

Date: October 5, 2015

Grade: 6th

Name: Tina Wheeler

Subject: Literature/Language Arts

CCGPS:

ELACC6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL 2 Determine a theme 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.

ELACC6RL3 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.

ELACC6RL4 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

ELACC6RL5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

ELACC6W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

ELACC6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

ELACC6SL1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

ELACC6L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

ELACC6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style.

ELACC6L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. 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.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

ELACC6L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

I Can.....

Identify an adverb.

List examples of prepositions.

Name the eight parts of speech.

Describe the five elements of a story.

Describe character traits and setting

Explain how dialect helps me understand the characters in the story.

Make inferences to figure out something that an author has not explained.

Cite textual evidence to support analysis of what the text says.

Activating Learning Strategies:

<input type="checkbox"/> LINK	<input checked="" type="checkbox"/> Structured Notes	<input type="checkbox"/> 5-3-1
<input type="checkbox"/> KWL	<input type="checkbox"/> Possible Sentence	<input type="checkbox"/> Think-Pair-Share
<input type="checkbox"/> Survey	<input type="checkbox"/> Concept Map	<input type="checkbox"/> Vocab. Overview
<input type="checkbox"/> First Word	<input type="checkbox"/> Frayer Model	<input type="checkbox"/> Brainstorm
<input type="checkbox"/> Word Map	<input type="checkbox"/> Anticipation Guide	<input type="checkbox"/> Brainstorm & Category
<input type="checkbox"/> Word Splash	<input type="checkbox"/> Draw and Picture	<input type="checkbox"/> Circle Map
<input type="checkbox"/> KWL Plus	<input type="checkbox"/> Directed Rdg/Thinking Act	<input type="checkbox"/> Other

Cognitive Teaching Strategies (the actual lesson):

<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Graphic Organizer	<input type="checkbox"/> Poems, Rhymes, Lyrics
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Pictograph	<input type="checkbox"/> Acronyms/Word Links
<input checked="" type="checkbox"/> Model	<input type="checkbox"/> Diagram	<input type="checkbox"/> Hands-on
<input type="checkbox"/> Mind Map	<input type="checkbox"/> Visual Chain	
<input type="checkbox"/> Other		

	Monday	Tuesday	Wednesday	Thursday	Friday
Procedural Content - Application / Activity	<p>Warm-Up: Day 19</p> <p>Literature "Facing Fears" Read The Ravine and answer questions on page 15 Vocabulary Strategy: Using Context Clues and Language Conventions: Recognize Variations from Standard English on page 16</p>	<p>Warm-Up: Day 20</p> <p>Literature "Facing Fears" The Ravine- Close Read /graphic organizer and a character web on Vinny and Joe-Boy .</p> <p>Novel: Something Upstairs Listen to audio on Chapters 3 & 4 and complete questions/activities.</p>	<p>Warm-Up: Day 21</p> <p>Literature "Facing Fears" The Ravine- Collaborative Discussions- Have small groups list Vinny's feelings and behavior throughout the story. Then discuss how Vinny's feelings and actions were influenced by the boy's death. Cite evidence from the text to support your ideas.</p>	<p>Warm-Up: Day 22</p> <p>Literature IPads-Study Island Plot Elements/ Grammar</p> <p>Language Arts Flocabulary/BrainPop/ Language Book "Prepositions"</p> <p>Vocabulary Workshop: Unit 1</p>	<p>Warm -Up: Day 23</p> <p>Literature/Writing "Facing Fears" The Ravine- Write a two or three paragraph essay to compare and contrast (Venn diagram) the character traits of Vinny and Joe-Boy. Introduce our topic by briefly describing the characters and their relationship to each other. Next, tell about how their character traits are different. Use examples from the</p>

	<p>Novel: Something Upstairs Complete Questions/Activities for Chapter 1 & 2 -</p> <p><u>Language Arts Flocabulary/BrainPop/ Language Book</u> “Adverbs”</p> <p><u>Computer Lab Study Island- Setting, Plot, Conflict, Theme, dialect.</u></p> <p><u>Vocabulary Workshop: Unit 1</u></p>	<p><u>Language Arts Flocabulary/BrainPop/ Language Book</u> “Verbs”</p> <p><u>Vocabulary Workshop: Unit 1</u></p>	<p>Novel: Something Upstairs Listen to audio on Chapters 5 & 6 and complete questions/activities.</p> <p><u>Language Arts Flocabulary/BrainPop/ Language Book</u> “Conjunctions”</p> <p><u>Vocabulary Workshop: Unit 1</u></p>		<p>text to support your ideas. Then indicate their similarities and include evidence from the text.</p> <p>Novel: Something Upstairs Listen to audio on Chapters 7 & 8 and complete questions/activities.</p>
<p>Re-teaching, Enrichment, Acceleration: Cares/Enrichment/Acceleration/Remediation</p>	<p>Assessment:</p> <p><input type="checkbox"/> Rubric <input type="checkbox"/> Foldable</p> <p><input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Informal</p>		<p>Differentiation:</p> <p>Flexible grouping *Varied ticket out the door activities *Novel selections based on Lexile scores *CARES program for enrichment and remediation *Varied Flocabulary: fewer choices on flocabulary</p>		

review; word banks and clues provided as necessary

**Brain-Pop: limited choices on quizzes*

**Varied Cornell Note Taking*

Summarizing: Ticket Out the Door Study Cards 3-2-1 + - Interesting Pass out of class
 The Important Thing Exit Cards Learning Log Teacher Questions Other

Extending and Refining:

Cause and Effect Compare and Contrast Analyzing Inductive Reasoning
 Classifying Writing Prompt Error Analysis Deductive Reasoning
 Abstracting Constructing Support Other