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| Date | Mon. Sept. 18th 2017 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. subject/verb agreement exercises  2. proofread & edit peer body paragraphs  3. 4th & 5th period SAT Vocabulary List  Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Student Dictionary (1st-3rd Pds.)  2. Book Project  3. SAT Vocab. Sentences/handout & study for the test  \*BONUS POINT WRITING CONTESTS |
| 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  \_x\_Test \_\_\_ Checklist or Rubric  x\_\_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. Sept. 19th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia  Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.L.1: demonstrate command of the conventions of Standard English grammar & usage 8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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)  2. check subject/verb agreement exercises  3. continue with the argumentative essay cloze reading notes  4. proofread & edit peer body paragraphs if needed  Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1 Student Dictionary (1st-3rd Pds.)  2. Book Project  3. SAT Vocabulary homework & study for the test on Friday  \*BONUS POINT WRITING CONTESTS |
| 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 \_\_\_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. Sept. 20th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia  Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.L.1: demonstrate command of the conventions of Standard English grammar & usage 8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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)  2. Cloze Reading Notes: Argumentative Essay  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Student Dictionary (1st-3rd Pds.)  2. Book Project  3. SAT Vocabulary  \*BONUS POINT WRITING CONTESTS |
| 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 \_\_\_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 | Thur. Sept 21st 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia  Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.L.1: demonstrate command of the conventions of Standard English grammar & usage 8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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.  2.  3.  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Student Dictionary (1st-3rd Pds.)  2. . Book Project  \*BONUS POINT WRITING CONTESTS |
| 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 \_\_\_ smart phone \_\_ 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 | Fri.Sept. 22nd 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia  Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.L.1: demonstrate command of the conventions of Standard English grammar & usage 8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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.  2.  3.  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Student Dictionary (1st-3rd Pds.)  2. Book Project |
| 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  \_\_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?-** |