

Unit Topic: _____

Franklin-Simpson Middle School

Date: _____

	Unit: Using the 5 Literacy Steps and the Achieve 3000 Reading Program	*Locating Facts/Opinions		H. Dobbs 6 th /7 th /8 th A/B Schedule		10 Aug. – 11 Sept.	
DAY IN UNIT	<p>*Content Strand</p> <p>*Essential Questions</p> <ul style="list-style-type: none"> -WHY?? -How do you know? <p>Curriculum document</p> <p>Common Core</p> <p>*Learning Targets :</p> <p>By the end of the week I can complete the 5 literacy steps using an online Achieve 3000 article</p> <p>By the end of the week I can distinguish between Facts/Opinions and provide at least 5 examples from my A3000 articles.</p> <ul style="list-style-type: none"> -I Can 	<p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F -Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/Strategies</p> <p>More Ideas</p>	<p>Differentiation T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccss.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p>	<p>Technology</p> <p>50 Ideas</p>
1 A / B	<p>I CAN successfully log-in to the Achieve 3000 website and begin my Level Set test to determine my personal reading level.</p>	<p>Log-in slip</p> <p>Website address</p>	<p>Authenticity</p> <p>Personal Response</p>	<p>Ongoing</p> <p>Before Reading Strategies</p> <p>brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary</p>	<p>F -Formative</p> <p>Level Set Test</p>	<p>Differentiation is built-in for all students.</p> <p>GT/IEP/ELL/504</p> <p>students received additional support through enrichment and intervention components as well.</p>	<p>www.teenbiz3000.com</p>
2 A / B	<p>I CAN complete the Level Set test and activate my Achieve 3000 email account</p>	<p>Language Registers: Formal/consultative/casual/intimate/frozen</p>	<p>Authenticity</p> <p>Personal Response</p>	<p>Ongoing</p> <p>During Reading Strategies</p> <p>reread · infer · question · support predictions · summarize</p>	<p>S-Summative</p>		<p>headphones used for BL and PRE level students</p>
3 A / B	<p>I CAN explore the 5 Literacy Steps of the Achieve 3000 reading program via a Scavenger Hunt</p>	<p>Scavenger Fluency</p> <p>Literacy steps</p> <p>Reading connections</p> <p>Generated questions</p>	<p>Authenticity</p> <p>Personal Response</p> <p>Clear Modeled Expect.</p>	<p>Ongoing</p> <p>After Reading Strategies</p> <p>reread · confirm predictions · summarize ·</p>	<p>F -Formative</p> <p>Scavenger Hunt</p>		

				synthesize · reflect · question			
4 A / B	I CAN complete my first fluency check on my personal reading level. I CAN respond to my first required email for Cycle 1 articles using proper lang. register	Formal/consultative Fact/Opinion Personal opinion Fact based	Authenticity Personal Response Clear Modeled Expect		F= exit slip: 1 fact and 1 opinion directly stated in today's article		
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.muhenberg.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
5 A / B	I CAN annotate the paragraphs of my first article by summarizing and generative a question for each to better understand the content	Annotate Summarize Generate questions	Authenticity Personal Response Clear Modeled- Expect choice	Ongoing <i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary	F= exit slip: 1 fact and 1 opinion directly stated in today's article	Differentiation is built-in for all students. GT/IEP/ELL/504 students received additional support through enrichment and intervention components as well.	www.teenbiz300.com headphones used for BL and PRE level students
6 A / B	I CAN test over my article (on my own personal reading level) and score at least an 88% on the second try.		Authenticity Personal Response Clear Modeled- Expect	Ongoing <i>During Reading Strategies</i> reread · infer · question · support predictions · summarize	F= Fact/Opinion graphic organizer: locate 2 facts and 2 opinions directly stated in the article		
7 A	I CAN read and respond to the daily thought question with		Authenticity Personal Response	Ongoing	F= Fact/Opinion graphic organizer: locate 2 facts		

/ B	supported facts from the article. I CAN click "finish later" to save my work		Clear Modeled-Expect	<i>After Reading Strategies</i> reread · confirm predictions · summarize · synthesize · reflect · question	and 2 opinions directly stated in the article		
8 A / B	I CAN express my opinion in the daily poll I CAN complete an extra article to replace a low quiz grade from a required article		Authenticity Personal Response Clear Modeled-Expect Choice		F= Fact/Opinion graphic organizer: locate 2 facts and 2 opinions directly stated in the article		
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/exploration/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccss.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
9 A / B	I CAN complete the 5 literacy steps for each of my articles in Cycle 1 I Can complete my graphic organizer for facts/opinions		Authenticity Personal Response Clear Modeled-Expect Choice		F= Fact/Opinion graphic organizer: locate 2 facts and 2 opinions directly stated in the article	Differentiation is built-in for all students. GT/IEP/ELL/504 students received additional support through enrichment and intervention components as well.	www.teenbiz3000.com
10 A / B	I CAN submit my thought questions for teacher review; I CAN complete extra articles following the abbreviated literacy steps to replace low grades		Clear Modeled-Expect Choice		F= Fact/Opinion graphic organizer: locate 2 facts and 2 opinions directly stated in the article S-Summative 10 - 15 question quiz		headphones used for BL and PRE level students

					over facts and opinions		
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6th grade articles:

- "Stopping the Bullies"
- "Noah's Gifts"
- "Helping Dogs Do Their Jobs"
- "Kids Give Healthy Foods an A+"
- "Are These Donuts Healthy?"

7th grade articles:

- "Schools Take Steps to Stop Bullies"
- "How Much is Too Much?"
- "Helping or Hurting?"
- "Pay Up!"
- "For Sale: Your Stuff"

8th grade articles:

- "President: Just Say No to Bullying"
- "Superhero Superintendent"
- "A Helping Hand Brings Hope"
- "Stepping Out With a Robot"
- "Murphy's Honor"