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| John Green Reading 8th grade | Mon. 1/1/18 | Tues. 1/2/18 | Wed. 1/3/18 | Thur. 1/4/18 | Fri. 1/5/18 |
| Essential Question |  |  | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target |  |  | I will be able to develop a theme and continue to analyze the characters as they evolve. | I will analyze and answer questions to the best of my abilities for my individual reading assignments. | I will do my best on my monitoring activities. |
| Bell-ringer |  |  | Students will listen while “The Divide” is read and write a comment on the text. | Students will listen while “The Divide” is read and write a comment on the text. | Students will listen while “The Divide” is read and write a comment on the text. |
| KCAS Standard or  CC# & DOK Level  (full text) |  |  | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence. | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence. | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence. |
| Instructional Strategy/Activity |  |  | Students will do their Read 180 assignments in a small group. Two students will do an assignment in the Adapted Reader book called “The Dog of Pompeii” written by Louis Untermeyer. They will first do research on the basic history of Pompeii to gain some background knowledge. These two students have already done the Read 180 workbook assignments in other years. | Students will do their Read 180 assignments in a small group. Two students will do an assignment in the Adapted Reader book called “The Dog of Pompeii” written by Louis Untermeyer. They will first do research on the basic history of Pompeii to gain some background knowledge. These two students have already done the Read 180 workbook assignments in other years. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  |  | Student work will be check periodically and students will read with the teacher one on one. | Various questions related to their assignment. |  |
| Critical vocabulary |  |  |  |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |  |  |  |  |  |