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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. | We will finish up the readings as I take notes.  If we have some allotted time, we will get into some notes. | Students will be assessed on their discussion posts and comments being specific. | Students will discuss what they liked about the writing process and sharing, and what made them feel uncomfortable (both with sharing and the writing process itself). |
| **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. | Students will take notes on the writing process, we will discuss the idea of creative writing and writing about what we know. | Students will read an article and write down their initial thoughts on the article. | Students will share their thoughts on the article. |
| **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. | The students will get a small grammar lesson on sentence mapping. Combined with the lesson from last week, students will do this with their own sentence.  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. | \*If the media center is open, the students will go to the media center and pick out a novel of their choosing.  Each day, we will read for about 10 minutes. They will complete a book report on the book they read and discuss what happened in the book so far keeping track of the character and the plot development. | Students will complete 10 minutes of writing on their prompt for the week. Students will write as much as they can on the prompt today and tomorrow. Friday they will workshop the piece. | Students will workshop to the end of class. |
| **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. | Students will receive a journal prompt today.  After the journal prompt, students will read their book for about 10 minutes. | Students will share their prompt and their novel. | Students will write for the remainder of the class period for the workshop tomorrow. | Students will write for the remainder of the class period for the workshop tomorrow. |
| **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 for 10 minutes. | Students will do a workshop with a small group of 3 to 4. | Students will jot down notes and continue writing for the rest of class. | Students will work towards the end of class. |

\*If students are unable to get a book this week, students will read and comment on an article instead.