

Name: Shannon Wright		Grading Quarter: 3	Week Beginning: 1/22
School Year: 23-24		Subject: ELA 12	
Monday	Notes:	<p>Objective: Students will be able to understand the historical context of The Canterbury Tales and its significance in British literature by identifying historical events surrounding it and its use of iambic pentameter</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>-Direct instruction on Chaucer and intro to the Canterbury Tales</li> <li>-iambic pentameter</li> <li>-historical events</li> </ul>	<p>Academic Standards: 11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
Tuesday	Notes:	<p>Objective: Students will be able to summarize the introduction of the Canterbury Tales</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>-read passages from the introduction of the Canterbury Tales</li> <li>-Watch a video summary of the Canterbury Tales</li> </ul>	<p>Academic Standards: 1-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
Wednesday	Notes:	<p>Objective: Students will develop appropriate topics for a personal statement by brainstorming their ideas and choosing an effective structure</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>-direct instruction on</li> <li>-what is a personal statement</li> <li>-difference between narrative and montage structure</li> <li>-brainstorming process for both</li> <li>-students will choose a structure, read an article on it, and complete the brainstorming activity</li> </ul>	<p>Academic Standards: 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>

Thursday	Notes:	<p><b>Objective:</b> Students will develop their narrative and ensure they are using a logical sequence and transitional phrases by filling out an outline before beginning their rough drafts</p> <p><b>Lesson Overview:</b> -students will complete an outline for their writing in class and begin a rough draft during work time -there will be a different outline for each structure (montage and narrative)</p>	<p><b>Academic Standards:</b> 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>
Friday	Notes:	<p><b>Objective:</b> Students will edit and revise their writing by identifying grammatical errors as well as errors in the progression of their ideas</p> <p><b>Lesson Overview:</b>  -we will review revising and editing and look at example essays -Padlet on synonyms to help improve our writing -students will see what it means to make ordinary events "extraordinary" for a personal statement and jazz up their own understanding of their personal event</p>	<p><b>Academic Standards:</b> 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>