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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
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| **Skill Review Goal & DOK Level (s)** | RI8.1, RI8.2, RI 8.3, RL8.4, W8.4 |
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| **Research Based Instructional Strategies** | Marzano’s teaching strategies # 1: No Opt Out, # 4 Format Matters, # 25 Wait Time, # 20 Exit TicketTeach 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 structuresDiscuss 1st reading components of  *from The Measure of Our Success* | Aims Web AssessmentContinue 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, whyPartner 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 languageStudents will complete a graphic organizer after the 2nd reading to practice inferences  | Participate in a 3rdreading to integrate personal knowledgeand ideasStudents will distinguish fact from opinion using lessons one through six inthe text | Connect or relate to the text:Writing PromptConnect 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 PracticeVocabularyAssign Homework | Acuity Skills PracticeInference Cite evidence from text | Acuity Skills PracticeInferenceCite evidence from text | Acuity Skills PracticeTheme/Central IdeaCite evidence from text | AssessmentHomework 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 |