|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Hudson** | **Subject: ELA** | | | **Grade: 7th** | | **Date: August 24th – 28th** | |
| **GEORGIA**  **STANDARDS OF EXCELLENCE** | ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what  the text says explicitly as well as inferences drawn from the text  ELAGSE7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  ELAGSE7RL10: By the end of the year, read and comprehend literature,  including stories, dramas, and poems, in the grades 6-8 text complexity band  proficiently, with scaffolding as needed at the high end of the range.  ELAGSE7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above  ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences | | | | | | |
| **LEARNING**  **TARGETS** | Students will acquire new academic vocabulary and practice vocabulary through formative assessments. Students will write a 5 paragraph essay with a clear thesis and supporting details. Students will improve reading comprehension through Achieve, AOW, and HMH reading “Rogue Wave. Students will demonstrate knowledge of vocabulary through a summative vocabulary assessment. “ | | | | | | |
| **OPENING** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | | **THURSDAY** | | **FRIDAY** |
| Smart Start  Post a sentence in the chat using and labeling a noun,  verb, adjective.  Ex. Lilly (noun) swan (verb) in refreshing (adjective) pool. | Smart Start  Post a sentence in the chat using and labeling a noun,  verb, adjective.  Ex. Lilly (noun) swan (verb) in refreshing (adjective) pool. | Smart Start :  Quizizz: Parts of Speech Practice | | Smart Start :  Quizizz: Parts of Speech Practice | | Smart Start  If you had a super power what would it be? Why? Post in the chat. |
| **WORK SESSION** | Agenda  Look up and define the 8 parts of speech and give an example of each. Put in a Word or Google doc.  Noun  Pronoun  Adjective  Verb  Conjunction  Interjection  Adverb  Preposition | Agenda  Look up and define the 8 parts of speech and give an example of each. Put in a Word or Google doc.  Noun  Pronoun  Adjective  Verb  Conjunction  Interjection  Adverb  Preposition | Begin Rogue Wave (Read/ Listen).  Fill out Plot Diagram as we listen.  Begin AOW (Due Tuesday, September 1st) | | Begin Rogue Wave (Read/ Listen).  Fill out Plot Diagram as we listen.  Begin AOW (Due Tuesday, September 1st) | | Achieve  Article “Sailing the World”  BRP, Activity, ARP, TQ  Finish Rogue Wave |
| **CLOSING** | Finish, edit and submit your 3 Goals Letter. | Finish, edit and submit your 3 Goals Letter. | Parts of Speech Quiz – Canvas | | Parts of Speech Quiz – Canvas | | Rogue Wave Activity |
| **ASSESSMENT** | Write a poem, song, or draw a picture of a day a the beach. Use all 8 parts of speech. Underline the word and label what part of speech is being used. Submit in Canvas  If it’s a picture you draw by hand, take a picture and upload it. | Write a poem, song, or draw a picture of a day a the beach. Use all 8 parts of speech. Underline the word and label what part of speech is being used. Submit in Canvas  If it’s a picture you draw by hand, take a picture and upload it. | Quiz | | Quiz | | Achieve |
| **HOMEWORK** | AOW  Study Terms | AOW  Study Terms | AOW | | AOW | | **Read** |
| **Modifications**  **&**  **Accommodations** | -ESOL: use of word to word dictionary  -504/SPED: modify based on plan/IEP | -ESOL: use of word to word dictionary  -504/SPED: modify based on plan/IEP | -ESOL: use of word to word dictionary  -504/SPED: modify based on plan/IEP | | -ESOL: use of word to word dictionary  -504/SPED: modify based on plan/IEP | | -ESOL: use of word to word dictionary  -504/SPED: modify based on plan/IEP |