

# Cogswell Agenda

## ELA

February 20- February 24

<b>Date</b>	<b>Classwork</b>	<b>Success Criteria &amp; Homework</b>
<b>Monday/ Tuesday Block</b>	<ul style="list-style-type: none"><li>• Library</li><li>• Give Me 20</li><li>• Check Vocab Unit 6 1-10</li><li>• Check in Note cards</li><li>• Organize Note cards with Group</li><li>• Thesis video 1 &amp; 2 and handout</li><li>• Thesis practice</li></ul>	<ul style="list-style-type: none"><li>• Portfolio Money Due 2/17</li><li>• SC- Complete all definitions for vocab unit 6 11-20 due Monday/Tuesday</li><li>• Vocab test on Wednesday/Thursday March 1-2</li><li>• Review your comma notes</li></ul>
<b>Wednesday/ Thursday Block</b>	<ul style="list-style-type: none"><li>• Give Me 20</li><li>• NoRedInk- Comma quiz</li><li>• Introductions</li><li>• Transitions video and handout</li><li>• Thesis practice</li></ul>	<ul style="list-style-type: none"><li>• SC- 80% of students will be able to write a thesis statement</li><li>• SC- All students will be able to identify transition words</li></ul>
<b>Friday All Classes</b>	<ul style="list-style-type: none"><li>• Graphic Organizer</li></ul>	<ul style="list-style-type: none"><li>• Community Service due in April</li></ul>

## I CAN.....

- I can read and identify details from informational text.
- I can read and determine supporting details for inferences made.
- I can summarize the informational text.
- I can determine the relationship between the central ideas and the supporting details.
- I can define words and identify the meaning within the text.
- I can identify the structure of a paragraph in informational text.
- I can identify relevant/irrelevant evidence-- credible/non credible sources.
- I can classify the evidence as relevant/irrelevant.
- I can compare and contrast 2 or more pieces of informational text.
- I can evaluate the different mediums of informational text including print, digital, and video.
- I can read and understand grade level informational text.
- I can determine the author's point of view in writing the informational text.
- I can use the correct form of technology when I communicate with my friends, family and the school staff.
- I can evaluate information from the internet for accuracy and bias.
- I can understand that using info from just one website might result in me not having accurate info, and I should instead be researching other websites, too, to double check.
- I can identify the different types of websites based on their domain names (for example: edu, com, org, gov, net)
- I can write a thesis statement
- I can write using transition words