

	<p style="text-align: center;"><u>Unit:</u> Locating Cause/Effect (Organizational Patterns 2)</p>		<p style="text-align: center;">Teacher: H. Dobbs (6th/7th/8th) A/B schedule</p>		<p style="text-align: center;">Dates: 19 March. – 20 April (+/-)</p>		
D A Y I N U N I T	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core (6th/7th/8th)</p>	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F -Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool</p>	<p>Technology 50 Ideas</p>
	<p>KY.6.R.I.SC.4 Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, graphic organizer, outlining, note taking)</p> <p>KY.8.R.U.SC.7*use visual information (e.g., visual organizers, graphs) to understand texts</p> <p>KY.8.R.D.SC.2, KY.6.R.U.SC.2 (intro. to cause/effect), KY.7.R.D.SC.2 Students will use text structure cues (e.g.,.....cause/effect....) to aid in comprehension</p>	<p>REMEMBER: "The 'Cause' is why it happened and the 'Effect' is the result"</p> <p>*ongoing reminder to students...really helps!</p>	<p>Cause/Effect C/E notation: Choose 5 of 10 sentences to read. Identify the Cause/Effects that are directly stated in each. Check work using folder on teacher's desk.</p>	<p><i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary</p>	<p>F -Formative: Cause/Effect (C/E) notation: Choose 5 of 10 sentences to read. Identify the cause/effect that are directly stated in each. Check work using folder on teacher's desk.</p>	<p>Differentiation is built-in for all students. GT/IEP/ELL/504 students received additional support through enrichment and intervention components as well.</p>	<p>Daily Bell Ringer for each class (modified for 504/IEP/ESL)</p> <p>Daily Focus screen with Literacy Steps and Formative Assessment work.</p>

3	Continue focus of Cause/Effect 6 th : "A Sea of Garbage" 7 th : "Driven Crazy By the Crazy Ant" 8 th : "A Lucky Find"		Authenticity Personal Response (email) Clear Modeled-Expect Choice (for C/E paragraphs) Choice (for extra articles)		F -Formative Tertiary focus: <u>Cause/Effect Sentences</u>		
4	Continue focus of Cause/Effect 6 th : "The White House Catches Some Rays" 7 th : "Butterflies on the Rise" 8 th : "Venus Maybe Later"	REMEMBER: "The 'Cause' is why it happened and the 'Effect' is the result" *ongoing reminder to students...really helps!	Authenticity Personal Response (email) Clear Modeled-Expect Choice (for C/E paragraphs) Choice (for extra articles)		F -Formative Tertiary focus: <u>Cause/Effect Sentences</u>		
D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <u>Curriculum document Common Core</u>	Vocabulary/ Vocab Activity <u>Activities</u> <u>Activities II</u>	Thoughtful Ed./ Student Engagement <u>www.marshall.kyschools.us/</u> <u>www.muhenberg.kyschools.us/?q=node/61</u> <u>Engagement Cube Cube II (examples)</u>	Literacy/Reading in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment F -Formative S-Summative <u>www.act.org/standard/guides/explore/Strategies</u> <u>More Ideas</u>	Differentiation T-Task S-Special Needs G-Gifted/Accel. <u>http://serge.ccsso.org/Ideas</u> <u>9 Types</u> <u>Big Explanation Tool</u>	Technology <u>50 Ideas</u>
5	Continue focus of Cause/Effect 6 th : "Should Ronald McDonald Stay or Go"		Authenticity Personal Response Clear Modeled-Expect	<i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview	F -Formative Tertiary focus: <u>Cause/Effect Sentences</u>	Differentiation is built-in for all students. GT/IEP/ELL/504	www.teenbiz30

	7 th : " Is Spongebob Bad for Learning?" 8 th : " Get Moving Just a Little"		Choice (for C/E paragraphs) Choice (for extra articles)	headings · learn crucial vocabulary		students received additional support through enrichment and intervention components as well.	00.com
6	Work Day for Cycle 4 articles Students must replace grades on article quizzes that are lower than a 75%.	5 Literacy Steps (review)	Authenticity Personal Response (email) Clear Modeled-Expect Choice (for C/E paragraphs) Choice (for extra articles)	<i>During Reading Strategies</i> reread · infer · question · support predictions · summarize	F -Formative Tertiary focus: <u>Cause/Effect Sentences</u>		"Work Day" screen with 5 Literacy Steps
7	Work Day (if needed) for Cycle 4 articles Students must replace grades on article quizzes that are lower than a 75%. Fluency Check #3 for all students. " Cause/Effect " graphic organizer due today		Authenticity Personal Response (email) Clear Modeled-Expect Choice (for C/E paragraphs) Choice (for extra articles)	<i>After Reading Strategies</i> reread · confirm predictions · summarize · synthesize · reflect · question	F -Formative Tertiary focus: <u>Cause/Effect Sentences</u>		
8	Cycle 3 is due today S = summative 15 question quiz over Cause/Effect		Authenticity Personal Response (email) Clear Modeled-Expect Choice (for extra articles) Choice (for C/E paragraphs)		S = summative 15 question quiz over Cause/Effect		
^D	*Content Strand	Vocabulary/	Thoughtful Ed./	Literacy/Reading	Formative/	Differentiation	Technology

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