

| D<br>A<br>Y<br><br>I<br>N<br><br>U<br>N<br>I<br>T | *Content Strand<br>*Learning Target<br>-I Can<br>*Essential Questions<br>-WHY??<br>-How do you know?<br><a href="#">Curriculum document</a><br><a href="#">Common Core</a>   | Vocabulary/<br>Vocab Activity<br><a href="#">Activities</a><br><a href="#">Activities II</a>   | Thoughtful Ed./<br>Student Engagement<br><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a><br><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a><br><a href="#">Engagement Cube</a><br><a href="#">Cube II (examples)</a> | Literacy/Reading<br>in the Content<br><a href="#">Literacy Ideas</a> | Formative/<br>Summative<br>Assessment<br><b>F –Formative</b><br><b>S-Summative</b><br><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a><br><a href="#">Strategies</a><br><a href="#">More Ideas</a> | Differentiation<br>T-Task<br>S-Special Needs<br>G-Gifted/Accel.<br><a href="http://serge.ccssso.org/Ideas">http://serge.ccssso.org/Ideas</a><br><a href="#">9 Types</a><br><a href="#">Big Explanation Tool</a><br><a href="#">MAP Site</a><br><a href="#">Reading Differentiation K-5</a>   | Technology<br><a href="#">50 Ideas</a><br><br>Resources-<br>Text, sites,... |
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| 1   | L.7.4<br>SL.7.4<br>SL.7.2<br>W.7.3<br>W.7.8<br>RIT.7.2<br>L.7.5<br><br><ul style="list-style-type: none"> <li>I can make inferences about what a text implies.</li> <li>I can determine the evidence or proof from the text that supports my inference.</li> <li>I can gather the evidence that supports my understanding of what the text implies.</li> <li>I can use descriptive words &amp; phrases to appeal to an audience.</li> <li>I can determine the credibility of the author and their statements based on the information</li> </ul> | Theme, central idea, analyze, analysis, objective, summary, cite, evidence, explicit, infer, inference, affix, root, context clues, nuance, figurative language, connotation, denotation, simile, metaphor, idiom, hyperbole, personification, alliteration, repetition, oxymoron, onomatopoeia, rhyme | Pre-test   |  | Formative  | Musical/Rhythmic<br>Visual/Spatial<br>Technology<br>Intrapersonal<br><br>Develop tiered assignments which differ in the complexity of the task, resources used, the number of steps to complete a task, abstractness or level of independence in completing the task.<br><br>Cueing<br><br>Offer Choice Boards, completing more advanced goals, and giving ownership to the student. |   |

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|   | <p>in the text.</p> <ul style="list-style-type: none"> <li>• I can summarize without including my opinion.</li> <li>• I can figure out the meaning of unknown words and phrases and use context clues or reference materials to determine meaning, find pronunciation, and part of speech.</li> <li>• I can use <i>Greek</i> or <i>Latin</i> affixes and roots as clues to make word meaning.</li> <li>• I can show understanding of figurative language, word relationships, and nuances.</li> <li>• I can determine if a word demonstrates the use of connotation or denotation.</li> </ul> <p>*ES: What is the impact of harassment and bullying? How can I communicate clearly against it?</p> |  |  |  |                  |   |  |
| 2 | <p>L.7.4</p> <p>I can make inferences about what a text implies.</p>   |  | <p>Personal Response</p> <p>Clear/Modeled Expectations</p> | <p>Understanding that not all students will be on the same reading level, tiered reading material will need to be used</p> | <p>FORMATIVE</p> | <p>Musical/Rhythmic<br/>Visual/Spatial<br/>Technology<br/>Intrapersonal</p> |  |

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|   |  |  | <p>Cues, Questions, and Advanced Organizers</p> <p>Application</p>  | when possible.  |           | <p>Develop tiered assignments which differ in the complexity of the 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>  |  |
| 3 | <p>SL.7.4</p> <p>I can determine the evidence or proof from the text that supports my inference.</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> | FORMATIVE | <p>Musical/Rhythmic<br/>Visual/Spatial<br/>Technology<br/>Intrapersonal</p> <p>Develop tiered assignments which differ in the complexity of the 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</p> |  |

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|                                     |   |  |  |  |  | giving ownership to the student.   |  |
| 4                                   | SL.7.2<br><br>I can gather (cite) the evidence that supports my understanding of what the text implies. |  | Personal Response<br><br>Clear/Modeled Expectations<br><br>Cues, Questions, and Advanced Organizers<br><br>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<br>Visual/Spatial<br>Technology<br>Intrapersonal<br><br>Develop tiered assignments which differ in the complexity of the task, resources used, the number of steps to complete a task, abstractness or level of independence in completing the task.<br><br>Cueing<br><br>Offer Choice Boards, completing more advanced goals, and giving ownership to the student. |  |
| D<br>A<br>Y<br><br>U<br>N<br>I<br>T | W.7.3<br><br>I can use descriptive words & phrases to appeal to an audience.                            | Vocabulary/<br>Vocab Activity<br><a href="#">Activities</a><br><a href="#">Activities II</a> | Thoughtful Ed./<br>Student Engagement<br><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a><br><a href="http://www.muhienberg.kyschools.us/?q=node/61">www.muhienberg.kyschools.us/?q=node/61</a><br><a href="#">Engagement Cube</a><br><a href="#">Cube II (examples)</a> | Literacy/Reading<br>in the Content<br><a href="#">Literacy Ideas</a>   | Formative/<br>Summative<br>Assessment<br>F –Formative<br>S-Summative<br><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a><br><a href="#">Strategies</a><br><a href="#">More Ideas</a> | Differentiation<br>T-Task<br>S-Special Needs<br>G-Gifted/Accel.<br><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a><br><a href="#">9 Types</a><br><a href="#">Big Explanation Tool</a>  | Technology<br><a href="#">50 Ideas</a> |
| 5                                   | *Content Strand<br>*Learning Target<br>-I Can<br>*Essential Questions<br>-WHY??                         |  | Personal Response<br><br>Clear/Modeled Expectations  | Understanding that not all students will be on the same reading level, tiered reading material will                                | FORMATIVE  | Musical/Rhythmic<br>Visual/Spatial<br>Technology<br>Intrapersonal  |  |

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|   | <p>-How do you know?<br/> <a href="#">Curriculum document</a><br/> <a href="#">Common Core</a></p>                           |  | <p>Cues, Questions, and<br/>Advanced Organizers</p> <p>Application</p>  | <p>need to be used<br/>when possible.</p>   |                  | <p>Develop tiered assignments which differ in the complexity of the 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>        |  |
| 6 | <p>W.7.8</p> <p>I can determine the credibility of the author and their statements based on the information in the text.</p> |  | <p>Personal Response</p> <p>Clear/Modeled Expectations</p> <p>Cues, Questions, and<br/>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<br/>Visual/Spatial<br/>Technology<br/>Intrapersonal</p> <p>Develop tiered assignments which differ in the complexity of the 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,</p> |  |

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|   |   |  |  |  |           | completing more advanced goals, and giving ownership to the student.   |  |
| 7 | RIT.7.2<br><br>I can summarize without including my opinion.  |  | Personal Response<br><br>Clear/Modeled Expectations<br><br>Cues, Questions, and Advanced Organizers<br><br>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<br>Visual/Spatial<br>Technology<br>Intrapersonal<br><br>Develop tiered assignments which differ in the complexity of the task, resources used, the number of steps to complete a task, abstractness or level of independence in completing the task.<br><br>Cueing<br><br>Offer Choice Boards, completing more advanced goals, and giving ownership to the student. |  |
| 8 | L.7.4<br><br>I can figure out the meaning of unknown words and phrases; and use contextual clues or reference materials to determine meaning, find pronunciation, and part of speech. |  | Personal Response<br><br>Clear/Modeled Expectations<br><br>Cues, Questions, and Advanced Organizers<br><br>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<br>Visual/Spatial<br>Technology<br>Intrapersonal<br><br>Develop tiered assignments which differ in the complexity of the task, resources used, the number of steps to   |  |

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|             |  |   |   |   |  | <p>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>                          |   |
| DAY<br>UNIT | <p>L.7.4</p> <p>I can use Greek or Latin affixes and roots as clues to make word meaning.</p>  | <p>Vocabulary/<br/>Vocab Activity</p> <p><a href="#">Activities</a><br/><a href="#">Activities II</a></p> | <p>Thoughtful Ed./<br/>Student Engagement</p> <p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a><br/><a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a><br/><a href="#">Engagement Cube</a><br/><a href="#">Cube II (examples)</a></p> | <p>Literacy/Reading<br/>in the Content</p> <p><a href="#">Literacy Ideas</a></p>  | <p>Formative/<br/>Summative<br/>Assessment</p> <p>F –Formative<br/>S-Summative</p> <p><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a><br/><a href="#">Strategies</a><br/><a href="#">More Ideas</a></p> | <p>Differentiation<br/>T-Task<br/>S-Special Needs<br/>G-Gifted/Accel.</p> <p><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a><br/><a href="#">9 Types</a><br/><a href="#">Big Explanation Tool</a></p> | <p>Technology</p> <p><a href="#">50 Ideas</a></p> |
| 9           | <p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p><a href="#">Curriculum document</a><br/><a href="#">Common Core</a></p> |   |   |   |  |   |   |
| 10          | <p>L.7.5</p> <p>I can show understanding of figurative language, word relationships, and nuances.</p>  |   | <p>Personal Response</p> <p>Clear/Modeled<br/>Expectations</p> <p>Cues, Questions, and<br/>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<br/>Visual/Spatial<br/>Technology<br/>Intrapersonal</p> <p>Develop tiered assignments which differ in the complexity of the task, resources used, the</p>   |   |

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|        |   |  |   |  |           | <p>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>  |  |
| 1<br>1 | L.7.5<br>I can determine if a word demonstrates the use of connotation or denotation. |  | <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<br/>Visual/Spatial<br/>Technology<br/>Intrapersonal</p> <p>Develop tiered assignments which differ in the complexity of the 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> |  |
| 1<br>2 | L.7.4   |  | POST TEST   |  | SUMMATIVE |  |  |



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| <p>SL.7.4<br/>SL.7.2<br/>W.7.3<br/>W.7.8<br/>RIT.7.2<br/>L.7.5</p> <ul style="list-style-type: none"><li>• I can make inferences about what a text implies.</li><li>• I can determine the evidence or proof from the text that supports my inference.</li><li>• I can gather the evidence that supports my understanding of what the text implies.</li><li>• I can use descriptive words &amp; phrases to appeal to an audience.</li><li>• I can determine the credibility of the author and their statements based on the information in the text.</li><li>• I can summarize without including my opinion.</li><li>• I can figure out the meaning of unknown words and phrases and use context clues or reference materials to determine meaning, find</li></ul> |  |  |  |  |  |  |
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|  | <p>pronunciation, and part of speech.</p> <ul style="list-style-type: none"><li>• I can use Greek or Latin affixes and roots as clues to make word meaning.</li><li>• I can show understanding of figurative language, word relationships, and nuances.</li><li>• I can determine if a word demonstrates the use of connotation or denotation.</li></ul> <p>*ES: What is the impact of harassment and bullying? How can I communicate clearly against it?</p> |  |  |  |  |  |  |
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