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| **Teacher:** | **Sharon Pullen** | **Subject** | **ELA** |
| **Date:** | **9/5/17** | **Grade:** | **6th** |
| **Standards:** | RL6.1: Cite textual evidence to support analysis of text, both inferential and explicit.  RL 6.2: Determine theme/central idea of text and how it is conveyed through particular details.  RL 6.10:By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).  RI6.4: Determine the meaning of words and phrases as they are used in text.  L 6.4:Use context as a clue to the meaning of a word or phrase.  L 6.4:Use Greek or Latin affixes and roots as clues to the meaning of a word.  L 6.4:Consult dictionaries/glossaries/thesauruses to identify or verify word meanings.  L 6.5: Interpret figures of speech in context.  W6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W 6.10:Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **Connects with** |  |
| **I Can…** | **I can go back to the text and cite evidence to support claims**  **I can read text and determine the message the author wants the reader to understand**  **I can write develop a response to a writing prompt with good organization appropriate to the audience.**  **I can write routinely to develop stamina for any writing purpose**  **I can read and understand figurative writing** |  |  |
| **DOK Level:1** | **Vocabulary:** **Simile, Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Symbolism, Plot, Exposition, Setting, Characters, Rising action, Climax, Falling Action, Resolution, Conflict, External Conflict, Internal Conflict, CSET – Claim, Set-up, Evidence, Tie-in** |  |  |
| **DOK Level: 2** | * USATestprep article required 70% |  |  |
| **DOK Level: 3** | Time line sequencing  CSET – writing prompt |  |  |
| **DOK Level: 4** | Continue working on a time line showing when specific events occurred in the story showing their relationship to other events in the story.  Develop a collage to tell Zane’s story |  |  |
| **Resources:** | plot diagram organizer  CSET poster  <https://jr.brainpop.com/readingandwriting/writing/writingaparagraph/> |  |  |

**Tuesday -** Daily Grammar Practice warm-up Identify parts of speech including noun (type). Pronoun (type, case, person), verb (type and tense), adverb, adjective, article, preposition, conjunction (type)

**the house is in africa**

**Centers:**

Reading – USA Testprep assigned article

Writing – Writing prompt using CSET Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. Who would you give it to? What would you want them to do with it?

**Whole Group:**

Class reading of *Zane and the Hurricane*

**Homework:**

The snake a thick, scaly body and shiny black eyes and a white mouth and fangs like white needles. The open mouth is an inch from my bare toes, as if tasting the air, or smelling how afraid I am.

Something touches my shoulder. Mr. Tru with the blade of the paddle, silently urging me to be still. He gives me a tight smile, and then in one deft move he slips the blade under the snake, and flips it high in the air, and out of the canoe.

…He’s trying his best to reassure me, saying how rare it is for a snake to come into a boat. But if it can happen once it can happen again, right? And next time he might not be so quick with his paddle. So I keep seeing wrinkles in the water and tensing up. And he keeps on paddling on, slow and steady. We pass away from the drowned neighborhood into a wide place with a couple of barges, laying half-submerged. The shipping channel, he says. And on the other side of the shipping channel the flood only comes up to lower windows of the houses instead of the roof.

**Wednesday -** Daily Grammar Practice warm-up Identify sentence parts including simple and complete subject, simple and complete predicate

**the woman is wearing a yellow dress**

**Centers:**

Reading – – USA Testprep assigned article

Writing - Writing prompt using CSET If you could cook any meal for your family, what would you cook? Describe the meal and tell how you would make it.

**Whole Group:**

Class reading of *Zane and the Hurricane*

Continue work on character trait organizer on Zane

Continue work on plot diagram covering *Zane and the Hurricane* through the end of the book

**Check for questions on homework**

**Thursday –** Daily Grammar Practice warm-up Identify clauses (independent, dependent), sentence type (simple, compound, complex), and purpose (declarative, interrogative, exclamatory, imperative)

do you want to take a nap

**Centers:**

Reading - – USA Testprep assigned article

Writing - Writing prompt using CSET Describe your favorite character from a book, a movie, or television.

**Whole Group:**

Class reading of *Zane and the Hurricane*

Continue work on character trait organizer on Zane

Continue work on plot diagram covering *Zane and the Hurricane* throughout the book

**Friday -** Daily Grammar Practice warm-up sentence diagraming for Friday

**Centers:**

Quiz - Vocabulary

Reading - – USA Testprep assigned article

Writing - Writing prompt using CSET If you could have any animal for a pet, what would it be? Describe the pet and how you would take care of it.

**Whole Group:**

Class reading of *Zane and the Hurricane*

Continue work on character trait organizer on Zane

Continue work on plot diagram covering *Zane and the Hurricane* throughout the book

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