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| **Week**  **Of**  **December 12, 2016** | **SSD Jennings Secondary** | | | | | | | |
| **Subject: English Language Arts** | | | | | **Grade Level: 8** | **Instructor(s): Goodloe** | | |
|  | **Monday** | **Tuesday** | | | **Wednesday** | **Thursday** | **Friday** | |
| **Daily Objective** | I will be able to:   1. Determine the meaning of words and phrases as they are used in a text | I will be able to:   1. Infer information from the text 2. Cite textual evidence from text | | | I will be able to:   1. Infer information from the text 2. Cite textual evidence from text | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text | I will be able to:   1. Demonstrate knowledge of skills | |
| **Skill Review Goal & DOK Level (s)** | RI8.1, RI8.2, RI 8.3, RL8.4, W8.4 | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 3 | 3 | 3 | 3 | 3 | | | | | | | | |
| **Research Based Instructional Strategies** | Marzano’s teaching strategies # 1: No Opt Out, # 4 Format Matters, # 25 Wait Time, # 20 Exit Ticket  Teach Like A Champ Technique # 54 Firm Calm Finesse, Technique # 55 Art of the Consequence & # 31 Every Minute Matters will be posted with the agenda on the board | | | | | | | |
| **Student Engagement Strategies** | Cold Call, Wait Time, Everybody Writes,  Group Work | | | | | | | |
| **Technology Use** | Epson Projector & Google Chrome Books | | | | | | | |
| **Class Procedures/Lesson Design**  **Anticipatory Set** | **Do Now**  Acuity Practice | **Do Now**  Acuity Practice | | **Do Now**  Acuity Practice | | **Do Now**  Acuity Practice | **Do Now**  Journal Entry # 9 | |
| Introduce *from The Measure of Our Success* and reviewtext structure & context clues power point  Activity to aid in learning new vocabulary – Mix Pair Share | Continue with *from The Measure of Our Success*  Review strategies to identify text structures  Discuss 1st reading components of  *from The Measure of Our Success* | | Aims Web Assessment  Continue with *A from The Measure of Our Success*  Discuss 2nd reading components of  *from The Measure of Our Success* | | Continue *from The Measure of Our Success*  Discuss 3rd reading components of  *from The Measure of Our Success*  Review and discuss study guide for assessment | Assessment | |
| **Vocabulary** | persistence, corruption, racial, illiterate, ethical, idioms, | connotation, denotation | |  | |  |  | |
| **Model (I Do)** | Review/Teach context clue strategies | Review/Teach strategies to infer information from the text | | Review/Teach strategies to infer information from the text | | Review/Teach strategies to locate key words in a text |  | |
| **We Do (Guided Practice)** | Practice strategies | Practice strategies | | Practice strategies | | Practice strategies |  | |
| **You Do Together (Partner/Groups/Guided Practice Continues)**  **(Collaboration practice with peers/also opportunity for teacher to model and give more guided practice to a small group/differentiate )** | Participate in a 1st reading to address the basics – who, what, when, where, why  Partner Talk/Share – students will use each word in a sentence and discuss what the text might be about using a graphic organizer | Participate in a 2nd reading to address connotation, denotation and the use of language  Students will complete a graphic organizer after the 2nd reading to practice inferences | | Participate in a 3rd  reading to integrate  personal knowledge  and ideas  Students will distinguish  fact from opinion using  lessons one through six in  the text | | Connect or relate to the text:  Writing Prompt  Connect or relate to the text:  Writing Prompt   * Why are these lessons important? * How can people act on these lessons in their everyday lives? * What sources support your opinions? Books? Articles? Real People? | Assessment | |
| **You Do Alone (Independent)** | Acuity Skills Practice  Vocabulary  Assign Homework | Acuity Skills Practice  Inference  Cite evidence from text | | Acuity Skills Practice  Inference  Cite evidence from text | | Acuity Skills Practice  Theme/Central Idea  Cite evidence from text | Assessment  Homework Due | |
| **Formative Assessment Minimum 1 x a week** | Reflection Exit Slip | Reflection Exit Slip | | Reflection Exit Slip | | Reflection Exit Slip | Reflection Exit Slip | |
| **Summative Assessment completed by Jan. 31 for Student Growth Plan** | Aimsweb – Progress monitor written expression skills of students not in the Corrective Reading Program; every Wednesday  & Vocabulary/Skills weekly | | | | | | | |
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| **Materials and Resources** | Prentice Hall 8th Grade Literature & Glencoe Literature Reading with a Purpose & Corrective Reading Program, Readingworks.org, Mastery Connect, Items from Acuity | | | | | | | |