

| 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 |
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| 1 Mon 4/9 | 8.RL.1 I CAN pre-test my knowledge of Poetry and its TERMS. I CAN pre-test and explain/analyze why a poet uses figurative language in a poetic piece. | Vocabulary Notebook Assessment Rubric | Clear Modeled Expectations (Pre-Assessment Discussion) Learning with Others (Assessment Discussion) | Before Reading | F –Formative Rubric/Discussion/Annotations/ Vocabulary Notebook | S-Special Needs Given a copy of the assessment if needed. | Teacher Website |
| 2 Tues 4/10 | 8.RL.4 & 8.RL.5 I CAN define new terms specific to POETRY. I CAN read Poetry and analyze its meaning and the poet's intentional use of figurative language. | Annotation Discussion Questioning Vocabulary Notebook | Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project) | Before /During Reading | F –Formative Rubric/Discussion/Website/Annotations/ Vocabulary Notebook "Introduction to Poetry" "Riding Lesson" | S-Special Needs Given a copy of the poem if needed. | Teacher Website |
| 3 Wed 4/11 | 8.RL.4 & 8.RL.6 I CAN define new terms specific to POETRY. I CAN read Poetry and analyze its meaning and the poet's intentional use of figurative language. | Annotation Discussion Questioning Vocabulary Notebook | Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project) | During Reading "Valentine for Ernest Mann" | F –Formative Rubric/Discussion/Website/Annotations/ Vocabulary Notebook | S-Special Needs Given a copy of the poem if needed. | |

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| <p>4 Thurs 4/12</p> | <p>8.RL.6 I CAN read and discuss the poem with my class. I CAN summarize what I have read in discussions with my class. I CAN annotate the poem.</p> | <p>Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation</p> | <p>Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project)</p> | <p>DURING Reading "Paul Revere's Ride"</p> | <p>F –Formative Rubric/Discussion/ Website/Annotations/ Vocabulary Notebook</p> | <p>S-Special Needs Given a copy of the information on the website if needed.</p> | <p>Teacher Website</p> |
| <p>5 Fri 4/13</p> | <p>8.RL.6 I CAN read and discuss the poem with my class. I CAN summarize what I have read in discussions with my class. I CAN annotate the poem.</p> | <p>Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation</p> | <p>Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project)</p> | <p>DURING Reading "The Cremation of Sam McGee"</p> | <p>F –Formative Rubric/Discussion/ Website/Annotations/ Vocabulary Notebook</p> | <p>S-Special Needs Given a copy of the information on the website if needed.</p> | <p>Teacher Website</p> |
| <p>6 Mon 4/16</p> | <p>8.RL.5 I CAN understand and discuss the differences between two poems that are alike in structure and subject.</p> | <p>Discussion Questioning Vocabulary Notebook Annotation</p> | <p>Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project)</p> | <p>During Reading "Paul Revere's Ride" And "The Cremation of Sam McGee"</p> | <p>F –Formative Rubric/Discussion/ Website/Annotations/ Vocabulary Notebook</p> | <p>S-Special Needs Given a copy of the information on the website if needed/Extended Time/Discussion/Peer Help</p> | <p>Teacher Website</p> |
| <p>7 Tues 4/17</p> | <p>8.RL.5 I CAN understand and discuss the differences between two poems that are alike in structure and</p> | <p>Discussion Questioning Vocabulary Notebook Annotation</p> | <p>Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation &</p> | <p>DURING READING "The Dying Cowboy" and "Davy Crocket"</p> | <p>F –Formative Rubric/Discussion/ Website/Annotations/ Vocabulary Notebook</p> | <p>S-Special Needs</p> | |

| | subject. | | Summary) Authenticity (Preparing to create Project) | | | | |
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| 8 Wed 4/18 | 8.RL.6 I CAN read and discuss the poem with my class. I CAN summarize what I have read in discussions with my class. I CAN annotate the poem. | Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation | Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project) | During READING "Casey at the Bat" | F –Formative Rubric/Discussion/ Website/Annotations | S-Special Needs Assignment modified if necessary – shortened. | Teacher Website |
| 9 Thurs 4/19 | 8.RL.6 I CAN read and discuss the poem with my class. I CAN summarize what I have read in discussions with my class. I CAN annotate the poem. | Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation | Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project) | During READING "O Captain! My Captain!" | F –Formative Rubric/Discussion/ Website/Annotations | S-Special Needs Assignment modified if necessary – shortened. | Teacher Website |
| 10 Fri 4/20 | 8.RL.5 I CAN understand and discuss the differences between two poems that are alike in structure and subject. | Discussion Questioning Vocabulary Notebook Annotation | Clear Modeled Expectations (Teacher Website) Learning with Others (Discussion over Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to create Project) | During READING "I Hear America Singing" "I, too" "Grandma Ling" | F –Formative Rubric/Discussion/ Website/Annotations | S-Special Needs Assignment modified if necessary – shortened. | Teacher Website |
| 11 Mon | 8.W.8, 8.RL.9, and 8.SL.5 I CAN look at my | Discussion Questioning Rubric Analysis Vocabulary | Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others | AFTER READING researching | F –Formative Rubric/Discussion/ Website/Annotations/ Creating | S-Special Needs Assignment modified if necessary – shortened. | iPad Lab Sky Drive |

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| 4/23 | <p>knowledge to find a poet/poem I wish to teach my class.</p> <p>I CAN use several resources to gain knowledge.</p> <p>I CAN create a project/presentation/model /presentation of my choosing for presentation to my class.</p> | Notebook Annotation | <p>(Discussion over Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | | | | Teacher Website |
| 12 Tues. 4/24 | <p>8.W.8, 8.RL.9, and 8.SL.5 I CAN look at my knowledge to find a poet/poem I wish to teach my class.</p> <p>I CAN use several resources to gain knowledge.</p> <p>I CAN create a project/presentation/model /presentation of my choosing for presentation to my class.</p> | | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | DURING READING | F –Formative | | iPad Lab Sky Drive Teacher Website |
| 13 Wed 4/25 | <p>8.W.8, 8.RL.9, and 8.SL.5 I CAN look at my knowledge to find a</p> | Discussion Questioning Rubric Analysis Vocabulary Notebook | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over</p> | AFTER READING While Re- Drafting | F –Formative Rubric/Discussion/ Website/Annotations/ DRAFTING/EDITING | S-Special Needs Assignment modified if necessary – shortened. | iPad Lab Sky Drive Teacher |

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| | <p>poet/poem I wish to teach my class.</p> <p>I CAN use several resources to gain knowledge.</p> <p>I CAN create a project/presentation/model /presentation of my choosing for presentation to my class.</p> | <p>Annotation Color Block Highlighter Outline</p> | <p>Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | | | | <p>Website</p> |
| <p>14 Thurs 4/26</p> | <p>8.W.8, 8.RL.9, and 8.SL.5</p> <p>I CAN look at my knowledge to find a poet/poem I wish to teach my class.</p> <p>I CAN use several resources to gain knowledge.</p> <p>I CAN create a project/presentation/model /presentation of my choosing for presentation to my class.</p> | <p>Discussion Questioning Rubric Analysis Vocabulary Notebook Annotation Color Block Highlighter Outline</p> | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | <p>AFTER READING Finalizing Writing</p> | <p>F –Formative Rubric/Discussion/ Website/Annotations/ DRAFTING/EDITING/ FINAL DRAFTING</p> | <p>S-Special Needs Assignment modified if necessary – shortened.</p> | <p>iPad Lab Sky Drive Teacher Website</p> |
| <p>15 Fri 4/27</p> | <p>8.W.8, 8.RL.9, and 8.SL.5</p> <p>I CAN look at my notes to find a poet/poem I wish to teach my class.</p> | | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over Poets/Poems)</p> | | <p>F –Formative Rubric/Discussion/ Website/Annotations/ DRAFTING/EDITING/ FINAL DRAFTING</p> | | <p>iPad Lab Sky Drive Teacher Website</p> |

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| | <p>I CAN use several resources to gain knowledge.</p> <p>I CAN create a project/presentation/model /presentation of my choosing for presentation to my class.</p> | | <p>Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | | | | |
| 16 Mon 4/30 | <p>8.W.8, 8.RL.9, and 8.SL.5 I CAN critique and score my presentation/project and others in class with the given rubric.</p> <p>I CAN learn how to score my project with the new standards rubric.</p> <p>I CAN present my project to the class.</p> | <p>Discussion Questioning Rubric Analysis Vocabulary Notebook Presentation of Project</p> | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using Technology to Inform) Personal Choice (Design product of my choice to teach the class)</p> | <p>AFTER Presentation /Project Self-Assessment</p> | <p>S-Summative Discussion/ ANALYZING FINAL Presentation/SCORING Presentation</p> | <p>S-Special Needs Assignment modified - if necessary – extended time.</p> | <p>iPad Lab Sky Drive Teacher Website</p> |
| 17 Tues 5/1 | <p>8.W.8, 8.RL.9, and 8.SL.5 I CAN critique and score my presentation/project and others in class with the given rubric.</p> <p>I CAN learn how to score my project with the new standards rubric.</p> | <p>Discussion Questioning Rubric Analysis Vocabulary Notebook Presentation of Project</p> | <p>Clear Modeled Expectations (Teacher Website/Rubric) Learning with Others (Discussion over Poets/Poems) Personal Response(Annotation & Summary) Authenticity (Preparing to Inform/Using</p> | <p>AFTER Presentation /Project Self-Assessment</p> | <p>S-Summative Discussion/ ANALYZING FINAL Presentation/SCORING Presentation</p> | | <p>iPad Lab Sky Drive Teacher Website</p> |

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| | I CAN present my project to the class. | | Technology to Inform) Personal Choice (Design product of my choice to teach the class) | | | | |
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