|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **Skill Review Goal & DOK Level (s)** | RL.8.4, RI 8.4, W8.1, W8.2, W8.4, W8.6, W8.8 | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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 # 12 |
| Continuation  Discuss the first counter arguments  Did you prove your points?  Remind class to refer and use notes in composition books  Discuss the order of the essay with class  -word choice  -conventions  -sentence fluency  -voice  Also editing & proofreading | Continuation  Discuss refutations  Refutation paragraph acknowledges the opposing view, and summarizes their main points | | Aims Web Assessment  Discuss the components of a conclusion  Conclusion 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 components  Introduction  What is your hook?  Define your argument  Do you have a thesis statement?  What are your pro arguments? What are your reasons? 2  What are your counter arguments?  Body  Paragraph One - Pro argument One/Reason  Paragraph Two - Pro argument Two/Reason  Paragraph Three - Counter Argument One/Reason  Paragraph Four - Counter Argument One/Reason  Refutation/Conclusion  Paragraph Five - Summarize everything, why you say what you say  Footnotes | 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 research  footnotes | |  |  |  |
| **Model (I Do)** | Demonstrate how to document found research items  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 | | Provide one on one assistance to check for understanding and address any present concerns | Demonstrate how to document found research items  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 |
| **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 refutation  Refutation paragraph acknowledges the opposing view, and summarizes their main points  Assign  Home work week 20 | | Students will consider the following as they write their conclusions  Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out | Introduction  What is your hook?  Define your argument  Do you have a thesis statement?  What are your pro arguments? What are your reasons? 2  What are your counter arguments?  Body  Paragraph One - Pro argument One/Reason  Paragraph Two - Pro argument Two/Reason  Paragraph Three - Counter Argument One/Reason  Paragraph Four - Counter Argument One/Reason  Refutation/Conclusion  Paragraph Five - Summarize everything, why you say what you say  Footnotes | Discuss good and bad points of each essay and much praise and support |
| **You Do Alone (Independent)** | Acuity Skills Practice  Cite evidence from text | Acuity Skills Practice  Context Clues | | Acuity Skills Practice  Central Idea | Acuity Skills Practice  Cite evidence from text | Acuity Skills Practice  Central 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 | | | | | |
|  |  |  | |  |  |
| **Materials and Resources** | Prentice Hall 8th Grade Literature & Glencoe Literature Reading with a Purpose & Actively Learning, Readingworks.org, Mastery Connect, Items from Acuity | | | | | |