

	OBJECTIVES	ACTIVITIES	RESOURCES	ASSIGNED	EVALUATION	STANDARDS
MON	<p>Students will correct grammatical errors in sentences.</p> <p>Students will define literary terms.</p>	<p>Bellringer Day 1</p> <p>Introduction to different literature genres.</p> <p>Complete guided literary terms notes.</p>	<p>-Promethean board</p> <p>-Teacher instruction</p> <p>-Guided notes handout</p>	<p><b>Literary terms:</b> genre, short story, novel, drama, fiction, non fiction, biography, autobiography, fable, science fiction, myth</p>	<p>Student response</p>	<p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p> <p>R1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>
TUE	<p>Students will correct grammatical errors in sentences.</p> <p>Students will practice their knowledge of literary terms.</p>	<p>Bellringer Day 2</p> <p>Literary terms review.</p>	<p>-Promethean board</p> <p>-Class discussion</p> <p>-Literary terms handout</p>		<p>Student response and participation</p>	<p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p> <p>R1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>
WED	<p>Students will correct grammatical errors in sentences.</p> <p>Assess comprehension of literary terms.</p> <p>Students are introduced to short story author.</p>	<p>Bellringer Day 3</p> <p>Literary term quiz.</p> <p>Introduce: Langston Hughes</p> <p>Chromebook login.</p>	<p>-Teacher made quiz</p> <p>-Chromebook</p>		<p><b>QUIZ:</b> Literary terms</p>	<p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p> <p>R1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>

THUR	<p>Students will correct grammatical errors in sentences.</p> <p>Students will define literary terms.</p> <p>Students will begin reading a short story.</p>	<p>Bellringer Day 4</p> <p>Introduce “Thank You M’am”</p>	<p>-Promethean board</p> <p>-Teacher instruction</p> <p>-Literary terms handout</p> <p>-Literature book</p>	<p><b>Literary terms:</b> setting, theme, point of view, plot, character, protagonist, antagonist, conflict (external and internal)</p>	<p>Student response</p>	<p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p>
FRI	<p>Students will write a complete sentence with no grammatical errors.</p> <p>Students will practice their knowledge of literary terms.</p> <p>Students will continue reading a short story.</p> <p>Students will identify the literary elements of a short story.</p>	<p>Bellringer Day 5</p> <p>Quick write (conflict)</p> <p>Continue “Thank You M’am”</p> <p>Analyze literary elements of “Thank You M’am”</p>	<p>-Promethean board</p> <p>-Literature book</p> <p>-Class discussion</p> <p>-Element handout</p>	<p><b>Literary element Analysis (for grade):</b> “Thank You M’am”</p>	<p>Student response and participation</p>	<p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p> <p>R1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>