

Standard(s)	<p>Standard: ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Standard: ELAGSE6RL2: 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>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: ELAGSE6RL4: 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>Standard: ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Standard: ELAGSE6W2: 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>Standard: ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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: 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 How can you describe characters and setting in a short story?	Tuesday What is character development?	Wednesday Why do we make inferences within a text? What inference can you make about the ending of our short story?	Thursday Why is it important to analyze the text?	Friday How were Vinny and Joe-Boy similar or different?
Warm-up	Master your Vocabulary Mondays Warm Up Book #2	Know your Grammar Tuesdays Warm Up Book #2	Write Well Wednesdays Warm Up Book #2	Throw back the Facts Thursday (RI) Warm Up Book #2	Lit Fit Fridays (RL) Warm Up Book #2
Opening	Essential Question	Discuss/return RACES from last week	Essential Question	Essential Question	Essential Question
Work Session	<p>-Students will read the background information about the author, Graham Salisbury.</p> <p>-As the students begin to read aloud, they will set a purpose using the following prompt: As you read, pay attention to how a tragic event affects Vinny. Write down any questions you have while reading.</p> <p>-Students will complete activities and group assignments along with reading pages 3-5 from "The Ravine" as a class.</p>	<p>Students will continue to read "The Ravine" by Graham Salisbury (pgs. 5-9).</p> <p>-Group Activity: ASK STUDENTS to write a profile of Starlene based on Salisbury's descriptions and her interactions with others in the story. Have them include how her actions and words affect Vinny's feelings and actions throughout the story. (Students can create a picture of Starlene along with the descriptions of her interactions with other characters.) -Present</p>	<p>Continue reading "The Ravine" pgs. 10-12</p> <p>-Collaborative Discussion: Have small groups list Vinny's feelings and behavior throughout the story. Then have them discuss how Vinny's feelings and actions were influenced by the boy's death. Remind students to cite evidence from the text to support their ideas.</p> <p>*If finished, students will complete the Analyzing the Text section after reading "The Ravine." (1-6 pg. 14).</p>	<p>Complete Analyzing the Text on page 14 (1-6).</p> <p>*When finished, begin the Performance Task:</p> <p>Writing Activity: Essay Students will write a 2-3 paragraph essay (independently) comparing and contrasting the character traits of Vinny and Joe-Boy.</p> <ul style="list-style-type: none"> • create a chart of each character's words, thoughts, feelings, and actions • use the chart to list character traits for each boy • group similar traits and different traits in separate paragraphs <p>Remind students to create an introductory</p>	<p>Review rough draft and compose final draft of their expository essay comparing Vinny and Joe-Boy.</p>

				paragraph that briefly describes the boys' friendship and states their compare-and-contrast approach.	
Homework	Study Literary Terms/reading is encouraged	None/reading is encouraged	None/reading is encouraged	Complete rough drafts (if you choose to do so)	None/reading is encouraged
Closing	Media center to check out books	What to expect tomorrow. Turn in all work.	What to expect tomorrow. Turn in all work.	Turn in rough drafts. Option: take rough drafts home to be completed.	What to expect next week. Have a great, safe weekend.
Materials needed	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Collections Textbook
Assessment for understanding	Discussion Group work	Discussion Group work	Collaborative Discussion Analyzing the Text Assignment	Discussion Analyzing the Text Assignment Rough Drafts of Expository Essay	Discussion Final Drafts of Expository Essay