Guilmette MS: Humanities December 15, 2016

 **Skill Building**

**READING INFORMATIONAL TEXT**

*.2: KEY IDEAS AND DETAILS*

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| 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | 6: Determine a theme or 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. | 7: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 8: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |

1. Grades 5-8 Skill Overview
2. Review revised overview of your work.
3. Identify gaps and overlaps
4. What changes do we make?

2. Build a skill

1. Identify one skill you teach and articulate your yearlong objective, i.e. where will the students be in June?
2. Identify all component skills students must have in place to accomplish June expectations.
3. As you generate the list in b) subdivide into two categories, please distinguish between
4. Those that you expect students to have in place
5. Those you will need to provide direct instruction

 d.Using the following table, map out how you will build the skill over the course of the school

year:

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| In June the students will be able to…. |

Model:

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| In June the students will be able to compare and contrast two primary sources on the same topic. |

e. Pass the Baton

Consider the following item both horizontally and vertically, i.e. how would you teach it at different points in a single grade level as well as over the course of a student’s Grade 5-8 education?

f. How does this affect curriculum development??