|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| John Green Reading 7th grades | Mon. 2/19/18 | Tues. 2/20/18 | Wed. 2/21/18 | Thur. 2/22/18 | Fri. 2/23/18 |
| Essential Question |  |  | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target |  |  | I will be able to develop a theme and continue to analyze the characters as they evolve. | I will look for context clues as I read to better help me answer questions. |  I will do my best on my monitoring activities. |
| Bell-ringer |  |  | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. |
| KCAS Standard orCC# & DOK Level(full text)  |  |  | RL.7.4 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence.  | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. | RL.7.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence. |
| Instructional Strategy/Activity |  |  | Students will share their final analysis of the poem assignment. | Students will continue their work on the Read 180 book concentrating on story elements. Two students will work on their System 44 assignment. | Monitoring activities will be done, taking most of the period. |
|  |  |  |  |  |  |
| Formative Assessments |  |  | Teacher observation. | Teacher observation. |  |
| Critical vocabulary |  |  | Deceive, identity, imposter, recognize, unique | Deceive, identity, imposter, recognize, unique |  |
| Summative Assessments |  |  |  |  |  |