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| **E. Smoczynski** **8th Grade ELA** **Week of 1-20 to 1-24** | **MONDAY** **1-27** | **TUESDAY****1-28** | **WEDNESDAY****1-29** | **THURSDAY****1-30** | **FRIDAY** **1-31 Sub Plans will be provided**  |
| **Content****OBJECTIVE****(What student will learn)**  | SWBAT determine a theme of a work of fiction by completing a graphic organizer with guiding questions.  | SWBAT determine a theme and how it relates to the characters and setting by continuing the graphic organizer of guiding questions.  | SWBAT cite textual evidence that supports an analysis of what the text says by reviewing the text Marigolds with a partner and completing a close read  | STAR Reading Test for Q3  |  |
| **Language OBJECTIVE** (How they will show what they learned)   | SWBAT read and write to determine a theme of a work of fiction using guiding questions to determine one theme.  | SWBAT speak and write to determine how a theme relates to the characters and setting using the continued notes from the previous day. | SWBAT speak and write to cite text evidence that supports an analysis of what the text says using the sentence stems on a graphic organizer with a partner  |  |  |
| **Measurable Outcome**  | Students should determine one theme from Marigolds after listening and working with a partner  | Students will determine a theme and how it effects the main character  | Students will do a character analysis of the main character Lizbeth groups  | Students will create a vision for their future involving their hopes and dreams for success.  |  |
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| **CCCS** | RL.8. 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
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***\*Please note, lesson plans are subject to change at teacher’s discretion due to unforeseen events.***