

	Unit: Locating Problems/Solutions/Justifying (Organizational Patterns 2)		Teacher: H. Dobbs (6 th /7 th /8 th) A/B schedule		Dates: 15 October – 31 October (+/-)		
D A Y I N 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</p> <p>Common Core (6th/7th/8th)</p>	<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.muhlenberg.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</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p>	<p>Technology</p> <p>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>C.C.7.R.1.3 Analyze the interactions between individuals, events, and ideas in a text</p> <p>Learning Target: By the end of the week I can identify the Problem/Solution within an article. I can Justify my Solution by telling whether the Solution will work or not according to</p>		<p>Problem/Solution rotation: Choose 5 of 10 paragraphs to read. Identify the Problems/Solutions that are directly stated in each. Check work using folder on teacher's desk.</p>	<p>Before Reading Strategies brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary</p>	<p>Problem/Solution rotation: Choose 5 of 10 paragraphs to read. Identify the Problems/Solutions that are directly stated in each. Check work using folder on teacher's desk.</p>	<p>Differentiation is built-in for all students.</p> <p>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>

			articles)				
4	Continue focus of Problem/Solution/Justification 6 th : "Pup-Light's Just Right" 7 th : "Throw Old Computers in the Trash? No Way!" 8 th : "New Money for New Teachers"		Authenticity Personal Response Clear Modeled-Expect Choice (for paragraphs) Choice (for extra articles)		F -Formative Tertiary focus: <u>Problem/Solution Rotation</u>		
D A Y 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	Continue focus of Problem/Solution/Justification 6 th : The Little Treehouse that could"		Authenticity Personal Response Clear Modeled-Expect Choice (for	<i>Before Reading Strategies</i> brainstorm · predict · skim · assess prior knowledge · preview headings · learn crucial vocabulary	F -Formative Tertiary focus: <u>S Problem/Solution Rotation</u>	Differentiation is built-in for all students. GT/IEP/ELL/504 students received additional support	www.teenbiz3000.com

	7 th : "Which Way Will the Wind Blow?" 8 th : "Turn It Down!"		paragraphs) Choice (for extra articles)			through enrichment and intervention components as well.	
6	Work Day for Cycle 3 articles Students must replace grades on article quizzes that are lower than a 75%.	5 Literacy Steps (review)	Authenticity Personal Response Clear Modeled-Expect Choice (for paragraphs) Choice (for extra articles)	<i>During Reading Strategies</i> reread · infer · question · support predictions · summarize	F -Formative Tertiary focus: <u>Problem/Solution Rotation</u>		"Work Day" screen with 5 Literacy Steps
7	Work Day (if needed) for Cycle 3 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 Clear Modeled-Expect Choice (for paragraphs) Choice (for extra articles)	<i>After Reading Strategies</i> reread · confirm predictions · summarize · synthesize · reflect · question	F -Formative Tertiary focus: <u>Problem/Solution Rotation</u>		
8	Cycle 3 is due today S = summative 15 question quiz over Cause/Effect		Authenticity Personal Response Clear Modeled-Expect Choice (for extra articles) Choice (for paragraphs)		S = summative Possible 10-15 question quiz over Cause/Effect		
D A Y I N	*Content Strand *Learning Target -I Can *Essential Questions -WHY??	Vocabulary/ Vocab Activity <u>Activities</u> <u>Activities II</u>	Thoughtful Ed./ Student Engagement <u>www.marshall.kyschools.us/</u> <u>www.muhenberg.kysch</u>	Literacy/Reading in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment F -Formative S-Summative	Differentiation T-Task S-Special Needs G-Gifted/Accel. <u>http://serge.ccsso.o</u>	Technology <u>50 Ideas</u>

UNIT	-How do you know? Curriculum document Common Core		tools.us/?q=node/61 Engagement Cube Cube II (examples)		www.act.org/standard/guides/explore/Strategies More Ideas	rg/Ideas 9 Types Big Explanation Tool	
9							
10							