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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, Feb3** | I am learning how to analyze texts of historical and literary significance. I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance. I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | Students will complete a grammar warm up. Reminders: Test tomorrow, do not study worksheet answers. Study formatting of questions. Worksheets won’t be used on the test. If students can’t take the test Tuesday, they may take the test afterschool.  | Students will have a chance to look over their worksheets/finish up any work that they have not completed.  | Students who have completed all of their work will be able to complete an extra credit assignment.  | 321 ticket out the door. |
| **Tuesday, Feb4** | I am learning how to analyze texts of historical and literary significance. I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. |  I can analyze texts of historical and literary significance. I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | Students will complete an assessment over British Romantic Poetry. | Students will complete an assessment over British Romantic Poetry. | Students will complete an assessment over British Romantic Poetry. | Students will complete an assessment over British Romantic Poetry. |
| **Wednesday, Feb5** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  | I can draw evidence from literary and informational texts to support analysis reflection and research.  | Students will receive a warm up about grammar/research synthesis. After the warm up, the students will discuss research and synthesis.  | The students will receive an activity in which they will review different articles and images, and have to utilize the different resources to combine them into an analysis.  | The students will receive an activity in which they will review different articles and images, and have to utilize the different resources to combine them into an analysis. | The students will discuss what they’ve observed in the different articles and discuss different ways that they can combine them by discussing the different topics that tie them together.  |
| **Thursday, Feb6** | 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 make a list of the different topics, and argumentative questions that they can come up with based off of those topics. We will discuss the different topics.  | How can we utilize the different pieces of information and tie them in together? Students will identify the question that they like the most as a class. Students will determine what their position is.  | Students will receive an outline of an argumentative essay and as a group they will consider claims and counterclaims and determine what sources would fit under both.  | 321. |
| **Friday, Feb7** | I am learning how to draw evidence from literary and informational texts to support analysis reflection, and research.  | I can draw evidence from literary and informational texts to support analysis reflection and research. | Students will discuss claims and counterclaims that they picked.  | Students will find quotes from the sources and label them as a claim or a counterclaim. They will then collab to determine how to write their information. | Students will find quotes from the sources and label them as a claim or a counterclaim. They will then collab to determine how to write their information. | 321 |