|  |  |
| --- | --- |
| **Teacher:** | **Sharon Pullen ELA 6th grade** |
| **Date:**  | **11/6/17** |
| **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 6.5: Interpret figures of speech in context. |
| **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** |
| **DOK Level:1** | ***Snow Treasure*** reading |
| **DOK Level:2** |  |
| **DOK Level:3** | cite evidence and develop a logical argument for conjecturesapply compare and contrast idea to character traits from book |
| **DOK Level:4** | Begin to develop informative writing project |
| **Resources:** | CSET posteri-readyTask CardsSecond term voc. listDOK ChartStudent individual reading Q&AQuizlet<https://www.youtube.com/watch?v=1_DA6zAtvp0><https://www.visitnorway.com/about/><https://www.scholastic.com/content/collateral_resources/pdf00premium/8X/043957238X_e.pdf> |

**Monday –**

DGP - Connor ran.

 Begin with prior knowledge

 ***Snow Treasure***

 Introduce point of view in writing

 <https://www.youtube.com/watch?v=1_DA6zAtvp0>

 Task Cards / independent student reading

 i-ready

Informational writing instruction(PerformanceAssessment)

**Tuesday -**

DGP - Connor ran.

 Continue with prior knowledge

 ***Snow Treasure***

 Point of view review

 Task Cards / independent student reading

 i-ready

Informational writing instruction(PerformanceAssessment)

**Wednesday –**

DGP – DGP - Connor ran.

 ***Snow Treasure***

 Plot diagram work

 Task Cards / independent student reading

 i-ready

Informational writing instruction(PerformanceAssessment)

 **Friday –**

DGP - Connor ran.

 ***Snow Treasure***

 Plot diagram

 Character Traits organizer

 Task Cards / independent student reading

 i-ready

Informational writing instruction(PerformanceAssessment)

**Vocabulary**

**Literary Terms Set #2**

|  |  |
| --- | --- |
| informative | A type or writing that provides useful or interesting information |
| expository/explanatory | A type of writing that explains or describes something |
| annotation | A note to explain or comment on a text |
| topic | A subject discussed in a text |
| main idea/central idea | A statement(s) that tells the most important thoughts about a topic.  It is supported by details.  |
| graphics | The use of diagrams or visual images |
| citation | A quote from a text |
| transition word | A word that smoothly connects two topics in writing |
| text structure/format | The organizational pattern of a text |
| text features | Features that help organize the text, such as: headings, lists, sidebars, and graphic aids |
| domain-specific vocabulary | Content-specific words that are not used in general in conversation |
| supporting evidence | Relevant quotations and concrete details that support the main idea |



**Who is the narrator, can she or he read minds, and, more importantly, can we trust her or him?**

In **first person point of view**, the narrator is in the story and relating the events he or she is personally experiencing. First person narrators cannot be everywhere at once and thus cannot get all sides of the story. They are telling their story, not necessarily the story.

The Cay is told retrospectively from our protagonist Phillip's point of view. The narrative is written in the first person, which means that Phillip is telling the story himself. He's a "central" narrator because he's telling the story about himself – he's the star in his own story. We get lots of insight into what the young Phillip is thinking and feeling, which allows us to see more clearly the personal transformation he undergoes.

On the downside, we don't really get to see what other characters, like Timothy, are thinking; we are dependent upon Phillip for all of the information we get. While the first-person perspective gives us a rich view of Phillip's inner life, we are left wondering about other characters' points of view.

**Second person point of view** isn’t used frequently in novels.

**In third person**, the narrator is outside of the story and relating the experiences of a character. The central character is not the narrator. In fact, the narrator is not present in the story at all.

**In Third person omniscient** the narrator has full access to all the thoughts and experiences of all the characters in the story.



<https://www.youtube.com/watch?v=1_DA6zAtvp0>