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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** |  LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY |
| **Tuesday** | ASYNCHRONOUS DAY: I am learning how to use descriptions to paint a vivid word photo. | ASYNCHRONOUS DAY:I can use descriptions to paint a vivid word photo.  | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY: Students will comment things that they like about each other’s pieces. | Students will respond to a discussion post their word photos. | ASYNCHRONOUS DAY |
| **Wednesday** | I am learning how to expand my reading palate and develop a lifelong long of literacy. | I can read widely and deeply in multiple formats. | Students will do a card sort with literary genres and formats. |  Students will do a Genre Feast with a graphic organizer.  | Why should you build lifelong reading habits? (Tic-Tac-Tell). | Students will be given the opportunity to select materials for academic, or personal use. |
| **Thursday** | I am learning about plot development and character descriptions. | I can discuss different thematic elements and present a character analysis based off of the book that I am reading.  | Students will answer a journal prompt in their notebooks. Students will then explain what they know currently about plot development, etc.  | Students will discuss the different literary elements and how it applies to their book and ultimately their writing.  | Students will continue to read their novels and fill out their graphic organizer.  | Students will read their books for 10 minutes. If students did not bring their book, they will work on their graphic organizer packet. |
| **Friday** | I am learning about plot development and character descriptions. | I can discuss different thematic elements and present a character analysis based off of the book that I am reading. |  Students will answer a journal prompt in their notebooks. Students will discuss characterization. | Students will discuss characterization and how it applies to their book and their writing.  | Part of their graphic organizer is a space to do character bios. Students will start that today.  | Students will read their books for 10 minutes. If students did not bring their book, they will work on their graphic organizer packet. |

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