

# 7<sup>th</sup> Grade ELA Week-At-A-Glance

## February 26-March 1, 2024

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| <b>ELA Standard and/or Objective</b><br>RL, RI 7.1, 7.2, 7.3, 7.4, RI.7.6                                    | RL.7.1, RI.7.1 <b>Cite textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text. 13<br>RL.7.2, RI.7.2 <b>Determine a theme</b> or central idea of a text; how it is conveyed through particular details; <b>provide an objective summary</b> of<br>RL.7.3, RI.7.3 <b>Analyze</b> in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.<br>RL.7.4, RI.7.4 <b>Determine the meaning of words</b> & phrases as they are used in a text; <b>analyze</b> the impact of a specific word choice on meaning.<br>RI.7.6 <b>Determine</b> an author's point of view or purpose in a text and <b>explain</b> how it is conveyed in the text. |  |
| <b>"I can" statement &amp; WICOR Strategy</b>  | I can cite textual evidence to support answers to questions. <b>Reading</b> / I can determine the theme of a story using details from the text. <b>Reading</b><br>I can summarize a story. <b>Writing</b><br>I can determine the meaning of words using context clues & analyze the impact of word choice on meaning. <b>Reading</b><br>I can analyze the structure of a text. <b>Reading</b> / I can use important information to write. <b>Writing</b>  |  |
|  | <b>Assignments/Activities</b><br><b>WICOR = Writing, Inquiry, Collaboration, Organization, Reading</b>  | <b>Graded Work</b>   |
| <b>Monday</b><br><b>Standards Focus:</b>   | <ul style="list-style-type: none"> <li>Do Now-(C2) Root Words Day 5 (C1,3,4) Vocabulary Roots Puzzle</li> <li>Read Tangerine Pp. 77-87</li> <li>Flocabulary "Langston Hughes"</li> <li>First read of poem "Mother to Son" on Common Lit</li> <li>Quizlet Game</li> </ul>  | <b>Flocabulary will be graded</b>  |
| <b>Tuesday</b><br><i>Standards Focus</i><br>7.1 I can cite textual evidence to support analysis of the text. | <ul style="list-style-type: none"> <li>Do Now-Complete Roots Puzzle</li> <li>Comprehension Questions for "Mother to Son" on Common Lit</li> <li>Read Tangerine Pp. 87-94</li> <li>In notebook, complete SIFTT activity as a class</li> <li>Begin working in pairs create a theme paragraph based on the SIFTT chart</li> <li><b>R, W, O</b></li> </ul>  | <b>Comprehension Questions will be graded</b><br><b>Reading journal will be collected and graded for completion.</b> |
| <b>Wednesday</b><br><i>Standards Focus</i><br>7.2: 2 I can analyze the development of a theme                | <ul style="list-style-type: none"> <li>Do Now-Copy these sentences and identify the prepositional phrases:<br/>He has a skybox at Daytona, too. They wanted Charley Burns out of the way, so they sent him to Charlotte, or to Darlington, or to Talladega.</li> <li>Root words vocabulary quiz</li> <li>Complete the SIFTT paragraph</li> <li>Read Tangerine Pp. 97-105</li> <li><b>W, I, C, O, R</b></li> </ul>   | <b>SIFTT Paragraph will be graded</b><br><b>Root words vocabulary quiz</b>   |
| <b>Thursday</b><br><i>Standards Focus:</i><br>7.2: 2 I can analyze the development of a theme.               | <ul style="list-style-type: none"> <li>Copy these sentences and identify the appositive: I talked to the principal, Sister Mary Margaret. Dr Grace Johnson, the principal of Tangerine Middle School, has agreed to take in any of our seventh graders for the remainder of this term.</li> <li>Read Tangerine Pp. 106-116</li> <li><b>Complete Graphic Organizer</b> about the influence of setting on the plot, character, and mood</li> <li><b>W, O</b></li> </ul>   | <b>GO will be included in graded notebook</b>  |

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| <p><b>Friday</b><br/> <b>Standards Focus:</b><br/> <i>RI 7.1 I can analyze a test, using inferences and explicit evidence</i></p> | <ul style="list-style-type: none"> <li>• Write one original sentence about Tangerine that includes a prepositional phrase and one original sentence about Tangerine that includes an appositive</li> <li>• Students will create final draft of persuasive essay and submit it</li> </ul> <p>R, W, C</p> | <p><b>2 I-Ready Reading Pathway Lessons</b><br/> <b>Essay will be a test/project grade</b></p> |
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