

D A Y  I N  U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a> <a href="#">Strategies</a> <a href="#">More Ideas</a>	Differentiation T-Task <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a>	Technology <a href="#">50 Ideas</a>
1  9/2	RL.8.2 & RL.8.4 I CAN define sense imagery, tone, mood, theme, and plot. I CAN analyze THE RED PONY and find these literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others	Before Reading	<b>F –Formative</b>	<b>S-Special Needs</b> <b>G-Gifted/Accel.</b> Ability Grouping	
2  9/6	RL.8.4 I CAN define simile and metaphor. I CAN analyze THE RED PONY and find these literary terms and others in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others	Before Reading	<b>F –Formative</b>	<b>S-Special Needs</b> <b>G-Gifted/Accel.</b> Ability Grouping	
3  9/7	RL.8.4 I CAN define catharsis and suspense. I CAN analyze THE RED PONY and find these literary terms in the reading.	Vocabulary Notebook Framework Notes	Clear Modeled Expectations Learning with Others	Before Reading	<b>F –Formative</b>	<b>S-Special Needs</b> <b>G-Gifted/Accel.</b> Ability Grouping	
4  9/8	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>	<b>NUMBER THE STARS</b>

5 9/9	RL.8.1 & RL.8.2 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	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
6 9/12	RL.8.1 & RL.8.2 I CAN define character and characterization. I CAN analyze THE RED PONY and find these and other literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations Learning with Others	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
7 9/13	RL.8.3 & RL.8.4 I CAN define plot and personification. I CAN analyze THE RED PONY and find these and other literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
8 9/14	RL.8.5 & 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.		Clear Modeled Expectations Learning with Others	After Reading Part I	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
9 9/15	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		Clear Modeled Expectations Learning with Others	After Reading Part I	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	

	THE RED PONY.						
10 9/16	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.		Clear Modeled Expectations Choice				
11 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.		Clear Modeled Expectations Learning with Others	Before Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
12 9/20	EXPLORE TEST	EXPLORE TEST	EXPLORE TEST	EXPLORE TEST	EXPLORE TEST	EXPLORE TEST	EXPLORE TEST
13 9/21	RL.8.3 & RL.8.4 I CAN define static character, dynamic character, and foreshadowing. I CAN analyze THE RED PONY and find these and other literary terms in the reading.	Vocabulary Notebook	Clear Modeled Expectations	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
14 9/22	MAP TESTING	MAP TESTING	MAP TESTING	MAP TESTING	MAP TESTING	MAP TESTING	MAP TESTING
15	RL.8.10 I CAN read my AR BOOK		Clear Modeled Expectations	During Reading			

9/23	independently and determine whether a book is of my reading ability or too easy/difficult.		Choice				
16 9/27	RL.8.2 & RL.8.6 I CAN define inference, motivation, and details. I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.	Vocabulary Notebook Venn Diagram Highlighter Checklist	Clear Modeled Expectations Learning with Others Highlighter Checklist Student Choice Novelty and Variety	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	Comparing two Characters in a Venn Diagram
17 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	Clear Modeled Expectations Student Choice				
18 9/29	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	During Reading	F –Formative	S-Special Needs G-Gifted/Accel. Ability Grouping	
19 9/30	RL.8.10 I CAN read my AR BOOK independently and determine whether a book is of my reading ability or too easy/difficult.		Clear Modeled Expectations Choice				
20	RL.8.2 & RL.8.6		Clear Modeled	After Reading	F –Formative	S-Special Needs	

10/10	I CAN work with others in ability grouping to analyze Steinbeck's word choice and determine his meaning in THE RED PONY.		Expectations Learning with Others			G-Gifted/Accel. Ability Grouping	
21 10/11	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	After Reading	S-Summative	S-Special Needs G-Gifted/Accel. Ability Grouping	
22 10/12	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	After Reading	S-Summative	S-Special Needs G-Gifted/Accel. Ability Grouping	
23 10/13	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 Audience Novelty and Variety Student Choice	After Reading	S-Summative		
24 10/14	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 Essay Open Response		After Reading After Reading	S-Summative	S-Special Needs Modification of Open Response Essay Exam	