

September 2018

ELA Warm-Ups: Daily Language Review

Monday	Tuesday	Wednesday	Thursday	Friday
<p>3</p> <p>No School Labor Day</p>	<p>4</p> <p><b>Sentence Structure Unit 8</b> Slides/Notes/Practices *Phrase and clause *subordinate and independent clause * simple, compound, complex sentence structure</p> <p><b>E07.D.1.1.7</b> <b>E07.D.1.1.1</b></p>	<p>5</p> <p><b>Sentence Structure Unit 8</b> Slides/Notes/Practices * simple, compound, complex sentence structure</p> <p><b>E07.D.1.1.7</b> <b>E07.D.1.1.1</b></p>	<p>6</p> <p><b>Sentence Structure Unit 8</b> Slides/Notes/Practices * simple, compound, complex sentence structure</p> <p><b>E07.D.1.1.7</b> <b>E07.D.1.1.1</b></p>	<p>7</p> <p><b>Sentence Structure Unit 8</b> *Application Project <b>10 points</b></p> <p><b>E07.D.1.1.7</b> <b>E07.D.1.1.1</b></p>
<p>10</p> <p><b>Test: Sentence structures - S, CD, CX</b> <b>Story Elements:</b> Plot diagram/ literary terms (Slides and handout - Plot Diagram Terms)</p> <p>E07.A-K.1.1.3</p>	<p>11</p> <p>* daily warm ups -week 1</p> <p><b>Story Elements:</b> Whole class learning: Read story “Riki Tavi” p. 40</p> <p>E07.A-K.1.1.2 E07.A-K.1.1.3</p>	<p>12 daily warm ups</p> <p><b>Story Elements:</b> Whole class learning: Read story and complete a plot diagram “Riki Tavi” p. 40</p> <p>E07.A-K.1.1.2 E07.A-K.1.1.3</p>	<p>13 daily warm ups</p> <p><b>Story Elements:</b> Whole class learning: Read story and complete a plot diagram “Riki Tavi” p. 40</p> <p>E07.A-K.1.1.2 E07.A-K.1.1.3</p>	<p>14 daily warm ups</p> <p><b>Story Elements:</b> Independent learning: Read story and complete a plot diagram for “The Good Samaritan” p.74</p> <p>E07.A-K.1.1.2 E07.A-K.1.1.3</p>
<p>17 daily warm ups 2</p> <p><b>Story Elements:</b></p> <p>Independent learning: read story and complete a plot diagram for “The Good Samaritan” p.74</p> <p><b>24 points</b></p> <p>Show Riki Tiki Movie</p> <p>E07.A-K.1.1 E07.A-K.1.1.3.2</p>	<p><b>18</b> daily warm ups</p> <p>E/I Period</p> <p>Sentence Structures: students will compose writing that demonstrates a variety of sentence structures learned: S, CD, CX as well as proper sentence structures: no fragments nor run-on sentences</p>	<p>19 daily warm ups</p> <p><b>Unit 1: Grounded</b> *define nonfiction *do page 5 academic vocabulary *do page 7 word network for generations * “Grounded” p. 6: have students read and annotate for the purpose of writing a summary and answering “As you read” question *Review annotations and discuss their usefulness in knowing you will write a summary</p> <p>E07.A-K.1.1.1</p>	<p>20 daily warm ups</p> <p><b>Unit 1: Grounded</b></p> <p>*Daily grammar warm-up *Slides: How to Write a Summary *handout for writing a summary *Students write a summary page 8 - turn in for review *Remind students of proper sentence structures when writing summary</p>	<p>21 daily warm ups</p> <p><b>Unit 1</b> *Daily grammar warm-up *Deeper Reading exercise/worksheet *Slides with video at end on how/what to annotate *Teach annotating/reading strategy: First Read and Close Read using Classifying the Stars sample - student book pages R1-R5</p>

English 7: Lesson/Assessment Calendar

<p>24 daily warm ups 3</p> <p>*Quick Write p 9 - students relate to ideas of text “Two Kinds”</p> <p>“Two Kinds” p. 13 - first read and annotating (optional: First-Read Guide/work</p> <p><b>Unit 1: Whole Class Learning</b></p> <p>Continue : “Two Kinds” p. 13 - first read and annotating</p> <p>*Comprehension Check p 25 (go over answers)</p> <p>* Close read “Two Kinds”: annotate text (optional: Close Read Guide/worksheet) - Close Read the Text p. 26 can be used as starting point</p> <p><b>Citing textual evidence options ?????</b></p> <p>1.Analyze the Text p. 26</p> <p>2. Practice p. 27</p> <p>3.Citing Textual Evidence worksheet: <i>Short Response</i> - 1, 2, 3, 4, 5 ?????</p>	<p>25 daily warm ups</p> <p><b>Unit 1: Whole Class Learning</b></p> <p>*Concept Vocabulary: (flash cards optional) p. 28 Practice or an Application Project (teacher’s choice) <b>6 points</b></p> <p>*word study p. 28</p> <p>*Conventions: nouns and pronouns p. 29 Read It and Write It exercises or Application Project (teacher’s choice) <b>5 points</b></p> <p><b>ELA group review pp. 30-31 skip or do these??</b></p>	<p><b>26 Whole Class Learning:</b></p> <p>(Deeper Reading exercise/worksheet)</p> <p>*Teach annotating/reading strategy: First Read and Close Read</p> <p>* Classifying the Stars sample - student book pages R1-R5</p>	<p>27</p> <p><b>Unit 1: Whole Class Learning</b></p> <p>*Quick Write p 9 - students relate to ideas of text “Two Kinds”</p> <p>“Two Kinds” p. 13 - first read and annotating (optional: First-Read Guide/work</p> <p><b>E07.B-C.2.1.1</b>  <b>E07.A-K.1.1.1</b>  <b>E07.A-K1.1.2</b>  <b>E07.A-K.1.1.3</b>  <b>E07.A-V.4.1.1</b>  <b>E07.A-V.4.1.2</b>  <b>CHECK PRONOUN</b></p>	<p>28</p>

**Notes:**

Daily grammar warm-ups are worth points.