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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 style  L.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 reading  Complete 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) |