacters or narrators in a text.RL 7.7: Compare/Analyze reading experience with viewing video, live performance, movie.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 specifictasks, purposes, and audiences.RL 7.10: By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama). | **Connects with** |  |
| **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 write a 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** | Definition of Vocabulary terms |  |  |
| **DOK Level: 2** | Make predictions based on reading of passagesUse context clues to interpret nautical terms or phrasesSummarize the events of the story up to this point |  |  |
| **DOK Level: 3** | Cite evidence from text showing support for claims of character traits, setting, external conflict , internal conflict, & protagonist  |  |  |
| **DOK Level: 4** |   |  |  |
| **Summarizing Activities:** |  |  |  |
| **Resources:** | character trait organizercharacter trait word listplot diagram organizerCSET poster<https://www.youtube.com/watch?v=EG6KH905cGU><https://www.youtube.com/watch?v=xqwtd46qtPU> |  |  |

**Tuesday -** Daily Grammar Practice warm-up Identify Identify parts of speech including noun (noun), pronoun (type, case, person), verb (type and tense), adverb, adjective, article, preposition, conjunction (type)

 **Landon ran to catch the bus.**

**Rogue Wave Quiz**

**Reading Homework Quiz**

Writing – Writing Prompt use CSET

 **Whole Group:**

Continue work on character trait organizer

Continue work on plot diagram Take up plot diagram for grade

**Wednesday -** Daily Grammar Practice warm-up Identify sentence parts including simple and complete subject, simple and complete predicate, (transitive or intransitive verb), direct object

**Landon ran to catch the bus.**

 **Centers:**

Reading Georgia Collections

Writing - Writing Prompt use CSET

 **Whole Group:**

Take up character trait organizer for a grade

**Thursday -** Daily Grammar Practice warm-up Identify clauses (independent, adverb dependent, adjective dependent), sentence type (simple, compound, complex, compound-complex), and purpose (declarative, imperative, interrogative, exclamatory).

**Landon ran to catch the bus.**

 **Centers:**

Reading I-Ready Common Core – English Language Arts Practice 7th Pages 1-2 / Questions 2 & 3

Writing - Writing Prompt use CSET

 **Whole Group:**

**Friday -** Daily Grammar Practice warm-up sentence diagraming for Friday

**Landon ran to catch the bus.**

 **Centers:**

Reading I-Ready Common Core – English Language Arts Practice 7th Pages 1-2 / Questions 2 & 3

Writing - Writing Prompt use CSET

 **Whole Group:**