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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday, Feb10** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  I am learning how to brainstorm for an argumentative paper. | I can draw evidence from literary and informational texts to support analysis reflection and research.  I can brainstorm topics for an argumentative paper. | Students will receive a relearn and reassess form with the option to relearn and reassess. Students may get 10 extra credit points when completing the relearn that can go towards any minor assignment. Students may sign (along with parent signature) if they do not wish to retest  Students will get a quick reminder of the new part of the unit with research and arguments – students will get a peek at their topics they browsed, and select one as a class. | Students will then come up for different claims and counterclaims for the particular topic.  The students will then work within their groups to find 2 to 3 articles and write the sources on the back up the card, and find 2 to 3 pieces of evidence on the card. They will write the supporting quote on the front of the card. Students should have at least 5 cards with evidence on the front.  They will write these on index cards. | Students will then write down how they can analyze the quotes to connect it to the supporting detail. | Students will be shown a quick video on analyzing. |
| **Tuesday, Feb11** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  I am learning how to brainstorm for an argumentative paper. | I can draw evidence from literary and informational texts to support analysis reflection and research.  I can brainstorm topics for an argumentative paper. | Before class, I will number the cards, so that I know which card goes with which supporting detail.  Students will randomly get different cards than what they wrote at random. Students will need to place the correct quote under the correct supporting detail. | Groups will get a supporting detail that they did NOT receive the day before, so it will be supporting details and quotes that they are unfamiliar with. Students will need to come up with a way to connect the supporting detail to evidence.  They can do this in a couple of ways – a web with the supporting detail at the top and the cards as webs.  Or house – supporting detail = roof, cards/evidence = foundation, and the connecting explanations are the pillars.  I will provide an illustration. | Students will then take the work that they did together, and they will start writing it into a paragraph off to the side, making sure that they lead into the quote. | Students will turn in their “poster” map. |
| **Wednesday, Feb12** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  I am learning how to brainstorm for an argumentative paper. | I can draw evidence from literary and informational texts to support analysis reflection and research.  I can brainstorm topics for an argumentative paper. | Students will receive another supporting detail, so by this time they will have worked with 3 of the supporting details.  Students will take a look at the evidence and explanations, and then they will discuss whether or not this is a good paragraph, and why they believe it is or is not and how they would fix it. | As a class, we will discuss what everyone has mentioned already.  We will then talk about how they would organize the paragraphs, and how to end and start the paragraphs so that the transition flows smoothly.  We will then discuss the basics of introductions and conclusions. | Half the students will write an introduction while the other half will focus on writing a conclusion.  We will place this into a peardeck so that students can see the responses in real time. | Students will read through the introduction and conclusions and pick one that they like. |
| **Thursday, Feb13** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  I am learning how to brainstorm for an argumentative paper. | I can draw evidence from literary and informational texts to support analysis reflection and research.  I can brainstorm topics for an argumentative paper. | \*Ideally, we will be complete with the activity in the first 3 days of this week, so that the only thing left for them to do is intro to Frankenstein information and receiving the project info for a major grade. | If students are caught up on the work from the rest of the week, then they will look at background information for Frankenstein.  This can also be another opportunity for students to complete their reassess if they are caught up from the group work, and if they’re able to complete the work for Frankenstein over the weekend. | Students will complete the work for Frankenstein over the weekend in Canvas for asynchronous. | 321. |
| **Friday, Feb14** | PL | PL | PL | PL | PL | PL |