Sarah O’Keefe – 8th Grade Summit ELA

12/3/18 - 12/21/18

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| **Stage 1 Desired Results** |
| CCS: RL.9.1, RL.9.2, RL.9.3, RL.9.6, W.9.3, W.9.7, W.9.10, SL.9.1, L.9.1, L.9.2, L.9.4 | Transfer |
| *Students will be able to independently use their learning to… (“I can” statements)*…exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers…demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas…solve problem to new situations…Examine information into parts by identifying motives or causes…Make inferences and find evidence to support generalizations…compile information together by combining elements in an alternative pattern…annotate a text to activate active reading |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*-Annotation is a valuable tool-Setting a purpose for reading and generating questions will aid in comprehension-Figurative language is used to enhance literature-It is important to recognize the author’s purpose for writing a text- ENGLISH: Identifying Greek and Latin roots will help decode and attack unfamiliar words-Writing to inform will be fact based-Analyzing parts of speech will aid in comprehension skills | ESSENTIAL QUESTIONS1. How will annotating help comprehension
2. What is the benefit of citing text evidence?
3. Why is it important to study Greek and Latin stems?
4. How will understanding parts of speech and unfamiliar words improve my writing?
5. Why is it important to cite my sources?
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| ***Acquisition*** |
| *Students will know…* -annotating skills-ACTIVE reading skills-How to write a thesis statement-How to write the body of an informative paper-How to cite primary and secondary sources | *Students will be skilled at…* -active reading-presentating-annotating-analyzing literature-identifying figurative language |
| **Stage 2 - Evidence** |
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| **Evaluative Criteria** | **Assessment Evidence** |
| AccuracyTimelinessKnowledge Base | PERFORMANCE TASK(S): Vocabulary AnnotatingCritical thinking activity |
| Participation | OTHER EVIDENCE: Informal observationDiscussion Entrance and Exit tickets |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*ELA 12/3/18 – 12/21/18Day One –AR/Annotate – Begin author study of O. HenryDay Two- AR/Annotate/Lit CirclesDay Three – AR/Annotate/Lit CirclesDay Four – AR/Annotate/Lit CirclesDay Five – AR/Annotate/Lit CirclesSUMMIT 12/3/18 – 12/21/18Day One – AR/Annotate – Continue with “And Then There Were None” by Agatha Christie literature circlesDay Two- AR/Annotate/Continue with “And Then There Were None”Day Three – AR/Annotate/Continue with “And Then There Were None”Day Four – AR/Annotate/”And Then There Were None”Day Five – AR/Annotate/literary analysis12/3/18 – 12/7/18ENGLISH (lessons are the same for ELA and Summit)Day One – Introduce Greek and Latin stems unit 3/pronouns and action verbs/literary analysisDay Two – Stems unit 3/Grammar/Lit analysisDay Three –Stems unit 3/adjectives and adverbs/Lit analysisDay Four – Stems unit 3 review game Day Five – Stems unit 3 assessment12/10/18 – 12/14/18ENGLISH:Day One: Introduce vocabulary unit 4Day Two: VocabularyDay Three: VocabularyDay Four: Vocabulary review gameDay Five: Vocabulary unit 4 summative assessment12/17/18 – 12/21/18ENGLISH:Day One: Informational writing/OctastelllunapopDay Two: Informational writing/OctastelllunapopDay Three: Informational writing/OctastelllunapopDay Four: Present OctastelllunapopDay Five: Critical Thinking |