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| Date | Mon. Oct.2nd 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. Smart Start (USA Test-Prep or Daily Grammar) 2. Vocab Test (4th & 5th period only3. *The Tell Tale Heart* Comprehension questions, & vocab Activities-student text pages 96-97 Analyzing the text 1-6 & Critical Vocabulary 1-4 & Vocabulary Strategy4. check the grammar review sheet from Friday (1st-3rd pd.)Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Tell Tale Heart Comprehension questions & vocab (Due tomorrow for 1-3rd periods ( Due Thursday for 4th & 5th periods)2. Student Dictionary (1st-3rd Pds.)3. Book Project 4. Language Lab #4.-due Thursday |
| 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 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. Oct. 3rd 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 or Daily Grammar) 2. The tell-Tale Heart follow-up activities questions & vocabulary pages 96-973. discuss close read group work & annotationClosing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1 complete -The Tell-Tale Heart Comprehension Questions & Vocab.Student Dictionary (1st-3rd Pds.) 3. Book Project4. Language Lab #4   |
| 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. Oct. 4th 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 or Daily Grammar) 2. Close Read: *The Outsiders* co-op groups for 1st-3rd periods & *Frankenstein* for 4th & 5th periods annotating/discussing and group re-delivery discussion.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 Project3. Language lab #4  |
| 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. Oct. 5th 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. Journal Jot2. collect/grade language lab #4.3. continue with the Close Read & student group re-delivery activities for *The Outsiders & Frankenstein*4. collect student dictionaries & book projectsClosing: \_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 \_\_\_ 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. Oct. 6th 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. Journal Jot2. pass out SAT Vocab List #4. (1-3rd)3*. The Tell-Tale Heart* TestClosing: \_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?-** |