

## C. Whiten/J. Cook/Language Arts/Grade: 6/February 12-16, 2018 ---- Week 3-6

<b>Standard(s)</b>	<p><b>Standard: ELAGSE6RL1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Standard: ELAGSE6RL2:</b> Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Standard: ELAGSE6RL3:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</p> <p><b>Standard: ELAGSE6RL4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Standard: ELAGSE6RL6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Standard: ELAGSE6W2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Standard: ELAGSE6W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Standard: ELAGSE6W10</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Standard: ELAGSE6SL1:</b> Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Standard: ELAGSE6L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Standard: ELAGSE6L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, ca. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>				
<b>Essential questions Or "I Can..." statements</b>	<b>Monday</b> I can effectively answer written questions about an extended text.	<b>Tuesday</b> Reading Poll Question	<b>Wednesday</b> I can effectively read and discuss and extended text in ELA.	<b>Thursday</b> I can effectively read and discuss and extended text in ELA.	<b>Friday</b> I can effectively read and discuss and extended text in ELA.
<b>Warm-up</b>	Master Your Vocabulary Mondays #24	Before Reading Poll	Write Well Wednesdays #24	Throwback the Facts Thursdays #24	Lit Fit Fridays #24
<b>Opening</b>	Recap novel – chapters 1-7	Reading Poll Question	In one sentence, summarize what has happened in the novel so far.	Essential Question	Essential Question
<b>Work Session</b>	KWL chart – know, want to know, learned  Read chapter 8 (pages 100-120) as a whole group.	Achieve 3000 – "Hawaii's Gifts"	Chapter 9 (pages 121-137) in a combination of small groups and whole group.  Work on character charts.	Chapter 10 (pages 138-148) in small groups – reciprocal teaching**  QUIZ – chapters 5-10 (12 questions)	Chapter 11 (pages 149-161)  Groups choose member roles as teacher monitors group interactions and progress.  Work on character charts.
<b>Homework</b>	None	None	None	None	None
<b>Closing</b>	Turn in all work.	After reading poll. Submit all work.	Partner talk – sum up this chapter in one sentence. Pair share, then whole group share.	Turn in all work.	Weekly character charts due!
<b>Materials needed</b>	Novels Character charts Pencil Paper	Computer Achieve 3000 articles	Novels Pencil Paper	Novels Character charts Pencil Paper	Novels Character charts Pencil Paper
<b>Assessment for understanding</b>	Formative – teacher observations, small/whole group discussions	Formative - completion of Achieve 3000 articles	Formative – class discussions and think-pair-share	Summative – quiz over chapters 5-10	Formative – teacher observation of class participation completion of character charts.