

COURSE: 7th Grade English		TEACHER: Dr. Bruce		PERIOD (S): 2 & 3		WEEK OF: October 30, 2023	
	STANDARDS	OBJECTIVES	MATERIALS	ACTIVITIES	ASSESSMENT	HOMEWORK	
M O N D A Y	1. Analyze how informational and graphic text elements develop central and supporting ideas	Students will analyze how informational and graphic text elements develop central and supporting ideas, make complex inferences for the structure and content of a text, and compare and contrast the perspectives in nonfiction texts.	Composition Horror, Mystery, or Suspense Novel (student choice)	Quick Write p. 81 "Competition is fun when you are talented. Competition is dreadful when you are average. Competition is unnecessary when you are unique."	Formative assessments - observations, small group discussions, and progress checks	October Book Talks (Horror, Mystery, or Suspense) Due 10/31/23 Flip Codes (for October Book Talks): 2nd Period - ec175466 3rd Period - 8efoff36 Google Classroom Codes 2nd Period - tzcxpqc 3rd Period - laayge3	
	2. Make complex inferences for the structure and content of a text			Grammar Notes & Practice: Irregular Verbs (notebook p. 82) Notes: Writer's Choice p. 421 Practice: Writer's Choice, p. 422 Exercise 23, #1-20			
	5. Compare and contrast the perspectives in nonfiction texts			Independent or Collaborative Work Session: Students will read, annotate, and summarize "Should Your School Day Start Later?" Independent Reading (Horror, Mystery, and Suspense)			
T U E S D A Y	1. Analyze how informational and graphic text elements develop central and supporting ideas	Students will analyze how informational and graphic text elements develop central and supporting ideas, make complex inferences for the structure and content of a text, and compare and contrast the perspectives in nonfiction texts.	Composition Horror, Mystery, or Suspense Novel (student choice)	Quick Write p. 83 "Real resonates." – Jack Butcher	Formative assessments - observations, small group discussions, and progress checks	October Book Talks (Horror, Mystery, or Suspense) Due 10/31/23 Flip Codes (for October Book Talks): 2nd Period - ec175466 3rd Period - 8efoff36 Google Classroom Codes 2nd Period - tzcxpqc 3rd Period - laayge3	
	2. Make complex inferences for the structure and content of a text			Grammar Notes & Practice: More Irregular Verbs (notebook p. 84) Notes: Writer's Choice p. 423 Practice: Writer's Choice, p. 424, Exercise 24, #1-10, Exercise 25, #1-10			
	5. Compare and contrast the perspectives in nonfiction texts			Independent or Collaborative Work Session: Students will annotate "Should Your School Day Start Later?" for unfamiliar vocabulary. Independent Reading (Horror, Mystery, and Suspense)			
W E D N E S D A Y	1. Analyze how informational and graphic text elements develop central and supporting ideas	Students will analyze how informational and graphic text elements develop central and supporting ideas,	Composition Historical Fiction Book (student choice)	Quick Write p. 85 "Discipline is the bridge between goals and accomplishment." – Jim Rohn	Formative assessments - observations, small group discussions, and progress checks	November Book Talks (Historical Fiction) Due 11/30/23 Flip Codes (for November Book Talks): 2nd Period - 8041dd5a 3rd Period - 1fda2a08	
	2. Make complex			Grammar Practice: Unit 10 Review (notebook p. 86) Practice: Writer's Choice, p. 426-428,			

A Y	inferences for the structure and content of a text 5. Compare and contrast the perspectives in nonfiction texts	make complex inferences for the structure and content of a text, and compare and contrast the perspectives in nonfiction texts.		Exercises 1-5 Independent or Collaborative Work Session: Students will answer text-specific questions about “Should Your School Day Start Later?” Independent Reading (Historical Fiction)		Google Classroom Codes 2nd Period - tzcxpc 3rd Period - laayge3
T H U R S D A Y	1. Analyze how informational and graphic text elements develop central and supporting ideas 2. Make complex inferences for the structure and content of a text 5. Compare and contrast the perspectives in nonfiction texts	Students will analyze how informational and graphic text elements develop central and supporting ideas, make complex inferences for the structure and content of a text, and compare and contrast the perspectives in nonfiction texts.	Composition Historical Fiction Book (student choice)	Quick Write p. 87 “Be a student of the world, not a judge.” Grammar Practice: Unit 10 Review (notebook p. 86) Practice: Writer’s Choice, p. 428-430, Exercises 6-10 Independent or Collaborative Work Session: Students will analyze “Should Your School Day Start Later?” Independent Reading (Historical Fiction)	Formative assessments - observations, small group discussions, and progress checks	November Book Talks (Historical Fiction) Due 11/30/23 Flip Codes (for November Book Talks): 2nd Period - 8041dd5a 3rd Period - 1fda2a08 Google Classroom Codes 2nd Period - tzcxpc 3rd Period - laayge3 LIBRARY BOOK CHECK OUT DAY
F R I D A Y	All standards to this point	Students will complete a nonfiction reading comprehension check and write a 1-page reflection about the article of the week.	Historical Fiction Book (student choice)	Independent Work Session: CommonLit (TBD) Independent Work Session: Students will complete a 1-page reflection about “Should Your School Day Start Later?” The reflection should include the following: - Paragraph 1: Article Summary - Paragraph 2: Personal Opinion - Paragraph 3: Suggestions and/or Recommendations Independent Reading (Historical Fiction)	Comprehension Check Grammar Assessment	November Book Talks (Historical Fiction) Due 11/30/23 Flip Codes (for November Book Talks): 2nd Period - 8041dd5a 3rd Period - 1fda2a08 Google Classroom Codes 2nd Period - tzcxpc 3rd Period - laayge3