Unit Topic: Poetry | Franklin-Simpson Middle School | Date: 01/10/12 – 02/04/12__

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 1/10	8.R Lit.10 I CAN read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Pretest using Quizlet.com Vocabulary Notebook New US Lecture	Clear and modeled expectations	before reading	F –Formative Pretest Discussion Clicker questions as part of notes	S-Special Needs Put into groups based on pretest results	Pretest from Quizlet.com Clickers
2 1/11	8.R Lit.10 I CAN read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Vocabulary Notebook New US Lecture	Clear and modeled expectations Personal response Learning with others Novelty and variety (3 pictures)	before reading	F –Formative Discussion Clicker questions as part of notes	S-Special Needs Given a copy of the notes if needed.	Clickers Short video clip for Star Wars allusion
3 1/12	8.R Lit.10 I CAN read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Vocabulary Notebook New US Lecture	Clear and modeled expectations Personal response Learning with others Novelty and variety (3 pictures)	before reading	Discussion Clicker questions as part of notes	S-Special Needs Given a copy of the notes if needed.	Clickers
4	8.R Lit.10 I CAN read and	Questioning Rubric Analysis	Clear and modeled expectations	during reading	F –Formative Rubric/Discussion/	S-Special Needs Multi-level groups	

1/17	comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Vocabulary Notebook Annotation	Personal response Learning with others		Annotations		
5 1/18	**8.R Lit.10** **I CAN** read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.R Lit.4** **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, including analogies or allusions to other texts.	Vocabulary Notebook Annotation	Clear and modeled expectations Learning with others	During reading	S – Summative F – Formative Quiz: Rabbi Ben Ezra Discussion	S-Special Needs Sample analysis *Out of the Dust*	Clicker quiz: Rabbi Ben Ezra
6 1/19	**8.R Lit.10** **I CAN** read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and	Vocabulary Notebook Annotation	Clear and modeled expectations Personal response Learning with others	During Reading	F –Formative Analysis: I Know Why the Caged Bird Sings	S-Special Needs Multi-level groups	

	proficiently. **8.R Lit.4** **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, including analogies or allusions to other texts.						
7 1/20	**8.R Lit.10** **I CAN** read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Reading books chosen by student selection	Personal choice	During reading	F –Formative Accelerated Reader test	S-Special Needs Books on individual level	AR test
8 1/23	**8.RS&L.2** **I CAN a**nalyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate	Rubric Analysis Vocabulary Notebook	Clear and modeled expectations (teacher presentation) Personal Response Authenticity	During reading	F –Formative Rubric	S-Special Needs Visual and oral example	Power point
9 1/24	**8.RLit.1** **I CAN** cite the textual evidence that most strongly supports an analysis of what	Use internet sources to create a poet presentation Vocabulary Notebook	Clear and modeled expectations Learning with Others Choice	During reading	F –Formative Rubric Website	S-Special Needs Grouped by pretest results. High protesters received more challenging	MacLab Key Note (if chosen)

					poets; lower protesters received more accessible poets	
the text says explicitly as well as inferences drawn from the text. **8.RLit.2** **I CAN** determine a theme or central idea of a text **8.RLit.4** **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, including analogies or allusions to other texts. **8.RLit.10** **I CAN** read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.W.1b** **I CAN** support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding						

	of the topic or text. **8.W.2b** **I CAN** develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **8.W.4** **I CAN** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.W.8** **I CAN** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
10 1/25	**8.RLit.1** **I CAN** cite the textual evidence that most strongly supports an analysis of what	Use internet sources to create a poet presentation Vocabulary notebook	Clear and modeled expectations Learning with Others Choice	During reading	F –Formative Rubric Website	S-Special Needs Grouped by pretest results. High protesters received more challenging	MacLab Key Note (if chosen)

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	of the topic or text. **8.W.2b** **I CAN** develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **8.W.4** **I CAN** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.W.8** **I CAN** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
11 1/26	**8.W.8** **I CAN** gather relevant information from multiple print and digital sources,	Bogus eagle article Plagiarism notes	Clear and modeled Expectations Authenticity	Before reading	F –Formative Article Discussion	S-Special Needs Reading aloud	Power point

	using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
12 1/27	**8.R Lit.10** **I CAN** read and comprehend literature, poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Reading books chosen by student selection	Personal choice	During reading	F –Formative Accelerated Reader test	S-Special Needs Books on individual level	AR test if needed (ahead of deadline)
13 1/30	**8.RLit.1** **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. **8.RLit.4** **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,	Discussion Questioning LTF analysis (*Witness* by Karen Hesse)	Clear and modeled expectations Learning with Others Intellectual and emotional safety	During reading	F –Formative Discussion Scaffolded analysis	S-Special Needs Group work with heterogeneous groups	Laying the Foundation material

	including analogies or allusions to other texts. **8.RLit.10** **I CAN** read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.W.1b** **I CAN** support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **8.RLit.6** **I CAN** analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.					
14 1/31	**8.RLit.1** **I CAN** cite the textual evidence that most strongly supports an analysis of what	Literary Circles using poems selected to emphasize Black History Month	Clear and modeled expectations Learning with Others Choice (Graphic Representation,	During reading	F –Formative Discussion Graphic Representation, Summary, Generating Questions, Vocabulary	S-Special Needs Group work with heterogeneous groups	Sample on power point

	the text says explicitly as well as inferences drawn from the text. **8.RLit.4** **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, including analogies or allusions to other texts. **8.RLit.10** **I CAN** read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.W.1b** **I CAN** support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		Summary, Generating Questions, or Vocabulary predictions and brief research)		predictions and brief research		
15	**8.RLit.1**	Use internet	Clear and modeled	During reading	F –Formative	S-Special Needs	MacLab

| 2/1 | 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. **8.RLit.2** I CAN determine a theme or central idea of a text **8.RLit.4** 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, including analogies or allusions to other texts. **8.RLit.10** I CAN read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.W.1b** I CAN support claim(s) with logical reasoning and relevant evidence, using | sources to create a poet presentation Vocabulary notebook Annotation | expectations Learning with Others Choice | | Rubric Website | Grouped by pretest results. High protesters received more challenging poets; lower protesters received more accessible poets | Key Note (if chosen) |

	accurate, credible sources and demonstrating an understanding of the topic or text. **8.W.2b** **I CAN** develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **8.W.4** **I CAN** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.W.8** **I CAN** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
16	**8.RLit.1** **I CAN** cite the textual	Use internet sources to create a	Clear and modeled expectations	During reading	F –Formative Rubric	S-Special Needs Grouped by pretest	MacLab Key Note (if

| 2/2 | evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **8.RLit.2** **I CAN** determine a theme or central idea of a text **8.RLit.4** **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, including analogies or allusions to other texts. **8.RLit.10** **I CAN** read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **8.W.1b** **I CAN** support claim(s) with logical reasoning and relevant evidence, using accurate, credible | poet presentation Vocabulary notebook Annotation | Learning with Others Choice | | Website | results. High protesters received more challenging poets; lower protesters received more accessible poets | chosen) |

	sources and demonstrating an understanding of the topic or text. **8.W.2b** **I CAN** develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **8.W.4** **I CAN** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.W.8** **I CAN** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.						
17 2/3	**8.W.4** **I CAN** present claims and findings, emphasizing	Rubric Annotation	Clear Modeled Expectations Learning with Others	After reading	S-Summative Presenting research and writing	S-Special Needs Grouped by pretest results. High	MacLab Key Note (if chosen)

	salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **8.W.5** **I CAN** integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		Personal Response Authenticity			protesters received more challenging poets; lower protesters received more accessible poets	
18 2/6	**8.W.4** **I CAN** present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **8.W.5** **I CAN** integrate multimedia and visual displays into presentations to clarify information, strengthen	Rubric Annotation	Clear Modeled Expectations Learning with Others Personal Response Authenticity	After reading	S-Summative Presenting research and writing	S-Special Needs Grouped by pretest results. High protesters received more challenging poets; lower protesters received more accessible poets	MacLab Key Note (if chosen)

	claims and evidence, and add interest.						