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| **Week**  **Of**  **January 4, 2017** | **SSD Jennings Secondary** | | | | | |
| **Subject: English Language Arts** | | | | **Grade Level: 8** | **Instructor(s): Goodloe** | |
|  | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | **Friday** |
| **Daily Objective** | Winter Break | Winter Break | | I will be able to:   1. Identify the meaning of words and phrases 2. Analyze words, phrases, and sentences | I will be able to:   1. Research essay topics 2. Demonstrate command of the conventions of standard English grammar | I will be able to:   1. Develop a logical argument using a graphic organizer |
| **Skill Review Goal & DOK Level (s)** | RL.8.1, RI 8.4, RI8.6,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 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** | **Do Now** | | **Do Now**  Acuity Practice | **Do Now**  Acuity Practice | **Do Now**  Journal Entry # 10 |
| Winter Break | Winter Break | | Aims Web Assessment  Introduce the following vocabulary words by saying each word aloud, discuss prior knowledge of the vocabulary words | Discuss with class the importance of collecting the right kind of data through interviews, surveys, observations, or experiments  Importance of detailed research   * allows the student to learn about the topic * to understand different points of view regarding the topic so that she/he may choose a position * support it with the evidence collected during research. | Review and discuss what is an argumentative essay to activate prior knowledge  Present the components of an argumentative essay  Discuss and view some examples of argumentative essays  Discuss with the class why it is important to consider and explain different points of view regarding the topic |
| **Vocabulary** |  |  | | argumentative, essay, logical, investigate, evaluate, evidence,  clear, thesis, concise, position |  |  |
| **Model (I Do)** |  |  | | Discuss why and how the vocabulary words will be used as the students develop an argumentative essay  Discuss the components of an argumentative essay  Students will take notes in composition books | Help gather all that is needed – visual aids, charts, illustrations, list of variables, factors, and etc.  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)** |  |  | | Decided what you want to prove… | Chrome Books  Independent research of topics | Students will take notes in composition books |
| **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 )** | Winter Break | Winter Break | | Students will list topics they would like to research  Determine whether or not the topic can be researched  Partner Share - Students will discuss and list possible topics to research – consider the following what, when, where, who, why, and how  Can you transition from point to the other? | Gather all that is needed – visual aids, charts, illustrations, list of variables, factors, and etc.  Chrome Books  Independent research of topics | Complete a prewriting/planning activity using a graphic organizer |
| **You Do Alone (Independent)** |  |  | | Acuity Skills Practice  Vocabulary | Acuity Skills Practice  Cite evidence from text | Acuity Skills Practice  Point of view |
| **Formative Assessment Minimum 1 x a week** |  |  | | 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 | | | | | |