

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 Wed. Aug. 8	In addition to welcoming activities, I CAN acquire and represent in nonlinguistic form grade-appropriate, domain-specific words and phrases. L.8.6		clear, modeled expectations personal response nonlinguistic representation		formative	foldables	
2 Thur., Aug. 9	I CAN acquire and represent in nonlinguistic form grade-appropriate, domain-specific words and phrases. L.8.6	Characterization terms from Laying the Foundation: * direct characterization * indirect charac. * protagonist * antagonist * foil * epiphany * round character * flat character * dynamic character * static character * archetype	clear, modeled expectations working with others novelty/variety	Repetition, physical manipulation of vocabulary terms	formative	S and G – Differentiated with homogeneous partners	Prezi: http://prezi.com/wp3syfd7lok2/copy-of-cjms-characterization/ Paired to use quizlet http://quizlet.com/6110991/characterization-8th-grade-flash-cards/
3 Fri., Aug. 10	I CAN analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3 I CAN determine the meaning of	Characterization terms from Laying the Foundation: * direct characterization * indirect charac.	Clear, modeled expectations Personal response	Predict, infer	formative		\$20,000 Pyramid clip http://www.youtube.com/watch?v=RNMrwCoOzGQ

	words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. RL.8.4	<ul style="list-style-type: none"> * protagonist * antagonist * foil * epiphany * round character * flat character * dynamic character * static character * archetype 					
4 Mon., Aug. 13	<p>I CAN cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.1</p> <p>I CAN read and comprehend literature at the high end of grades 6–8 text complexity band independently and proficiently. RL.8.10</p>	Characterization terms	Clear, modeled expectations Personal response	Annotate, employ nonlinguistic representation, compare and contrast	formative		
5 Tues., Aug. 14	<p>I CAN analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3</p> <p>I CAN cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.1</p>	Characterization terms	Clear, modeled expectations Learning with others Personal response Novelty and variety	Nonlinguistic representation	formative	S and G – Differentiated with homogeneous partners	
6 Wed., Aug.	I CAN analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3	Characterization terms	Clear, modeled expectations Learning with others Personal response		formative	S and G – Differentiated with homogeneous partners	

15	I CAN cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.1		Novelty and variety				
7 Thur., Aug. 16	I CAN determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. RL.8.4	Characterization terms	Clear, modeled expectations		formative		Clicker quiz
8 Fri., Aug. 17	I CAN read and comprehend literature, including stories, at the high end of grades 6–8 text complexity band independently and proficiently. RL.8.10		Personal choice	predict	formative	S and G – differentiated with choice and level of AR book	