

Standard(s)	<p>Standard: ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Standard: ELAGSE6RI2 Determine a 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>Standard: ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Standard: ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>Standard: ELAGSE6RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Standard: ELAGSE6RI7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Standard: ELAGSE6RL3 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>Standard: ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Standard: ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p>Standard: ELAGSE6W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)</p> <p>Standard: ELAGSE6W10 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>Standard: ELAGSE6SL1: 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>Standard: ELAGSE6L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Standard: ELAGSE6L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>Standard: ELAGSE6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Standard: ELAGSE6L4 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>				
Essential questions Or "I Can..." statements	Monday What is CLUE?	Tuesday I can recall what I know about English/Language Arts.	Wednesday How can I cite textual evidence?	Thursday What are context clues?	Friday I can and I will do my best on the test!
Warm-up	Master your Vocabulary Mondays Warm Up Book	Know your Grammar Tuesdays Warm Up Book	Write Well Wednesdays Warm Up Book	Throw back the Facts Thursday (RI) Warm Up Book	Lit Fit Fridays (RL) Warm Up Book
Opening	Essential Question	Essential Question	Essential Question	Essential Question	Essential Question
Work Session	Library-Clue Training *If time permits, Media Center Training.	Students will use the Coach book to review literary terms Point of view 1 st person P.O.V. 2 nd person P.O.V. 3 rd person P.O.V. limited	Introduce the R.A.C.E.S. strategy (Restate, Answer, Cite, Explain, and Summarize). RACES Song -Cite Textual Evidence Smartboard Lesson	Students will read: Collections Informational Text: "Face Your Fears: Choking Under Pressure is Every Athlete's Worst Nightmare"(pg. 9-12) as a class.	Literary terms test Read *Review test

		3 rd person P.O.V. omniscient Plot Exposition Setting Characters Rising Action Conflict Climax Falling Action Resolution Theme Turn in all completed work.	-Students will answer a prompting question presented by the teacher while using the R.A.C.E.S. strategy. For example, "Can in-school mediation help curb youth violence?" https://newsela-media.s3.amazonaws.com/pdfs/elem-school-meditation-26607-article_only.pdf?AWSAccessKeyId=AKIAIOXSRXVQ3RGAX2FA&Expires=1502307083&Signature=vHwtQvLcXEZCgOfiZSRuEU5rxg%3D	-Students will analyze the text by rereading sections of the text for comprehension and meaning. -As a class, we will summarize the main idea. -Independently, students will answer a short response question, "What is the central idea of this article?" using the R.A.C.E.S. strategy. Turn in all completed work.	
Homework	None/reading is encouraged	Study Literary Terms/reading is encouraged	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged
Closing	What to expect this week.	Turn in all work.	Turn in all work. What to expect tomorrow.	Turn in assignment to be graded. Remind students of quiz tomorrow.	What to expect next week. Have a great, safe weekend.
Materials needed	Warm up notebooks Paper Pencil Smart Board Coach Book Copies	Warm up notebooks Paper Pencil Smart Board NewELA Articles	Warm up notebooks Paper Pencil Smart Board	Warm up notebooks Paper Pencil Smart Board Close Reader	Warm up notebooks Paper Pencil Smart Board
Assessment for understanding	Discussion	Discussion Coach Book work	Discussion RACES Writing Strategy	Discussion RACES Writing Strategy	Discussion Test
Accommodations /modifications	SWD: Mrs. Cook will assist students as they answer questions and will assist with the writing as needed. Some students may require assistance to write. One student needs dictation. Monitor behavior as well. Read Aloud as needed and provide notes for students with the appropriate accommodation. Modifications/accommodations: Read aloud questions as needed, modified vocab sheets and tests as needed, Printed power points when needed. Assist with writing (microphone use when using the smart board can be helpful), Follow all students' instructional accommodations.	SWD: Mrs. Cook will assist students as they answer questions and will assist with the writing as needed. Some students may require assistance to write. One student needs dictation. Monitor behavior as well. Read Aloud as needed and provide notes for students with the appropriate accommodation. Modifications/accommodations: Read aloud questions as needed, modified vocab sheets and tests as needed, Printed power points when needed. Assist with writing (microphone use when using the smart board can be helpful), Follow all students' instructional accommodations.	SWD: Mrs. Cook will assist students as they answer questions and will assist with the writing as needed. Some students may require assistance to write. One student needs dictation. Monitor behavior as well. Read Aloud as needed and provide notes for students with the appropriate accommodation. Modifications/accommodations: Read aloud questions as needed, modified vocab sheets and tests as needed, Printed power points when needed. Assist with writing (microphone use when using the smart board can be helpful), Follow all students' instructional accommodations.	SWD: Mrs. Cook will assist students as they answer questions and will assist with the writing as needed. Some students may require assistance to write. One student needs dictation. Monitor behavior as well. Read Aloud as needed and provide notes for students with the appropriate accommodation. Modifications/accommodations: Read aloud questions as needed, modified vocab sheets and tests as needed, Printed power points when needed. Assist with writing (microphone use when using the smart board can be helpful), Follow all students' instructional accommodations.	SWD: Mrs. Cook will assist students as they answer questions and will assist with the writing as needed. Some students may require assistance to write. One student needs dictation. Monitor behavior as well. Read Aloud as needed and provide notes for students with the appropriate accommodation. Modifications/accommodations: Read aloud questions as needed, modified vocab sheets and tests as needed, Printed power points when needed. Assist with writing (microphone use when using the smart board can be helpful), Follow all students' instructional accommodations.
Technology	<input checked="" type="checkbox"/> SMART Board <input checked="" type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input checked="" type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input checked="" type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input checked="" type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input checked="" type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input checked="" type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input checked="" type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input checked="" type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input checked="" type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input checked="" type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:
Co-teaching models	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.

Teaching Strategies used with today's lesson:	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Whole Group	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Whole Group	Higher order thinking skills required of the students: Knowledge Differentiation: Scaffolding Grouping: Whole Group	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Whole Group	Higher order thinking skills required of the students: Application Differentiation: Acceleration/Previewing Grouping: Whole Group
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