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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** | I am learning about how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I am learning how to engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  I am learning how to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters creating a smooth progression of experiences.  I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | **Writer’s notebook**: Movie Genre of the month: Disney  Students will write a short film analysis of a movie they watched over the weekend.  Students will be reminded of the Memory Map that I showed them. | After they label the 10 to 20 things, they will share with the class the different locations. | Students will draw out their memory maps. It can be colorful if they want to.  The students will label 10 to 20 things on their map. | On the back, the students will pick 5 locations that they wish to discuss. By writing, “I remember…x3-5, but mostly I remember…” |
| **Tuesday** | I am learning about how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I am learning how to engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  I am learning how to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters creating a smooth progression of experiences.  I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Students will come to class with 3 new words that they have encountered that is interesting to them and find creative ways to utilize them in their writing.  If they can’t think of 3 words, I will provide them with a list and definitions. | How many stories do you think you can get from yours? | The students will expand on their “I remember” pieces by narrowing down on specific events and expanding on those events to create a story with pacing, an issue of some sort, and dialogue.  Students will also be warned that 1. They will do a workshop tomorrow on their pieces. 2. They will upload them into a discussion post so that other students will be able to see their drafts. | Students will hopefully be finishing up their first drafts. |
| **Wednesday** | I am learning about how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I am learning how to engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  I am learning how to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters creating a smooth progression of experiences.  I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Students will receive a short grammar instruction. Students will utilize a sentence that they’ve encountered and analyze the grammar structure. If they do not have a sentence, then I will provide them with one. The students will map out the grammar, and then write 2 sentences of their own that follow the same grammar structure.  Afterwards, the students will receive instructions on workshopping. | In their groups, they will workshop each other’s pieces. They will provide each other with feedback | The one receiving the feedback will jot down their notes. | Start working on their revisions. |
| **Thursday** | I am learning about how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I am learning how to engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  I am learning how to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters creating a smooth progression of experiences.  I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Reflect on the qualities that you value most in others.  Try to be creative and show rather than tell. | Students will share their journal prompts and talk about what went well and what didn’t. | Students will work on their final drafts and fine tune them and type them up and submit them into the discussion post in canvas. | If there’s time, then I will tell the students about the feathercircle. |
| **Friday** | I am learning about how to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I am learning how to engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  I am learning how to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  I can engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters creating a smooth progression of experiences.  I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Students will go to the writer’s notebook and write a short story centered around something that happened during the week in a fictionalized way. | Students will read their pieces out loud to everyone. With the feathercircle, they will go around the room reading their pieces. No one says anything. No clapping or anything. We simply read, “thank you,” then move on. | Then the students will go on to canvas and comment SPECIFIC things that they liked about each person’s story, utilizing quotes to reference different things. NOTHING negative. | I will explain to the students that they will be continuing this process for other prompts. |