

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.muhienberg.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 8/27	Pre-Test	Pre-Test	Pre-Test	Pre-Test	F - Pre-Test	Pre-Test	Pre-Test on EDMODO MacBook
2 8/28	RL.8.2 & RL.8.4 I CAN define characters: protagonist, antagonist, flat, round, static, and dynamic. I CAN analyze THE RED PONY text, annotate, and find these literary terms and others in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	Before Reading During reading	F –Formative	S-Special Needs Small Group Learning with Others G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
3 8/29	RL.8.4 I CAN define alliteration and imagery: sight, smell, sound, taste, and touch. I CAN analyze THE RED PONY text, annotate, and find these literary terms and others in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes	Before Reading During reading	F –Formative	S-Special Needs Small Group Learning with Others G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text

			(summarizing and notetaking)				
4 8/30	RL.8.4 I CAN define characterization, hyperbole, mood, and tone. I CAN analyze THE RED PONY text, annotate, and find these literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	Before Reading	F –Formative	S-Special Needs Small Group Learning with Others G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
5 8/31	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.		Personal Response (text student has chosen to read)				
6 9/5	RL.8.1 & RL.8.2 I CAN define simile, metaphor, symbolism, and personification. I CAN analyze the text as I annotate the reading. I CAN analyze THE RED PONY and find these literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
7	RL.8.1 & RL.8.2	Vocabulary	Clear Modeled	During Reading	F –Formative	S-Special Needs	

9/6	<p>I CAN define motivation. I CAN analyze THE RED PONY and find these and other literary terms in the reading.</p>	Notebook	<p>Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)</p>			<p>G-Gifted/Accel. Ability Grouping</p>	<p>EDMODO for student questions and discussion about the literary text</p>
8 9/7	<p>RL.8.3 & RL.8.4 I CAN define diction, connotation, and denotation. I CAN analyze THE RED PONY and find these and other literary terms in the reading.</p>	Vocabulary Notebook	<p>Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)</p>	During Reading	F –Formative	<p>S-Special Needs G-Gifted/Accel. Ability Grouping</p>	<p>EDMODO for student questions and discussion about the literary text</p>
9 9/10	<p>RL.8.5 & RL.8.6 I CAN define flashback, flashforward, and foreshadowing. I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.</p>	Vocabulary Notebook	<p>Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text)</p>	After Reading Part I	F –Formative	<p>S-Special Needs G-Gifted/Accel. Ability Grouping</p>	<p>EDMODO for student questions and discussion about the literary text</p>

			Framework Notes (summarizing and notetaking)				
10 9/11	RL.8.2 & RL.8.6 I CAN define all parts of PLOT . I CAN work with others to analyze Steinbeck's word choice and determine his meaning in <u>THE RED PONY</u>	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	After Reading Part I	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
11 9/12	RL.8.2 & RL.8.6 I CAN define details, diction, and climax. I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)				EDMODO for student questions and discussion about the literary text
12 9/13	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test)	Before Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion

9/18	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.						TEST
15 9/19	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
16 9/20	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY. I can compare and contrast characters in THE RED PONY.	Vocabulary Notebook Venn Diagram Highlighter Checklist Comparing two Characters in a Venn Diagram	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	Comparing two Characters in a Venn Diagram
17	RL.8.2 & RL.8.6 I CAN define details,	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions

9/21	diction, and climax. I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.		(like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)				and discussion about the literary text
18 9/24	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
19 9/25	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text

			notetaking)				
20 9/26	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY by creating a Word Wall Presentation.	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
21 9/27	RL.8.2 & RL.8.6 I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY by presenting my learning through the Word Wall.	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Framework Notes (summarizing and notetaking)	During Reading	S-Summative	S-Special Needs G-Gifted/Accel. Ability Grouping	EDMODO for student questions and discussion about the literary text
22 9/28	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.	Vocabulary Notebook – Word Wall	Personal Response (text student has chosen to read)	During Reading	S-Summative	S-Special Needs G-Gifted/Accel.	
23	RL.8.2 & RL.8.6	Vocabulary Notebook –	Clear Modeled Expectations	After Reading	S-Summative		

10/9	I CAN justify THEME. I CAN analyze Steinbeck's word choice and determine his meaning in THE RED PONY on my EXAM.	Word Wall	Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text)				
24 10/10	RL.8.2 & RL.8.6 I CAN justify THEME. I CAN analyze Steinbeck's word choice and determine his meaning in THE RED PONY on my EXAM.	Vocabulary Notebook – Word Wall	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text)	After Reading	S-Summative	S-Special Needs Modification of Open Response Essay Exam	
25 10/11	RL.8.2 & RL.8.6 I CAN analyze my favorite character through direct characterization in THE RED PONY.	Vocabulary Notebook "Post Mortem of the Protagonist"	Clear Modeled Expectations Learning with Others (like ability small groups based on STAR reading test) Personal Response (creating own definition and examples of analysis of the text) Novelty and Variety (Post-Mortem students get to chose a character and in-depthly analyze their character based on their knowledge of the literary text)	After Reading	S-Summative	S-Special Needs Modification of Post Mortem Exam	

26 10/12	RL.8.2 & RL.8.6 I CAN justify THEME. I CAN analyze Steinbeck's word choice and determine his meaning in THE RED PONY on my EXAM.	Multiple Choice and Extended Response Post-Test	Clear Modeled Expectations	After Reading	S-Summative	S-Special Needs Modification of Extended Response Essay Exam	Post-Test on EDMODO MacBook
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