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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/Objective | L.8.1 & L.8.2: ✓ I can demonstrate a command of the conventions of standard English grammar when writing or speaking. | RL.8.5: ✓ I can compare and contrast how text structures contribute to meaning and styleL.8.6 ✓ I can acquire and use general academic and discipline-specific vocabulary words and phrases in English Language Arts. | Half-day | I can write narratives that develop real experiences or events using relevant descriptions, and clear event sequences.RL.8.1/RI.8.1: ✓ I can analyze a text, citing strong textual evidence to support my analysis RL.8.2/RI.8.2: ✓ I can analyze the development of a theme or central idea in a text ✓ I can provide an objective summary | I can write narratives that develop real experiences or events using relevant descriptions, and clear event sequences.RL.8.1/RI.8.1: ✓ I can analyze a text, citing strong textual evidence to support my analysis RL.8.2/RI.8.2: ✓ I can analyze the development of a theme or central idea in a text ✓ I can provide an objective summary |
| Learning Target | I can identify and use dependent and independent, clauses, and simple, complex, compound, and compound complex sentences.  | I can identify tone and mood and understand how sentence type helps when creating a tone/mood.  | I can complete the editing phase of the writing process on my Hero’s Journey story.  | I can complete the editing phase of the writing process on my hero’s journey story.   | I can analyze a text using text evidence. I can understand the theme/central idea of a text.  |
| Assignments/Activities | Guided notes on power point of clauses and sentence types. Practice identifying sentence types. Practice writing sentence types.  | Analyze the video clip. [Tone & Mood Example: Mary Poppins Alternate Trailer (schooltube.com)](https://www.schooltube.com/watch/tone-mood-test-mary-poppins-alternate-trailer_lk8h5rpzo1xxxd.html)Guided notes on power point of Mood and Tone and how sentence type contributes to the tone/mood of a piece of writing.Practice identifying the tone of short excerpts and identify the types of sentences used in each excerpt. Discuss how the sentence types supported the identified tone. Picture prompt-identify the tone/mood of a picture and write a paragraph about the picture. Identify the types of sentences that you used. Explain how the sentence types that you choose support the tone/mood of your writing.  | Make edits to your final draft of your Hero’s journey story. | Make edits to your final draft of your Hero’s journey story. Read the Wild Dog of Caucomgomoc. Answer the commonlit questions. https://www.commonlit.org/en/texts/the-wild-dog-of-caucomgomoc | Common Formative Assessment Finish Hero’s Journey story. Read the Wild Dog of Caucomgomoc. Answer the commonlit questions. https://www.commonlit.org/en/texts/the-wild-dog-of-caucomgomoc |
| Graded Assessments and/or projects |  |  |  |  | Turn in completed Hero’s Journey story on teams. Commonlit for “The Wild Dog of Caucogomoc.” |
| Homework | 15 minutes of readingComplete first read of the Drummer boy of Shiloh and annotate the text using the #PWME method.  | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) |