

<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> 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 interpret themes and identify internal and external conflict in the context of a short story.	<b>Tuesday</b> Reading Poll Question	<b>Wednesday</b> What are some of the internal and external conflicts with the short story?	<b>Thursday</b> I can use research to compose an informative essay.	<b>Friday</b> What is a theme? How do you determine a theme from a text?
<b>Warm-up</b>	<b>Master your Vocabulary Mondays</b>  Warm Up Book #10	<b>Know your Grammar Tuesdays</b>  Warm Up Book #10	<b>Write Well Wednesdays</b>  Warm Up Book #10	<b>Throw back the Facts Thursday (RI)</b>  Warm Up Book #10	<b>Lit Fit Fridays (RL)</b>  Warm Up Book #10
<b>Opening</b>	Essential Question  Media Center visit (10-15 mins)	Reading Poll Question	Essential Question	Essential Question	Essential Question
<b>Work Session</b>	<p><b>Collection 4: Making Your Voice Heard</b></p> <p>Read - Short Story by Sabine R. UliBarri "My Wonder Horse," p. 211-215</p> <p>-Using Chart Paper, have students determine the internal and external conflict using textual evidence to support their reasoning.</p>	<p><b>Lab 131-Achieve 3000. "Zoo Animals: Living Long, Living Well"</b></p>	<p>Continue reading "My Wonder Horse" p. 216-218</p> <p>-Determine the theme of the story.</p> <p><b>Performance Task</b> Begin Drafting Essay- Write a 1-2 page informative essay about wild mustangs or other wild animals of the West. Use online and print resources (provided by the teacher) about your topic, take notes about the animals' habits, population, location, and any other threats to their existence.</p> <p><i>*Students will use personal devices and teacher guidance as their research tool.</i></p>	<p><b>Practice Test for Reading and Evidence Based Writing Field Test Lab</b></p> <p><b>Continue Performance Task:</b> Continue working on drafting, revising, and editing rough draft of the informative essay.</p> <p><i>*If finished early, students should begin working on their final drafts.</i></p>	<p><b>Final Drafts</b> -Students will submit all final drafts in class today.</p> <p>-Early finishers, complete pg. 221 for extra credit points.</p>

<b>Homework</b>	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged
<b>Closing</b>	Turn in all work. What to expect this week.	Turn in all work. What to expect this week.	Turn in all work. What to expect this week.	Turn in all work. What to expect this week.	Turn in all work. Have a great weekend!
<b>Materials needed</b>	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Computer	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
<b>Assessment for understanding</b>	Discussion Group work	Formative – teacher observations	Collaborative Discussion Essay	Collaborative Discussion Essay	Collaborative Discussion Essay