

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	Daily Tasks	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 Vocabulary/ Vocab Activity Activities Activities II	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 MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	R.L 4.4; RL 4.1; I can use context clues to determine the meaning of words and phrases in a passage. How can I use different reading skills to become a better reader? I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.	Novel Study: Fiction Create reading journals Possible Predictor for the book based on cover/title Vocabulary for 1st chapter:	Clear Modeled Expectations Personal Response Emotional/Intellectual Safety Application Non-Linguistic	Inferences Summarize Point of view Question 1 st person 3 rd person Theme Character Setting Problem Solution Dialogue *Other words specific to the novel being used. Word chart Alphabox/Word wall Word Wizard in reading journal (Ant) 3 Pictured Word Strategy Picture Match/Definition Act.	Summative: Reading Journal at end of novel study	Prompting and Cueing Vocabulary background knowledge. Different reading levels of novels	HM Series Traditions (PR) Journeys (BWD)

2	<p>RL 4.3, RL 4.2, RL 4.6</p> <p>*I can use specific details from the text to describe characters, settings, and events in the story.</p> <p>*I can use details from a text to summarize the passage, which means I can tell the story in my own words.</p> <p>*I can use details to compare and contrast different points of views from different passages. This means I can show how stories are different and alike based on who is telling the story.</p>	<ul style="list-style-type: none"> * Review vocabulary * Review chapter 1 * Summarize chapter 1 (pyramid or Somebody, Wanted model) * Character sketch over one of the main characters * Identify the point of view of the story 	<p>Emotional/Intellectual Safety</p> <p>Application</p> <p>Graphic Organizers</p> <p>Personal Response</p>	<p>Summarize</p> <p>Pyramid Tool</p>	<p>Formative: Character Sketch, Point of View</p>	<p>Prompting and Cueing</p> <p>Practice skill in book of Lexile level.</p>	<p>HM Series (Traditions)</p>
3	<p>RL 4.4, RL 4.1</p> <p>I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.</p> <p>I can use context clues to determine the meaning of words and phrases in a passage.</p>	<ul style="list-style-type: none"> *Word wizard for chapter 2 vocabulary words * Read chapter 2 * Quizzing questioner for chapter 2 * Sneaky infer for what will happen in chapter 3 	<p>Clear Modeled Expectations</p> <p>Graphic Organizers</p> <p>Application</p> <p>Personal Response</p> <p>Novelty and Variety</p>	<p>Reading Strategy: Vocabulary</p> <p>Inferences</p> <p>Questioning</p>	<p>Formative: Word Wizard Vocabulary</p>	<p>Prompting and Cueing</p> <p>Assisting with foldable</p> <p>Practice skill in book of Lexile level.</p>	<p>HM Series (Traditions)</p>
4	<p>RL 4.4, RL 4.1</p> <p>I can use context clues to</p>	<ul style="list-style-type: none"> *Share inferences for chapter 3 *Word wizard chapter 3 	<p>Learning With Others</p> <p>Clear Modeled</p>	<p>Writing Inferences</p>	<p>Formative: Comprehension</p>	<p>Prompting and Cueing</p> <p>Assisting with</p>	<p>HM Series (Traditions)</p>

	<p>determine the meaning of words and phrases in a passage.</p> <p>I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.</p>	<p>*Read chapter 3</p> <p>* Comprehension questions over chapter 3</p>	<p>Expectations</p> <p>Graphic Organizers</p> <p>Application</p> <p>Personal Response</p>		<p>Questions</p>	<p>foldable</p> <p>Practice skill in book of Lexile level.</p>	
5	<p>RL 4.2</p> <p>*I can use details from a text to summarize the passage, which means I can tell the story in my own words.</p>	<p>*Summarize chapters 2-3</p> <p>*Read next chapter</p> <p>*Quizzing Questioner</p>	<p>Application</p>	<p>Writing, Inferences, Questioning, Summarizing</p>	<p>Formative: Quizzing Questioner</p>	<p>Prompting and Cueing</p> <p>Assisting with foldable</p> <p>Practice skill in book of Lexile level.</p>	<p>HM Series (Traditions)</p>
		<p>Continue with Reading Journal activities for the remainder of the book.</p>					
	<p>R.L. 4.1, RL 4.2, RL 4.3, , RL 4.4, R.L 4.6</p> <p>I can use details from a text to summarize the passage, which means I can tell the story in my own words.</p> <p>I can use specific details from the text to describe characters, settings, and events in the story.</p> <p>I can use details to compare and contrast different points of views from</p>	<p>Common Assessment and Extended Response</p>			<p>Summative: Book Test</p>		

<p>different passages. This means I can show how stories are different and alike based on who is telling the story.</p> <p>I can use context clues to determine the meaning of words and phrases in a passage.</p> <p>I can use details from the text to make inferences and draw conclusions about the story, which means I can make guesses based on what I've read.</p> <p>I can identify the theme of a passage based on details in the text.</p>						
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