**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, Sept 1** | Labor Day | Labor Day | Labor Day | Labor Day | Labor Day | Labor Day |
| **Tuesday, Sept 2** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I can use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters by creating an “I remember” story | Students should have submitted their final drafts. If they did not, they will need to take the time to do so.  Students who are done with their story will work on a short assessment. | Students should have submitted their final drafts. If they did not, they will need to take the time to do so.  Students who are done with their story will work on a short assessment. | Students should have submitted their final drafts. If they did not, they will need to take the time to do so.  Students who are done with their story will work on a short assessment. | Students should have submitted their final drafts. If they did not, they will need to take the time to do so.  Students who are done with their story will work on a short assessment. |
| **Wednesday, September 3** | I am learning how to read my piece as part of a feather circle. | I can take part in a feather circle by reading my “I remember” piece. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. |
| **Thursday, September 4** | I am learning how to read my piece as part of a feather circle. | I can take part in a feather circle by reading my “I remember” piece. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. | Students will go around the circle and read their “I remember pieces.”  As they listen to each person’s story, they will write 3 things that they loved about that person’s story trying to be as specific as possible. |
| **Friday, September 5** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I can use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters by creating an “I remember” story | Students will finish up with reading any of the leftover pieces. | Students will discuss the process – how does this help us move forward with our writing? | Students will finish up the assessment from the other day in regards to the notes that we’ve been over so far for writing. | Students will finish up the assessment from the other day in regards to the notes that we’ve been over so far for writing. |