

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	<p>Monday I can annotate the text and determine how a character's reactions/response changes the plot.</p>	<p>Tuesday Reading Poll Question</p>	<p>Wednesday I can annotate the text and determine how a character's reactions/response changes the plot.</p>	<p>Thursday How can you determine the tone of a text (poetry)?</p>	<p>Friday How does figurative language add to texts (poetry)?</p>
Warm-up	<p>Master your Vocabulary Mondays</p> <p>Warm Up Book</p>	<p>Know your Grammar Tuesdays</p> <p>Warm Up Book</p>	<p>Write Well Wednesdays</p> <p>Warm Up Book</p>	<p>Throw back the Facts Thursday (RI)</p> <p>Warm Up Book</p>	<p>Lit Fit Fridays (RL)</p> <p>Warm Up Book</p>
Opening	Essential Question	Essential Question	Essential Question	Essential Question	Essential Question
Work Session	<p>Literature – Close Reader “What Do Fish Have to Do with Anything?”</p> <p>As a class, the teacher will model how to properly annotate the text to determine how a character's reactions.</p> <p>-The students will follow the prompts in the book to determine the vocabulary and comprehend the text.</p>	<p>Lab 131-Achieve 3000. “Goodbye to a Longtime Leader”</p>	<p>Literature – Close Reader “What Do Fish Have to Do with Anything?”</p> <p>Using prior knowledge, students will use Reciprocal Teaching Strategies to complete the work within the Close Reader. Jobs will be assigned: Predictor, Questioner, Clarifier, and Summarizer.</p> <p>The students will be provided a handout to use with this activity to show understanding.</p> <p>(Independently) Students will complete the short response using the RACES strategy.</p>	<p>Literature – Poems “A Voice” and “Words Like Freedom”</p> <p>As a class, students will read pages 241-244 in their Collections Textbooks.</p> <p>-How is figurative language used in the poem to evoke emotions?</p>	<p>Literature – Poems “A Voice” and “Words Like Freedom”</p> <p>Students will complete the Performance Task to create a poem that expresses their views on a freedom they enjoy (Example: Freedom of Speech). Students will be required to include a topic, use descriptive language, figurative language (at least one simile and one metaphor or more), create comparisons to help express their ideas, and include an illustration or symbol to represent their topic.</p>

Homework	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged	None/reading is encouraged
Closing	Turn in all work. What to expect this week.	What to expect tomorrow. Turn in all work.	What to expect tomorrow. Turn in all work.	What to bring to class and expect tomorrow.	What to expect next week. Have a great, safe weekend.
Materials needed	Warm up notebooks Paper Pencil Smart Board Close Readers	Warm up notebooks Paper Pencil Smart Board Computer	Warm up notebooks Paper Pencil Smart Board Close Readers	Warm up notebooks Paper Pencil Smart Board Collections Textbook	Warm up notebooks Paper Pencil Smart Board Collections Textbook
Assessment for understanding	Discussion Group work Close Readers	Discussion Lexile Bands/Score	Discussion Reciprocal Teaching	Template Collaborative Discussion Reading	Discussion Poem