

MAP Testing begins the second week.  
 Dates/Activities/Schedule are subject to change.

	Unit: Compare/Contrast (Organizational Patterns 3)		Teacher: H. Dobbs (6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> ) A/B schedule		Dates: 12 April – 25 April (+/-)		
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> (6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> )	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.muhenberg.kyschools.us/?q=node/61">www.muhenberg.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/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a>	Differentiation <b>T-Task</b> <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org/">http://serge.ccsso.org/</a> <b>Ideas</b> <b>9 Types</b> <b>Big Explanation Tool</b>	<b>Technology</b> <a href="#">50 Ideas</a>
	<p><b>KY.6.R.I.SC.4</b> Students will record and organize ideas to show understanding of central ideas and interrelationships (e.g., charting, mapping, <b>graphic organizer</b>, outlining, note taking)</p> <p><b>KY.8.R.U.SC.7</b> .....*use visual information (e.g., <b>visual organizers, graphs</b>) to understand texts</p> <p><b>KY.8.R.D.SC.2, KY.6.R.U.SC.2</b> (intro. to cause/effect),  <b>KY.7.R.D.SC.2</b> Students will use text structure cues (e.g.,.....compare/contrast....) to aid in comprehension</p>	Compare Contrast Proper Nouns Common Nouns Directly Stated	Authenticity Personal Response (email) Clear Modeled-Expect (5 Lit. Steps) Choice (for extra articles)	<i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary	<b>F -Formative:</b> <b>Exit Slip:</b> Write down 3 characteristics of yourself. Trade with a partner. Copy down their 3 characteristics. Then, discuss what you both have in common.  <b>F -Formative: (Daily)</b> Choose 2 nouns from the article (common or proper) to compare/contrast on the graphic organizer	Differentiation is built-in for all students. <b>GT/IEP/ELL/504</b> students received additional support through enrichment and intervention components as well.	Daily Bell Ringer for each class (modified for 504/IEP/ESL)  Daily Focus screen with Literacy Steps and Formative Assessment work.



	7 <sup>th</sup> : "A Quiet Catch"		articles)				
3	Compare/Contrast Begin 5 literacy steps for articles: 8 <sup>th</sup> : Play it Again" 6 <sup>th</sup> : ""Drive-Ins Are Back" 7 <sup>th</sup> : The Ice Slide	Compare Contrast Proper Nouns Common Nouns Directly Stated	Authenticity Personal Response (email) Clear Modeled- Expect Choice (for extra articles)		F -Formative Choose 2 nouns from the article (common or proper) to compare/contrast on the graphic organizer		
4	Compare/Contrast Begin 5 literacy steps for articles: 8 <sup>th</sup> : 'Telescopes: Bigger and Better Than Ever 6 <sup>th</sup> : "Got a Question? Ask Dr. Robot" 7 <sup>th</sup> : A Quieter Cleaner Park	Compare Contrast Proper Nouns Common Nouns Directly Stated	Authenticity Personal Response (email) Clear Modeled- Expect Choice (for extra articles)		F -Formative Choose 2 nouns from the article (common or proper) to compare/contrast on the graphic organizer		
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5	Compare/Contrast		Authenticity Personal Response	<i>Before Reading</i> <i>Strategies</i> brainstorm · predict ·	F -Formative Choose 2 nouns from	Differentiation is built-in for all	

	Begin 5 literacy steps for articles: 8 <sup>th</sup> : Not in My Front Yard 6 <sup>th</sup> : 'Space Bugs' 7 <sup>th</sup> : The Sun Shines on Freiburg		Clear Modeled-Expect Choice (for extra articles)	skim · assess prior knowledge · preview headings · learn crucial vocabulary	the article (common or proper) to compare/contrast on the graphic organizer	students. <b>GT/IEP/ELL/504</b> students received additional support through enrichment and intervention components as well.	www.teenbiz3000.com
6	Work Day for Cycle 5 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 extra articles)	<i>During Reading Strategies</i> reread · infer · question · support predictions · summarize	<b>F -Formative</b> Choose 2 nouns from the article (common or proper) to compare/contrast on the graphic organizer		"Work Day" screen with 5 Literacy Steps
7	Work Day (if needed) for Cycle 5 articles Students must replace grades on article quizzes that are lower than a 75%. Fluency Check #5 for all students. <b>"Compare/Contrast" graphic organizer due today</b>		Authenticity Personal Response (email) Clear Modeled-Expect Choice (for extra articles)	<i>After Reading Strategies</i> reread · confirm predictions · summarize · synthesize · reflect · question	<b>F -Formative</b> Choose 2 nouns from the article (common or proper) to compare/contrast on the graphic organizer		
8	Cycle 5 is due today  <b>S = summative</b> <b>15 question quiz over Compare/Contrast</b>		Authenticity Personal Response (email) Clear Modeled-Expect Choice (for extra articles)		<b>S = summative</b> <b>15 question quiz over Compare/Contrast</b>		
D A Y	<b>*Content Strand</b> <b>*Learning Target</b>	Vocabulary/ Vocab Activity	Thoughtful Ed./ Student Engagement	Literacy/Reading in the Content	Formative/ Summative	Differentiation T-Task	Technology <b>50 Ideas</b>

UNIT	<p>-I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a></p>	<p><a href="#">Activities</a> <a href="#">Activities II</a></p>	<p><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhenberg.kyschools.us/?q=node/61">www.muhenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a></p>	<p><a href="#">Literacy Ideas</a></p>	<p><b>Assessment</b> <b>F -Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a></p>	<p><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></p>	
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