

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 MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i>	Noun, Verb, Adjectives, Common noun, Action verb, Articles, Proper noun, linking verb, Demonstrative, Collective noun, helping verb, Proper Adjective, Compound noun, Adverb, Simple sentence, Abstract noun, Interjection, Compound sentence, Concrete noun, Preposition, Complex sentence, Pronoun, Prepositional Phrase, Conjunction, Phrase, Clause, Conjunction, Compound-Complex sentence		PRE-TEST	FORMATIVE		
2	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *I can identify and use nouns in	Noun Common Noun Proper Noun <hr/> Collective Compound	Personal Response Clear/Modeled Expectations Cues, Questions, and Advanced Organizers	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	Musical/Rhythmic Visual/Spatial Technology Intrapersonal Develop tiered assignments which differ in the complexity of the	Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classd

	<p>my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	<p>Abstract</p> <p>Concrete</p>	<p>Application</p>			<p>task, resources used, the number of steps to complete a task, abstractness or level of independence in completing the task.</p> <p>Cueing</p> <p>Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>ojo.com</p> <p>Read more:</p> <p>How to Adjust Lesson Plans for Low Reading Abilities eHow.com http://www.ehow.com/how_81573_35_adjust-plans-low-reading-abilities.html#ixzz22iKFS1hF</p> <p>Student: http://teachertube.com</p>
3	<p>L.7.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>*I can identify and use verbs & adverbs in my reading & writing.</i></p> <p><i>*What is the impact of choosing different sentence structures to</i></p>	<p>Verb</p> <p>Action Verb</p> <p>Linking Verb</p> <p>Helping Verb</p> <p>Adverb</p>	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p>	<p>Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.</p>	<p>Formative</p>	<p>Musical/Rhythmic</p> <p>Visual/Spatial</p> <p>Technology</p> <p>Intrapersonal</p> <p>Cueing</p> <p>Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm</p> <p>http://classdojo.com</p> <p>Student: http://teachertube.com</p>

	<i>signal differing relationships among ideas?</i>						
4	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can identify and use adjectives in my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	<p>Adjectives Articles Demonstrative Proper Adjective</p>	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p>	<p>Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.</p>	<p>Formative</p>	<p>Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com</p> <p>Student: http://teachertube.com</p>
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5	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can identify and use pronouns</p>	<p>pronoun</p>	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p>	<p>Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.</p>	<p>Formative</p>	<p>Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and</p>	<p>Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com</p>

	<p>in my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>		Application			giving ownership to the student.	ojo.com Student: http://teachertube.com
6	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can identify and use prepositions in my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	Preposition Prepositional Phrases	Personal Response Clear/Modeled Expectations Cues, Questions, and Advanced Organizers Application	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and giving ownership to the student.	Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com Student: http://teachertube.com
7	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can identify and use Conjunctions in my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships</i></p>	Conjunction	Personal Response Clear/Modeled Expectations Cues, Questions, and Advanced Organizers Application	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and giving ownership to the student.	Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com Student: http://teachertube.com

	<i>among ideas?</i>						
8	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can identify and use interjections in my reading & writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	Interjection	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p>	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	<p>Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com</p> <p>Student: http://teachertube.com</p>
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9	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can explain the function of phrases and clauses then use them in specific sentences.</p>	Phrase Dependent Clause Independent Clause Prepositional Phrase Adjective Clause Adverb Clause	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p>	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	<p>Musical/Rhythmic Visual/Spatial Technology Intrapersonal Cueing Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com</p> <p>Student:</p>

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	<i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i>						http://teachertube.com
1 0	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can distinguish between simple, compound, complex, and compound-complex sentence structures then use them in my writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	<p>Simple Sentence Structure</p> <p>Compound sentence structure</p> <p>Complex Sentence structure</p> <p>Compound-complex Sentence structure</p>	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p> <p>Analyze</p>	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	<p>Musical/Rhythmic</p> <p>Visual/Spatial</p> <p>Technology</p> <p>Intrapersonal</p> <p>Cueing</p> <p>Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher:</p> <p>http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm</p> <p>http://classdojo.com</p> <p>Student:</p> <p>http://teachertube.com</p>
1 1	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*I can distinguish between simple, compound, complex, and compound-complex sentence structures then use them in my writing.</p> <p><i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i></p>	<p>Simple Sentence Structure</p> <p>Compound sentence structure</p> <p>Complex Sentence structure</p> <p>Compound-complex Sentence structure</p>	<p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p> <p>Analyze</p>	Understanding that not all students will be on the same reading level, tiered reading material will need to be used when possible.	Formative	<p>Musical/Rhythmic</p> <p>Visual/Spatial</p> <p>Technology</p> <p>Intrapersonal</p> <p>Cueing</p> <p>Offer Choice Boards, completing more advanced goals, and giving ownership to the student.</p>	<p>Teacher:</p> <p>http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm</p> <p>http://classdojo.com</p> <p>Student:</p> <p>http://teachertube.com</p>

	<i>among ideas?</i>						
1	L.7.1	Noun, Verb, Adjectives, Common noun, Action verb, Articles, Proper noun, linking verb, Demonstrative, Collective noun, helping verb, Proper Adjective, Compound noun, Adverb, Simple sentence, Abstract noun, Interjection, Compound sentence, Concrete noun, Preposition, Complex sentence, Pronoun, Prepositional Phrase, Conjunction, Phrase, Clause, Conjunction, Compound-Complex sentence		POST-TEST	Summative		
2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>*What is the impact of choosing different sentence structures to signal differing relationships among ideas?</i>						Teacher: http://special.ed.about.com/od/physicaldisabilities/a/advicegifted.htm http://classdojo.com Student: http://teachertube.com