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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 10/3/16 | | | |
| **Unit Vocabulary:** annulled, grip,predestination, gelding, truck, sacrilegious, excrement | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **ELACC8RI9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  **ELACC8RI6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **ELACC8RL5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | **Common Core Standard(s)**:  **ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text. | | **Common Core Standard(s)**:  **Various** | **Common Core Standard(s)**:  **ELACC8L2:** Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  **ELACC8W4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**:  **ELACC8L2:** Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  **ELACC8W4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. |
| **Objectives:** I can:differentiate viewpoints within the same genre. | **Objectives:** I can**:** make a text-to-self connection. | | **Objectives:** I can: improve my lexile score by working on my reading. | **Objectives:** I can: use punctuation to indicate a pause or break in thought. | **Objectives:** I can: use punctuation to indicate a pause or break in thought. |
| **Mini Lesson**: Students will read A Summers Life by Gary Soto. Then students will compare/contrast this story to the excerpt from To Kill A Mockingbird in their composition books. Students will use extra time to turn in and finish assignments.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition books, folder | **Mini Lesson**: Students will make a self to text connection to yesterdays reading. Students will brainstorm things they feel are important in their lives. Students will then read poems by Gary Soto. Students will take a CST final.  **Activating Strategies:** Previous lessons  **Resource/Materials:** folder composition book | | **Mini Lesson:** Students will work on Achieve 3000 to improve their lexile score, article as assigned.  **Activating Strategies:** Previous lessons  **Resource/Materials:** computer | **Mini Lesson:** Class will review ellipses, dashes, and commas. Students will find examples in the readings we have completed this week using these three grammar techniques. They will use them to write a narrative story.  **Activating Strategies:** Previous lessons  **Resource/Materials:** Readings | **Mini Lesson:** Students will continue to work on their narrative and turn it in for a grade using the writing and grammar techniques we have studied and used the entire nine weeks.  **Activating Strategies:** Previous lessons  **Resource/Materials:** paper |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  Ass*essment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* individual  Ass*essment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None |
| **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative: Observation*  *Summative:* None  *Performance Based****:*** None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative: Observation*  *Summative:* None  *Performance Based****:*** None | | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** |

Resources and Reflective Notes:   
**Novel Study:** Cold Sassy Tree plus a novel of the student’s choice on their lexile level about approaching adolescence and adulthood.

**Disclaimer:** Lesson Plans are subject to change!