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| Date | Mon. Jan. 15th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine  |
| English Language Arts Georgia Standards of Excellence (ELAGSE)  | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
| I Can Statement(s) | \*identify the main idea in a passage \*cite evidence to support answers \*summarize a passage \*review text for facts, details, or quotes to strengthen a claim, support an argument or reach a conclusion \*produce clear and coherent writing \*demonstrate command of the conventions of standard grammar & usage |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. Smart Start (USA Test-Prep or Daily Grammar) 2. NO SCHOOL MLK JR. HOLIDAYClosing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Study greek & latin roots2. Book Project 3. study sat. vocab terms |
| Research based instructional strategies  | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time\_\_\_ break assignment in smaller parts \_\_\_learning styles stations\_\_\_ flexible grouping \_\_\_\_ choice \_\_\_ variety of assessment strategies  |
| Technology Connection | \_\_x\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_smart phones \_\_Kahoot  \_x\_\_ computers/lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | \_x\_Teacher Observation/Student Participation\_x\_ Homework \_\_\_Portfolios\_\_Test \_\_\_ Checklist or Rubricx\_\_Classwork \_\_\_Quizzes\_\_Cumulative Performance Task (Project) \_\_\_Unit Assessment \_\_think/pair share\_\_ticket out the door \_\_exit parking note\_\_student survey\***Teacher Reflection: (To be completed either at the end of each day or at the end of week)****What worked?-****What didn’t work?-** |

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| Date | Tue. Jan. 16th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine  |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. Smart Start (USA Test-Prep or Daily Grammar) 2. pass back graded greek & latin root test papers3. discuss & collect citing text evidence packet4. begin QBA #2 constructed response Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1 greek & latin roots flash cards & sentences/study for test on Thur. 2. study Sat. vocab terms for the test on Fri.3. Book Project/read  |
| Research based instructional strategies  |  \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_x\_\_ extra time\_x\_\_ break assignment in smaller parts \_\_\_learning styles stations\_\_\_ flexible grouping \_\_\_\_ choice \_\_\_ variety of assessment strategies  |
| Technology Connection | \_x\_\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_smart phones \_\_ Kahoot \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | \_x\_Teacher Observation/Student Participation\_x\_ Homework \_\_\_Portfolios\_\_Test \_\_\_ Checklist or Rubric\_x\_Classwork \_\_\_Quizzes\_\_Cumulative Performance Task (Project) \_\_\_Unit Assessment\_\_\_Unit Assessment \_\_think/pair share\_\_ticket out the door \_\_exit parking note\_\_student survey\***Teacher Reflection: (To be completed either at the end of each day or at the end of week)****What worked?-****What didn’t work?-** |

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| Date | Wed. Jan. 17th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression  |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. Smart Start (USA Test-Prep or Daily Grammar) 2. continue QBA #2 constructed written responseClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. study for greek & latin root test tomorrow2. Book Project/read3. SAT. Vocab. Homework/study for test on Friday  |
| Research based instructional strategies  | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
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| Learning Assessment  | \_x\_Teacher Observation/Student Participation\_x\_ Homework \_\_\_Portfolios\_\_Test \_\_\_ Checklist or Rubric\_x\_Classwork \_\_\_Quizzes\_\_Cumulative Performance Task (Project) \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share\_\_ticket out the door \_\_exit parking note\_\_student survey \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)****What worked?-****What didn’t work?-** |

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| Date | Thur. Jan. 18th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. Smart Start (USA Test-Prep)2. greek & latin root test3. continue with QBA constructed responseClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Study SAT Vocab terms for the test tomorrow 2. Read/Book Project  |
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| Technology Connection | \_x\_\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_ smart phone \_\_ Kahoot \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | x\_\_Teacher Observation/Student Participation\_x\_ Homework \_\_\_Portfolios\_x\_Test \_\_\_ Checklist or Rubric\_x\_Classwork \_\_\_Quizzes\_\_Cumulative Performance Task (Project) \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share\_\_ticket out the door \_\_exit parking note\_\_student survey \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)****What worked?-****What didn’t work?-** |

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| Date | Fri. Jan. 18th 2019 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. (USA Test-Prep)2. 6th grade computer lab/USA Test-Prep & Achieve 30003. if needed complete QBA constructed response4. media center (individual students with an IDClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. pass out language lab2. Book Project/read3. pass out SAT Vocab List #6.  |
| Research based instructional strategies  | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time\_\_\_ break assignment in smaller parts \_\_\_learning styles \_\_\_stations\_\_\_ flexible grouping \_\_x\_\_ choice \_\_\_ variety of assessment strategies  |
| Technology Connection | \_\_x\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_Kahoot \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website \_\_ smart phones |
| Learning Assessment  | x\_\_Teacher Observation/Student Participation\_\_ Homework \_\_\_Portfolios\_x\_Test \_\_\_ Checklist or Rubric\_x\_Classwork \_\_\_Quizzes\_\_Cumulative Performance Task (Project) \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share\_\_ticket out the door \_\_exit parking note\_\_student survey \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)****What worked?-****What didn’t work?-** |