

**C. Whiten/J. Cook/Language Arts/Grade: 6/February 20-23, 2018 ---- Week 3-7**

<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><u>Monday</u></b>	<b><u>Tuesday</u></b> Reading Poll Question	<b><u>Wednesday</u></b> I can effectively read and discuss and extended text in ELA.	<b><u>Thursday</u></b> I can effectively read and discuss and extended text in ELA.	<b><u>Friday</u></b> I can effectively read and discuss and extended text in ELA.
<b>Warm-up</b>		Before Reading Poll	Write Well Wednesdays #24	Throwback the Facts Thursdays #24	Lit Fit Fridays #24
<b>Opening</b>		Reading Poll Question	In one sentence, summarize what has happened in the novel so far.	Essential Question	Essential Question
<b>Work Session</b>	No school! President's Day!	<b><u>Media Center</u></b>  Achieve 3000 – "9/11: A Young Boy Remembers"	<p><b><u>Ms. Whiten in training – substitute for the day.</u></b></p> <p>Chapter 12 (pages 162-168). Students are to read quietly and independently.</p> <p>Then, students are to respond to the following prompt: Pretend like you are Joey, Byron, OR Kenny (only choose ONE). Write a response about how this character's feels about going to Birmingham and what he or she encounters while in Birmingham. This DOES NOT have to be exactly what happens in the text – because we don't have all of those details yet ☺ Be creative, and use your imagination. Your response should be no less than one full page in length, but no more than two full pages.</p>	<p>Read Chapter 13 (pages 169-179) as a whole group.</p> <p>Share responses from yesterday.</p>	<p>Read Chapter 14 (pages 180-190) as a whole group.</p> <p>*We will finish this book next week, and test next THURSDAY!* ☺</p> <p>Work on/complete character charts.</p> <p>Update KWL charts.</p>
<b>Homework</b>		None	None	None	None

<b>Closing</b>		After reading poll. Submit all work.	Turn in all work.	Turn in all work.	Turn in all work.
<b>Materials needed</b>		Computer Achieve 3000 articles	Novels Pencil Paper	Novels Character charts Pencil Paper	Novels Character charts Pencil Paper
<b>Assessment for understanding</b>		Formative - completion of Achieve 3000 articles	Formative – character response	Formative – teacher observations.	Formative – teacher observation of class participation completion of character charts.