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| **Teacher:** | **Sharon Pullen** | **Subject** | **ELA** |
| **Date:**  | **8/28/17** | **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** |  |  |
| **DOK Level:1** | Vocabulary: Simile, Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Symbolism  |  |  |
| **DOK Level: 2** | * Compare and contrast character traits of Zane and Malvina
* Interpret meaning of dialogue from New Orleans characters
* Use context clues to determine unknown words
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| **DOK Level: 3** |  |  |  |
| **DOK Level: 4** |  Begin 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 organizerCSET poster |  |  |

**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)

open the door for Mr. Grigsby

**Centers:**

 Reading - Assigned ReadWorks 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*

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

open the door for Mr. Grigsby

**Centers:**

 Reading - Assigned ReadWorks article to complete in google docks

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

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

open the door for Mr. Grigsby

 **Centers:**

 Reading - Assigned ReadWorks article to complete in google docks

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

open the door for Mr. Grigsby

 **Centers:**

Reading - Assigned ReadWorks article to complete in google docks

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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**Metaphor**

When you use a metaphor, you make a statement that doesn’t make sense literally, like “time is a thief.” It only makes sense when the similarities between the two things become apparent or someone understands the connection between the two words.

Examples include:

* The world is my oyster.
* You are a couch potato.
* Time is money.
* He has a heart of stone.
* America is a melting pot.

**Simile**

A simile compares two things like a metaphor; but, a simile uses the words “like” and “as.” Examples include:

* Busy as a bee.
* Clean as a whistle.
* Brave as a lion.
* He stood out like a sore thumb.
* It was as easy as shooting fish in a barrel.
* My mouth was as dry as a bone.
* It was as funny as a barrel of monkeys.
* They fought like cats and dogs.
* It was like watching grass grow.

**Alliteration** is a sound device. It is the repetition of the first consonant sounds in several words. Some good examples are:

* We're up, wide-eyed and wondering while we wait for others to waken.

and tongue twisters like:

* Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

**Onomatopoeia**

Onomatopoeia is also a sound device. It uses words that sound like their meaning, or mimic sounds. They add a level of fun and reality to writing. Here are some examples:

* The burning wood hissed and crackled.
* Sounds of nature are all around us. Listen for the croak, caw, buzz, whirr,  swish, hum, quack, meow, oink, and tweet.

Regardless of the type of word used, figurative language can make you look at the world differently; it can heighten your senses, add expression and emphasis very simply, and help you feel like you are having the same experience as the author.

**Personification**

Personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. This type of figurative language is often used in children’s books, poetry, and fictional literature. Examples include:

* Opportunity knocked on the door.
* The sun greeted me this morning.
* The sky was full of dancing stars.
* The vines wove their fingers together to form a braid.
* The radio stopped singing and stared at me.
* The sun played hide and seek with the clouds.

**Hyperbole**

A hyperbole is an outrageous exaggeration that emphasizes a point, and can be ridiculous or funny. Hyperboles can be added to fiction to add color and depth to a character. Examples are:

* You snore louder than a freight train.
* It's a slow burg. I spent a couple of weeks there one day.
* She is so dumb, she thinks Taco Bell is a Mexican phone company.
* I had to walk 15 miles to school in the snow, uphill.
* You could have knocked me over with a feather.

**Symbolism**

Symbolism occurs when a word has meaning in itself, but is used to represent something entirely different.

Common examples in everyday life are:

* Using an image of the American flag to represent patriotism and a love for one’s country.
* Using an apple pie to represent a traditional American lifestyle.
* Using an apple to represent education.

Examples in literature include:

* All the world's a stage, And all the men and women merely players; They have their exits and their entrances, And one man in his time plays many parts. - *As you Like It*, William Shakespeare
The “stage” here symbolizes the world and the “players” represent human beings.
* My love for Linton is like the foliage in the woods. Time will change it; I’m well aware, as winter changes the trees. My love for Heathcliff resembles the eternal rocks beneath a source of little visible delight, but necessary. - *Wuthering Heights*, Emily Bronte
Bronte uses imagery of the natural world to symbolize the wild nature and deep feelings of her characters.