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	<p>Unit: Locating Main Ideas/ Central Ideas and Supporting Details/Ideas</p>		<p>Teacher: H. Dobbs</p>		<p>Dates: 12 Sept. – 12 Oct.</p>		
<p>D A Y I N U N I T</p>	<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.muhenberg.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>C.C.6.R.I.2 Determine a Central Idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments 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) KY.6.R.I.SC.6 *Use evidence references from the text to state central/main idea and details that supports them. *identify information in a passage that is supported by facts C.C.8.R.I.2 Determine the central idea of a text and analyze its development over the course of the text including...supporting ideas KY.8.R.U.SC.7 locate key ideas,</p>			<p><i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary</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 Daily Focus screen with Literacy Steps and Formative Assessment work.</p>

	<p>information, facts or details *use information from text to state and support central/main idea *use visual information (e.g., visual organizers, graphs) to understand texts</p> <p>C.C.7.R.1.3 Analyze the interactions between individuals, events, and ideas in a text</p> <p>KY.7.R.U.SC.7 Students will demonstrate an understanding of informational passages/texts</p> <p>*locate key ideas, information, facts or details *use information from text to accomplish a specific task or to answer questions *use information from text to state and support central/main idea.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> --I can determine the central or main idea of an Achieve 3000 article and provide an example. --I can provide 2 supporting details that prove my central/main idea <p>Essential Question: How do main/central ideas help us better understand the information within an article? What are supporting details/ideas and how can we use them to help us better understand the information within an article?</p>						
1	<p>Intro. Cycle 2 focus: Main/Central Idea and Supporting Details/Ideas and discuss meanings. Begin 5 literacy steps for articles:</p> <p>6th: "The History of Mammoth Cave"</p> <p>7th: "New Heart, New Life"</p>	<p>Main Idea Central Idea Big Ideas Primary Point Central Point</p>	<p>Authenticity Personal Response Clear Modeled-Expect Choice (for BHM</p>	<p><i>During Reading Strategies</i> reread · infer · question · support predictions ·</p>	<p>F -Formative</p> <p>Exit Slip: Identify the Main Idea and 2 supporting details for today's article</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>www.teenbiz3000.com</p>

			Choice (for extra articles)		facts/ideas for each. Locate Main Idea/Supporting Details/Alternate title for day's article		
D A Y U N I T	<p>*Content Strand</p> <p>*Learning Target -I Can</p> <p>*Essential Questions -WHY?? -How do you know?</p> <p>Curriculum document Common Core</p>	<p>Vocabulary/ Vocab Activity</p> <p>Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/ www.muhenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F -Formative S-Summative</p> <p>www.act.org/standard/guides/explore/Strategies More Ideas</p>	<p>Differentiation</p> <p>T-Task S-Special Needs G-Gifted/Accel.</p> <p>http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool</p>	<p>Technology</p> <p>50 Ideas</p>
5	<p>Continue focus of Main/Central Idea and Supporting</p> <p>6th: "My House is Your House"</p> <p>7th: "Hold the Salt"</p> <p>8th: "Teen's Save a Hero's Story"</p>		<p>Authenticity Personal Response Clear Modeled-Expect Choice (for HHM paragraphs) Choice (for extra articles)</p>	<p><i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary</p>	<p>F -Formative Tertiary focus: Hispanic Heritage Moment: Read 10 paragraphs to locate Main/Central Ideas and provide 2 supporting facts/ideas for each. Locate Main Idea/Supporting Details/Alternate title for day's article</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>www.teenbiz3000.com</p>
6	<p>Work Day for Cycle 2 articles</p> <p>Students must replace grades on article quizzes that are lower than a 75%.</p>	<p>5 Literacy Steps (review)</p>	<p>Authenticity Personal Response Clear Modeled-Expect Choice (for HHM paragraphs) Choice (for extra articles)</p>	<p><i>During Reading Strategies</i> reread · infer · question · support predictions · summarize</p>	<p>F -Formative Tertiary focus: Hispanic Heritage Moment: Read 10 paragraphs to locate Main/Central Ideas and provide 2 supporting facts/ideas for each. Locate Main</p>		<p>"Work Day" screen with 5 Literacy Steps</p>

					Idea/Supporting Details/Alternate title for day's article		
7	Work Day for Cycle 2 articles Students must replace grades on article quizzes that are lower than a 75%. Fluency Check #2 for all students		Authenticity Personal Response Clear Modeled-Expect Choice (for HHM paragraphs) Choice (for extra articles)	<i>After Reading Strategies</i> reread · confirm predictions · summarize · synthesize · reflect · question	F -Formative Tertiary focus: Hispanic Heritage Moment: Read 10 paragraphs to locate Main/Central Ideas and provide 2 supporting facts/ideas for each. Locate Main Idea/Supporting Details/Alternate title for day's article		
8	Cycle 2 is due today along with "Black History Moments" graphic organizer.		Authenticity Personal Response Clear Modeled-Expect Choice (for extra articles) Choice (for BHM paragraphs)		S = summative 15 question quiz over Main/Central Ideas and Supporting details/ideas		
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