Week of 9/18/2017    **Language Arts Lesson Plan Overview**

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| **ELA COMMON CORE STATE STANDARD** | | | |
| |  | | --- | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |   \* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  \* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  \*Acknowledge new information expressed by others and, when warranted, modify their own views.  \* Write narratives to develop real experiences or events using relevant descriptive details and event sequences.  \*Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | | Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  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.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| Monday 9/18  LESSON  **Compare/Contrast, tone, word choice, genre**   1. Theme comparison- Review MLK speech, “A Class Divided”, and *Sneetches*. ReadThe Good Samaritan Parable Students complete chart 2. Finish Surveys and record keeping 3. Review Signposts and Ch. 1 in Freak the Mighty   WORKSHOP 3 STATIONS: 1-Skills: Capitalization, Noun, Butter Cows 2-Freak the Mighty up to Chapter 4 this week Questions & look for signposts, 3-IXL, My Brainpop lessons/ quizzes, Journal Naturalization Reflection |
| Tuesday 9/19  LESSON   1. Theme comparison continued: Modern day parable “The Biker” 2. Text Features Chart locate parts in Literature book   WORKSHOP: Stations 1 Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Wednesday  9/20  LESSON:   1. Quiz Theme, mood, tone and fables/parables 2. (Nonfiction)Text Structure notes Venn Diagram- The Biker and The Good Samaritan 3. Freak the Mighty Plot Diagram-Exposition   WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Thursday  9/21  LESSON:   1. Nonfiction Signposts- nonfiction articles Infohio, Newsela, Teen Tribune, Readworks-chose one together today, work on tomorrow 2. Nonfiction Text Structures- Read the passage and complete graphic organizer (6)   WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Friday 9/22  LESSON  1. Nonfiction Signpost with article chosen  2. Freak the Mighty Class discussion- Rising Action and Sign posts, Questions  WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |

After Chapter 14 Freak the Mighty- opinion

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.