Brian Baldowski

8th Grade ELA

Week 1 8/7/2023 through 8/11/2023

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| --- | --- | --- | --- | --- | --- |
|  | **Monday – 8/14** | **Tuesday – 8/15** | **Wednesday – 8/16** | **Thursday – 8/17** | **Friday – 8/18** |
| **Topic** | Plot | Plot | Plot | Plot | Plot |
| **Focus Standard** | ELAGSE8SL2 | ELAGSE8SL2 | ELAGSE8SL2 | ELAGSE8SL2 | ELAGSE8SL2 |
| **Learning Target**  We are learning to: | * Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * Explain how dialogue and incidents moves the action, develops a character, and provokes decisions s |
| **Success Criteria**  I will know I’ve learned this when I am able to: | * I will know I’ve learned this when I am able to Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * I will know I’ve learned this when I am able to Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * I will know I’ve learned this when I am able to Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * I will know I’ve learned this when I am able to Explain how dialogue and incidents moves the action, develops a character, and provokes decisions | * I will know I’ve learned this when I am able to Explain how dialogue and incidents moves the action, develops a character, and provokes decisions |
| **Warm Up**  10-15 Minutes | Use it Don’t Lose it  Word Roots | Use it Don’t Lose it  Word Roots | Use it Don’t Lose it  Word Roots | Use it Don’t Lose it  Word Roots | Use it Don’t Lose it  Word Roots |
| **Work Session**  Include technology integration | The Legend of Rock, Paper, Scissors | The Drummer Boy of Shiloh p. 279 | Oh Captain! My Captain! p.293 | from Harriet Tubman: Conductor on the Underground Railroad p.301 | From Not My Bones and Fortunes Bones  p.322 |
| **Closing** | Parts of Speech | Parts of Speech | Parts of Speech | Parts of Speech | Parts of Speech |
| **Assessment**  Indicate formative/summative | Visual check  Formative | Visual check  Formative | Visual check  Formative | Visual check  Formative | Visual check  Formative |
| **Homework**  Independent practice;  Not required and not graded | None | None | None | None | None |
| **Technology Integration** | None | None | None | None | None |
| **SEL Lesson Topic**  30 minutes  Identified from Second Step | Welcoming / Listening | Welcoming / Listening | Welcoming / Listening | Welcoming / Listening | Welcoming / Listening |

\*Accommodations Checklist attached