

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	RI.7.4 I can recognize words that have technical meaning and understand their purpose in a specific text	Synonym, reference, cross-reference Symbolism Perpetual Note-taking in binder	PPT of reference/cross reference Identify perpetual items in life..relate emotions being perpetual to a rainbow which is also perpetual Personal Response, Clear/Modeled Expectations, Sense of Audience Emotional/Intellectual Safety Authenticity	Reading, alphabetizing, writing	F-Reference and cross reference... 12 synonyms for Red= mad Orange= scared Yellow= happy Green=envious/jealous Blue= sad	Rank synonyms from weakest to strongest Word choice should reflect student's aptitude	
2	Cont...day 1		Poem... "Monday's child" calendars are perpetual Song, "This Kiss" by Faith Hill Poem... Memorize/Recite "Thirty Days" Clear/Modeled Expectations		F-Illustrate rainbow of emotions....color and spelling		Project poem Youtube of song
3	RL.7.3 I can identify the elements of a	Plot (conflict, rising action, climax, falling action,	Clear/Modeled Expectations	Reading, writing	F-Foldable over elements		Ppt over elements

	<p>story or drama. I can explain how the elements of a story or drama interact and affect one another</p>	<p>resolution) character (antagonist, protagonist), exposition, conflict, internal & external, theme, setting (time, place, mood, tone, diction), point of view, prologue, epilogue Inference vs. reference novella Create Flip Chart/foldable</p>					<p>Youtube... flocabulary</p> <p>Craig Morgan's "Tough" activity and video for enhancement of reference vs. inference</p>
4	Continue from day 3....		Cont. reciting poem from day 2...formative assessment when applicable	speaking	F-Recite Poem		
D A Y I N U N I T	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool</p>	<p>Technology 50 Ideas</p>
5	<p>RL.7.2 I can define theme I can analyze plot to determine a theme</p>		F-Plot chart diagram or Freytag's Triangle over novel	Read, <u>The Tent</u> and/or <u>Tuck Everlasting</u>			

	<p>I can determine key events over the course of the text that contribute to the theme</p> <p>I can define summary</p> <p>I can compose an objective summary stating the key points of the text without adding my own opinions or feelings</p>		<p>Learning with Others</p> <p>Emotional/Intellectual Safety</p>				
6	<p>RL.7.6</p> <p>I can define point of view as how the author feels about the text</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text</p> <p>I can analyze how an author distinguishes his/her position as different from others by revealing his/her own thoughts, feelings, actions, and/or spoken words</p> <p>7.RL.7</p> <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p>		<p>F- Task Rotation</p> <p>Sense of Audience</p> <p>Choice</p> <p>Personal Response</p>	<p>Read, <u>The Tent</u> and/or <u>Tuck Everlasting</u></p>	<p>S-AR test over novel(s)...</p> <p>S-Open/Extended Response..plan and answer “Perpetual Possibilities”</p> <p>F- compare/contrast media of same story</p>		<p>Movie “Tuck Everlasting”</p>
7	<p>W.7.2</p> <p>I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions, and provide a concluding statement/section that supports the information presented.</p>	<p>Summarize</p> <p>Plagiarize</p> <p>Topic sentence</p> <p>Reflective sentence</p> <p>Teacher model</p>	<p>Personal Response</p> <p>Clear/Modeled</p> <p>Expectations</p> <p>Authenticity</p>	<p>Observing/Listen to lecture about left brain, right brain and whole brain</p> <p>Write a composition with a summarization of lecture vs. a word for word plagiarism of lecture...</p>	<p>S-composition five paragraph essay with topic and reflective sentences</p>	<p>Modified with prompts for lower level learners</p> <p>Modified by having higher expectations with word choice and sentence structure for more advanced learners.</p>	
8	<p>RL.7.6 (4-5 days)</p> <p>I can define point of view as how the author feels about the text</p>	<p>Mongoose</p> <p>Cobra</p> <p>Rudyard Kipling</p>	<p>In pre-assigned</p> <p>Homogenous reading groups, allow students to</p>		<p>F-marginal notes for annotation, questions at end of story, worksheets</p>	<p>Modified-homogeneous reading groups and tasks</p>	<p>Youtube of story to</p>

	<p>I can determine an author’s point of view and explain his/her purpose for writing the text</p> <p>I can analyze how an author distinguishes his/her position as different from others by revealing his/her own thoughts, feelings, actions, and/or spoken words</p>	<p>India</p> <p>Immensely</p> <p>Cowered</p> <p>Valiant</p> <p>Consolation</p> <p>Impotent</p> <p>Conflict</p> <p>Retelling</p> <p>Contrast clue</p> <p>connotation</p>	<p>“read a loud” and take turns in their groups. They are to respond to the text by frequently stopping and answering prompts in the margin. Each of the groups will have to do this plus modified assignments based upon their groups.</p> <p>Lower Level Readers will use the <u>Adapted Workbooks</u> , complete a conflict diagram graphic organizer and Response/Analysis Questions.</p> <p>Average Readers will use the <u>Hold Reader Workbooks</u>, complete a conflict diagram graphic organizer, and complete Vocabulary, Response, Comprehension and Analysis Questions.</p> <p>Accelerated Readers will read from the <u>Hold Reader Workbooks</u> or <u>Elements of Literature</u> textbook. They will have to work on advanced methods of reading activities (see attached).</p> <p>Learning with Others</p>		<p>for homogeneous groups</p> <p>S-Holt Test</p> <p>S- Extended Response</p>		<p>enhance visual comprehension</p>
DAY	<p>*Content Strand</p> <p>*Learning Target</p>	Vocabulary/ Vocab Activity	Thoughtful Ed./ Student Engagement	Literacy/Reading in the Content	Formative/ Summative	Differentiation T-Task	Technology 50 Ideas

UNIT	-I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Activities Activities II	www.marshall.kyschools.us/ www.muhienberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy Ideas	Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	
9							
10							
11							
12							