**Mon 9/30**

Advisory- Planners

Prefix of the week- SUB=under

10 min SSR

Review Reading Strategies for Quiz Tuesday

Short Story elements- plot

Read children’s book/ students plot the story

3RD- Bring Back the Grizzlies Reading in Context p 5-11

**Content** 7.RL.2- Analyze how particular elements of a story interact.

SWBAT recall reading strategy vocabulary by filling out a review with 80% accuracy; SWBAT comprehend SS elements by filling out their plot charts with 100% accuracy.

**Language** 7.SL7.1b- Follow rules for collegial discussion

SWBAT speak about reading strategies and short story elements by using their plot charts to explain their choices and by posing/ answering questions.

**Tues 10/1- SUB PLANS**

Journal- Should students have more of a say in what they’re taught in school?

Reading Strategy Quiz

STARS- Finding Main Idea pgs 4-6

3rd- Brain pop/ Finish yesterday’s packet if need be- If not, Main Ideas practice from Scholastic

**Content** 7.RI7.2- Determine central ideas of text

SWBAT demonstrate understanding of RS by performing with 80% accuracy on a quiz; SWBAT to determine the main idea of informational passages by identifying the topic and the most important and supporting details by answering questions about the passage.

**Language** 7.SL7.4- Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning, and details.

SWBAT Discuss and explain the main idea and supporting details using their reason based on textual evidence provided.

**Wed 10/2**

10 min SSR

Review vocab/ SS

Text Vocab- Use pictures to determine text vocabulary prior to reading.

Preview text

\*Library

3rd- Another Children’s SS and more practice with SS elements and plot charts

**Content** 7.W7.4- Produce clear and coherent writing that is appropriate to task, purpose, and audience. SWBAT define the text vocabulary of the upcoming reading, “Rogue Wave” by 1st using pictures to match to vocab terms, then by defining and discussing the vocabulary.

**Language**7.SL7.7- Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning and details. SWBAT collaborate to determine the meaning of text vocabulary using images and previous knowledge.

**Thurs 10/3**

Brainstorm the word “Bold” and write down possibilities for synonyms and antonyms of the word.

Journal- What does bold mean in your life?

Share

Show picture of cutter-rigged sailboat

Begin reading story with a focus on setting. Cite text evidence of setting.

3rd- 10 min SSR & more on synonyms and antonyms

**Content** 7.RL7.1- Cite textual evidence. SWBAT explore the theme of our unit, Being Bold, by exploring the word in brainstorm session & reflecting in a journal entry, giving examples of their reasoning from their own lives.

SWBAT cite textual evidence (in their reading logs) of setting by identifying words and phrases that clue into the setting.

**Language** 7.SL7.7- Present claims and findings, emphasizing salient points in a focused manner with evidence, reasoning and details.

SWBAT share their ideas about Boldness with one another and as a group by brainstorming and exchanging ideas.

**Fri 10/4**

10 min SSR

Continue story:

Analyze- What makes the setting a potentially dangerous place?

Infer- What are Sully’s abilities as a sailor?

*\*My analysis of the setting is that it could be a dangerous place because the text says...*

*\*I can infer that Sully is a \_\_\_\_\_\_\_\_\_\_ sailor because the text says...*

3rd- \*Fill out graphic organizer of setting in Rogue Wave/ Inferences practice from Scholastic

**Content-** 7RL7.1 Cite pieces of textual evidence to support analysis

SWBAT Analyze setting and how it may relate to the rest of the story and infer Sully’s character as a sailor by citing text evidence in their reading logs.

**Language**- 7SL7.4- Present claims & findings, emphasizing salient points in a focused manner with evidence, reasoning, and details.

SWBAT Give examples of their reasoning using text evidence to support their ideas.