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| **Week****Of** **January 9, 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. Demonstrate command of the conventions of standard English grammar
2. Complete a prewriting/planning activity
 | I will be able to:1. Research essay topic
2. Develop a logical

 argument using  a graphic organizer    | I will be able to: 1. Complete a thesis statement and the introduction using a graphic organizer
 | I will be able to: 1. Begin 1st draft of 2 pro arguments | I will be able to:1. Begin 1st draft of 2 counter arguments
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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 # 11 |
| Should there be harsher punishments for students that fight?Review and discuss what is an argumentative essay to activate prior knowledgePresent the components of an argumentative essay via power pointDiscuss and view some examples of argumentative essaysDiscuss with the class why it is important to consider and explain different points of view regarding the topic | Discuss with class the importance of collecting the right kind of data through interviews, surveys, observations, or experimentsImportance 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, and support it with the evidence collected during research | Aims Web AssessmentWhat is a thesis statement?Review the components of an argumentative essayDiscuss and view some examples of well written thesis statements Review previous examples of argumentative essays | ContinuationDiscuss the first pro arguments of the essayDid 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 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 |
| **Vocabulary** | argumentation, refutation proponent opponent counter argument (CON) pro argument (PRO)  | Words that we come across as we conduct research |  |  | Footnotes |
| **Model (I Do)** | Discuss why and how the vocabulary words will be used as the students develop an argumentative essayDiscuss the components of an argumentative essayScoring Guide/Rubric | 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 | 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 |
| **We Do (Guided Practice)** | Decide your stance…proponent or opponent | Chrome BooksIndependent research of topic | Practice identifying the thesis statement and writing one | Review previous examples of argumentative essays | Review previous examples of argumentative essays |
| **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 decide if they are a proponent or an opponent Partner Share - Students will discuss and consider the following what, when, where, who, why, and how  | Gather all that is needed – visual aids, charts, illustrations, list of variables, factors, and etc.Chrome BooksIndependent research of topics | Complete a prewriting/planning activity using a graphic organizer Can you transition from one point to the other? | 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-the order of the essay-word choice-conventions-sentence fluency-voice-editing-proofreading |
| **You Do Alone (Independent)** | Acuity Skills PracticeContext Clues | Acuity Skills PracticeCentral Idea | Acuity Skills PracticePoint of view | Acuity Skills PracticeCentral Idea | Acuity Skills PracticeCite evidence from text |
| **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 & Actively Learning, Readingworks.org, Mastery Connect, Items from Acuity |