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| **Week****Of** **January 23, 2017**  | **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. Begin 1st draft of 2 counter arguments
 | I will be able to: 1. Begin 1st draft of refutation
 | I will be able to: 1. Begin 1st draft of conclusion | I will be able to:1. Complete 2nd draft of essay
 | I will be able to:1. Present Essays
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| **Skill Review Goal & DOK Level (s)** |  RL.8.4, RI 8.4, W8.1, W8.2, W8.4, W8.6, W8.8  |
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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 # 12 |
| ContinuationDiscuss the first counter arguments Did you prove your points?Remind class to refer and use notes in composition booksDiscuss the order of the essay with class-word choice-conventions-sentence fluency-voiceAlso editing & proofreading | ContinuationDiscuss refutationsRefutation paragraph acknowledges the opposing view, and summarizes their main points | Aims Web AssessmentDiscuss the components of a conclusionConclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out | Review and discuss the scoring guide componentsIntroductionWhat is your hook?Define your argumentDo you have a thesis statement?What are your pro arguments? What are your reasons? 2What are your counter arguments?BodyParagraph One - Pro argument One/ReasonParagraph Two - Pro argument Two/ReasonParagraph Three - Counter Argument One/ReasonParagraph Four - Counter Argument One/ReasonRefutation/ConclusionParagraph Five - Summarize everything, why you say what you sayFootnotes | Discuss with class the components of presentations 3 minutes each using a scoring guide sheet  |
| **Vocabulary** | argumentation, refutation proponent opponent counter argument (CON) pro argument (PRO)  | Words that we come across as we conduct researchfootnotes |  |  |  |
| **Model (I Do)** | Demonstrate how to document found research itemsProvide one on one assistance to check for understanding and address any present concerns | Provide one on one assistance to check for understanding and address any present concerns | Provide one on one assistance to check for understanding and address any present concerns | Demonstrate how to document found research itemsProvide one on one assistance to check for understanding and address any present concerns | Provide one on one assistance to check for understanding and address any present concerns |
| **We Do (Guided Practice)** | Write a counter argument | Write a refutation with the class | Write a conclusion |  | Critique essays using the scoring guide sheet |
| **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 )** | Students will consider the following as they write-the order of the essay-word choice-conventions-sentence fluency-voice-editing-proofreading | Students will consider the following as they write their refutationRefutation paragraph acknowledges the opposing view, and summarizes their main pointsAssign Home work week 20 | Students will consider the following as they write their conclusionsConclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out | IntroductionWhat is your hook?Define your argumentDo you have a thesis statement?What are your pro arguments? What are your reasons? 2What are your counter arguments?BodyParagraph One - Pro argument One/ReasonParagraph Two - Pro argument Two/ReasonParagraph Three - Counter Argument One/ReasonParagraph Four - Counter Argument One/ReasonRefutation/ConclusionParagraph Five - Summarize everything, why you say what you sayFootnotes | Discuss good and bad points of each essay and much praise and support |
| **You Do Alone (Independent)** | Acuity Skills PracticeCite evidence from text | Acuity Skills PracticeContext Clues | Acuity Skills PracticeCentral Idea | Acuity Skills PracticeCite evidence from text | Acuity Skills PracticeCentral Idea |
| **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 all students; every Wednesday & Vocabulary/Skills weekly |
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| **Materials and Resources** | Prentice Hall 8th Grade Literature & Glencoe Literature Reading with a Purpose & Actively Learning, Readingworks.org, Mastery Connect, Items from Acuity |