

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 Tues., Sept. 18	EXPLORE TEST				formative	foldables	
2 Wed., Sept. 19	I CAN determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.2 I CAN analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5 I CAN determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6	Claim Opposing view Patterns	clear, modeled expectations working with others	Establishing purpose before reading Reading relevant, grade-appropriate nonfiction	formative	S and G – Differentiated with homogeneous partners	none (LTF lesson on cell phones: con)
3 Thur., Sept. 20	I CAN determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.2	Claim Counter-claim Opposing view Patterns	clear, modeled expectations working with others	Establishing purpose before reading Reading relevant, grade-appropriate nonfiction	formative	S and G – Differentiated with homogeneous partners	none (LTF lesson on cell phones: pro)

	<p>I CAN analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5</p> <p>I CAN determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6</p> <p>I CAN analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.. RI.8.9</p>						
<p>4 Fri., Sept. 21</p>	<p>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</p>	<p>various, depending on the book chosen</p>	<p>Personal choice</p>	<p>prediction</p>	<p>formative</p>	<p>S and G – differentiated with choice and level of AR book</p>	
<p>5 Mon., Sept. 24</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> <p>I CAN represent in nonlinguistic form grade-appropriate, domain-specific words and phrases. L.8.6</p>		<p>Clear, modeled expectations</p>	<p>Nonlinguistic representation</p>	<p>formative</p>	<p>S and G – differentiation of analysis</p>	<p>Political cartoons online and on power point</p>
<p>6 Tues., Sept.</p>	<p>I CAN determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an</p>	<p>Speech Audience</p>	<p>Clear, modeled expectations Personal response Novelty and variety</p>	<p>Nonlinguistic representation</p>	<p>formative</p>		<p>Clicker quiz (Turning Point) with political cartoons Texting competition</p>

25	<p>objective summary of the text. RI.8.2 I CAN analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5 I CAN determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6</p>						
<p>7 Wed., Sept. 26</p>	<p>I CAN determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.2 I CAN analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.5 I CAN determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.6 I CAN analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.. RI.8.9</p>	<p>Claim Counter-claim</p>	<p>Clear, modeled expectations Learning with others Novelty and variety</p>	<p>Nonlinguistic representation</p>	<p>formative</p>	<p>S and G – Differentiated with homogeneous partners</p>	<p>None (top hat comparison between different texts)</p>
<p>8 Thur.,</p>	<p>I CAN analyze data presented in nonlinguistic forms (charts, graphs, and tables)</p>		<p>Clear, modeled expectations Nonlinguistic representation</p>	<p>Nonlinguistic representation</p>	<p>formative</p>	<p>S and G – Differentiated with homogeneous partners</p>	<p>Clicker quiz (Also cell phone charts and rates activity)</p>

Sept. 27							
9 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	Varies depending on piece chosen	Personal choice		formative	S and G – differentiated with choice and level of AR book	None