**i-Ready Lesson Plans**

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| **Teachers:** Anderson | **Grade Level:** 7th ELA (i-Ready) | **Date(s):** February 2-6, 2015 | **Unit Title:** Inference/Cornell Notes |

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| **CCSS ELA – Literacy RL 7-10:** | **Range of Reading & Level of Text Complexity.**  By the end of the year, student will…read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Date** | **Objective:** | **Language Objective:** | **BIG…Essential Question:** | **Concept**  **Lesson EQ**  **Ideas / Skills** | **Concept**  **Lesson EQ**  **Ideas / Skills** | **Concept**  **Lesson EQ**  **Ideas / Skills** | **Concept**  **Lesson EQ**  **Ideas / Skills** |
|  | **IWBAT:** use explicitly stated details along with background knowledge to make inferences about informational text. | **IWBAT:** log in i-Ready lessons pertaining to inference from informational text cite text evidence to support each inference. | How does inferring help the reader? | **Concept:** Use inference to figure out unknown words  EQ: How can I figure out words using inference?  I/S: Use pictures clues, surrounding meaning, determine synonym, use schema. | **Concept:** combine schema and clues in the text to figure out theme, main ideas, problems and solutions & other important information in a story.  EQ: How does inferring help reader understand what is happening in the story?  I/S: think about what they already know, define theme, main idea, problems and solutions, use graphic organizers to enhance the above strategies. | **Concept:** understand characters by paying attention to thoughts, emotions, actions & words.  EQ: How does inferring about the character help us better understand the character and/or the story?  I/S: pay attention to the character’s thoughts, think about WHY a character does something (motive) and think about how and why a character feels a certain way. | **Concept:**  are able to “read between the lines” to infer questions about the story.  EQ: How does a reader infer to answer “author and me questions”?  I/S: reread to help them understand the story, use words, phrases and sentences as support for their ideas, and questions themselves to defend ideas |

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| **Technology** | **Weekly Follow Ups** | **Materials** | **Vocabulary** |
| i-Ready  Laptops  susd LEARN page  Do Now | Weekly conferences going over data and activities that were read throughout the week. This should include, but not limited to the following lessons:   * Phonics * High-frequency words * Comprehension * Vocabulary building * Phonological Awareness   Weekly vocabulary quizzes along with grammar and sentence fluency. | Mini lesson using different story books to enhance the understanding of inference.   * Train to Somewhere √ * Smoky Night √ * The Blue & the Gray √ * Fly Away Home √ * The Wall start this week | Infer /inference / inferring, drawing conclusions,  author and you questions (implicit & explicit)  prediction,  judgment,  evidence,  schema (background knowledge)  context clues  Making connections  Questioning  Analysis of text |