

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 3/6	8.SL.1 I CAN engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing my own clearly. 8.SL.4 I CAN present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning	None, with the exception of a few words defined in context	Personal response Learning with others Clear, modeled expectations	before reading	F –Formative Anticipatory set (Anticipation Guide) Discussion and debate	S-Special Needs Put into heterogeneous groups with one student with special needs per group, depending on the class	none
2 3/7	8.R Lit.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.R. Lit.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and prediction and voting for meaning of Release) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	none

3 3/8	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	Personal response (choice of books) Clear, modeled expectations	During reading	F –Formative Accelerated Reader	S-Special Needs Books on individual level	AR tests online
4 3/12	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. 8.R. Lit. 2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	none
5 3/13	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. 2 I CAN provide an objective summary of the text. 8.SL.4 I CAN present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations Learning with others	during reading	F –Formative Create chapter titles Summarize chapters Answer questions collaboratively	S-Special Needs CD reading part of <i>The Giver</i> aloud Heterogeneous groups	none
6 3/14	8.R Lit. 10 I CAN read and comprehend literature, poems, at the high end of grades 6-8	Vocabulary Notebook	Personal response (choose Assignments [jobs] for 8 th graders) Clear, modeled	during reading	F –Formative Create chapter titles Summarize chapters Choose Assignments	S-Special Needs CD reading part of <i>The Giver</i> aloud Heterogeneous	none

	text complexity band independently and proficiently. 8.R. Lit.2 I CAN provide an objective summary of the text. 8.SL.4 I CAN present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning		expectations Learning with others		(jobs) collaboratively	groups	
7 3/15	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.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and answers; some agree/disagree questions) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	none
8 3/16	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.2 I CAN provide an objective summary of the text.	Vocabulary Notebook Reading books chosen by student	Personal response (sticky note questions and answers; choice of books read) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud Student selection of books	AR tests online
9 3/19	8.R Lit.10 I CAN read and comprehend literature, poems, at the high end of grades 6-8 text complexity band independently and proficiently.	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters Small quiz over several chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	Clicker quiz

	8.R. Lit.2 I CAN provide an objective summary of the text.						
10 3/21 (FSHS tours and cyber bullying info on 3/20)	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. 8.R. Lit.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations Learning with others (modified Give One/Get One)	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	none
11 3/22	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.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters Small quiz over several chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	clicker quiz
12 3/23	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	Personal response (choice of books) Clear, modeled expectations	During reading	F –Formative Accelerated Reader	S-Special Needs Books on individual level	AR tests online
13 3/26	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.2	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters Small quiz over several chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	clicker quiz Power Point presentation

	I CAN provide an objective summary of the text.						
14 3/27	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. 8.R. Lit.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (4 square) Clear, modeled expectations	during reading	F –Formative Create chapter titles Summarize chapters	S-Special Needs CD reading part of <i>The Giver</i> aloud	none
15 3/28	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.2 I CAN provide an objective summary of the text.	Vocabulary Notebook	Personal response (sticky note questions and answers) Clear, modeled expectations	during reading after reading	S-Summative Test over <u>The Giver</u>	S-Special Needs CD reading part of <i>The Giver</i> aloud	clicker quiz
16 3/29	8.SL.4 I CAN present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning	Symbolism lecture	Personal response (examples of symbols) Clear, modeled expectations	after reading	F –Formative Examples of symbols and symbolism	S-Special Needs Whole class discussion; visual images	Short research on meaning of names
17 3/30	I CAN provide an objective summary of the text. 8.W.5 I CAN integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Rubric (creating book covers)	Clear Modeled Expectations Personal Response Authenticity	after reading	S-Summative Presenting nonlinguistic representation and writing	S-Special Needs visual images	none