**Unit 1 Standards:**

Tahstl.cr.1 (abce); TAHSTL.CR.2 (b); TAHSTL.CR.3 (C,D,E,F,G,H); TAHSTL.PR.1 (B,C); TAHSTL.RE.1 (D,E,F,H); TAHSTL.CN.1 (E.F,G,H)

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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, August 18** | I am learning how to write narratives to develop real experiences using well-chosen details. | I can write about a real experience using well-chosen details by utilizing a heart map of things that I love and dislike. | Read through memory poems:  Where I’m from by George Ella Lyon  Walking with my father by Linda Hogan  Blackberry Picking by Seamus Heaney  My First Memory (of Librarians) by Nikki Giovanni | Students will discuss the poems as a group and as a class. | Students will finish up their 4 sentences for “I remember, I remember, I remember, but mostly I remember. | How was this process of developing the map?  What did you discover?  What came as a surprise?  What associations between items were unexpected? |
| **Tuesday, August 19** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Pick one thing from your heart map. Just write anything that comes to mind about that one thing.  Students will be shown an example of how they can expand on their sentences into paragraphs. | Take a look at the paragraphs that you wrote and figure out which doesn’t quite fit, figure out how you can edit. Consult with your group as needed for help. | Continue to edit your pieces taking and adding out things that may not belong. | How is this process useful for learning to create drafts? |
| **Wednesday, August 20** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Pick one thing from your heart map and write a STORY.  What makes a good story? (dialogue, plot, etc). | Students will trade off on their writings with a partner. They will critique the other’s writing. | Take your current draft. Rewrite it – add dialogue and imagery to different areas as needed. | Why are drafts useful to the writing process? |
| **Thursday, August 21** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Workshopping basics and importance.  Grammar. | Students will be split into groups and workshop their pieces. They MUST highlight 2 things that the student did WELL and 3 things for the student to work on INCLUDING grammar and spelling errors. | Students will be instructed to TYPE their final drafts. | Students will CONTINUE to write their final drafts. |
| **Friday, August 22** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Students will CONTINUE to write their final drafts. | Students will CONTINUE to write their final drafts. | Students will CONTINUE to write their final drafts. | Hit submit before leaving! |