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 QUESTIONS   1. 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? |
| ***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** | |
| Accuracy  Timeliness  Knowledge Base | PERFORMANCE TASK(S):  Vocabulary  Annotating  Critical thinking activity | |
| Participation | OTHER EVIDENCE:  Informal observation  Discussion  Entrance and Exit tickets | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  ELA 12/3/18 – 12/21/18  Day One –AR/Annotate – Begin author study of O. Henry  Day Two- AR/Annotate/Lit Circles  Day Three – AR/Annotate/Lit Circles  Day Four – AR/Annotate/Lit Circles  Day Five – AR/Annotate/Lit Circles  SUMMIT 12/3/18 – 12/21/18  Day One – AR/Annotate – Continue with “And Then There Were None” by Agatha Christie literature circles  Day 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 analysis  12/3/18 – 12/7/18  ENGLISH (lessons are the same for ELA and Summit)  Day One – Introduce Greek and Latin stems unit 3/pronouns and action verbs/literary analysis  Day Two – Stems unit 3/Grammar/Lit analysis  Day Three –Stems unit 3/adjectives and adverbs/Lit analysis  Day Four – Stems unit 3 review game  Day Five – Stems unit 3 assessment  12/10/18 – 12/14/18  ENGLISH:  Day One: Introduce vocabulary unit 4  Day Two: Vocabulary  Day Three: Vocabulary  Day Four: Vocabulary review game  Day Five: Vocabulary unit 4 summative assessment  12/17/18 – 12/21/18  ENGLISH:  Day One: Informational writing/Octastelllunapop  Day Two: Informational writing/Octastelllunapop  Day Three: Informational writing/Octastelllunapop  Day Four: Present Octastelllunapop  Day Five: Critical Thinking | | |