

ELA 6 Lesson Plan (Ward)

Date: Monday, October 24

CCSS:

[CCSS.ELA-LITERACY.RL.6.3](#)

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 toward a resolution.

[CCSS.ELA-LITERACY.RL.6.5](#)

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.

I Can...comprehend, identify, and analyze plot elements in a short story.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Analyze
- Create

Key Questions: How does an author build a story?

Assessment of Learning: Scholars create a plot map/diagram to demonstrate comprehension of plot elements in the story, "Shame".

Learning Agenda:

1. Do Now: Plot Elements Review –IP
2. Scholar Success Expectations (Quick Review) – DI
 - Scholars follow along with their own notes.
 - Q&A Discussion
 - Review Social Contract (new scholars sign using sticky notes)
3. Plot Analysis – GP
 - Work with a partner to complete a plot map/diagram.
 - Use the story, "Shame" as a reference.
4. Lesson Closure: Exit Slip – Author's Purpose (Google Classroom) –IP
5. Launch with Affirmations

Key:

BB/H= Building Background/ Hook
DI = Direct Instruction (I do)
GP = Guided Practice (We Do)
IP = Independent Practice (You Do)

Differentiation: pair-work, quick-shot choice, exit slip

Key Vocabulary: plot, exposition, rising action, climax, falling action, resolution, author's purpose

Homework: Reading Log. At least 15 minutes of reading, with gist summary (2 entries due by Friday).

ELA 6 Lesson Plan (Ward)

Date: Tuesday, October 25

CCSS:

[CCSS.ELA-LITERACY.RL.6.1](#)

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

[CCSS.ELA-LITERACY.RL.6.3](#)

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 toward a resolution.

I Can... identify and explain conflict, rising action, and author's purpose.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Evaluate
- Analyze

Key Questions: How does an author build a story?

Assessment of Learning: Scholars analyze the text to identify and explain conflict, rising action, and author's purpose (Target Tabs).

Learning Agenda:

1. Do Now: Grammar QuickShot –IP
2. Thinking Through The Story (Target Tabs) –GP, IP
 - Gist summary
 - Central Conflict and Evidence
 - Rising Action and Evidence
 - Author's Purpose
 - Text-to-Self Connection
3. Lesson Closure: Accountable Talk Discussion
4. Launch with Affirmations

Key:

BB/H= Building Background/ Hook
DI = Direct Instruction (I do)
GP = Guided Practice (We Do)
IP = Independent Practice (You Do)

Differentiation: Target Tabs, QuickShot Choice, Pair/Share

Key Vocabulary: gist summary, plot, central conflict, rising action, author's purpose, evidence, character traits, resolution, theme

Homework:

Reading Log- Two entries due by Friday.

Vocabulary Review- review plot elements vocabulary at https://quizlet.com/_2n24tj

ELA 6 Lesson Plan (Ward)

Date: Wednesday, October 26

CCSS:

[CCSS.ELA-LITERACY.RL.6.3](#)

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 toward a resolution.

I Can...comprehend a story and identify/describe plot elements.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Analyze

Key Questions: How does an author build a short story?

Assessment of Learning: "Shame" Plot Elements and Word Study

Learning Agenda:

1. Do Now: Context Clues
2. "Shame" Plot Elements and Word Study
 - Scholars review plot elements and vocabulary skills within the context of the story, "Shame".
3. Lesson Closure: Whole-class review
4. Launch with Affirmations

Key:

BB/H= Building Background/ Hook
DI = Direct Instruction (I do)
GP = Guided Practice (We Do)
IP = Independent Practice (You Do)

Key Vocabulary: context clues, plot, exposition, rising action, climax, falling action, resolution

Homework:

Reading Log- Two entries due by Friday.

Vocabulary Review- review plot elements vocabulary at https://quizlet.com/_2n24tj

ELA 6 Lesson Plan (Ward)

Date: Thursday, October 27

CCSS:

[CCSS.ELA-LITERACY.RI.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

I Can...learn and comprehend new academic vocabulary.

Bloom's Level of Rigor

- Remember
- Understand

Key Questions: What are the key elements of nonfiction?

Assessment of Learning: Scholars take notes to review vocabulary.

Learning Agenda:

1. Do Now: Nonfiction Pre-Quiz
2. Non-Fiction vocabulary notes
3. Lesson Closure: Non-Fiction video review
4. Launch with Affirmations

Key:

BB/H= Building Background/ Hook
DI = Direct Instruction (I do)
GP = Guided Practice (We Do)
IP = Independent Practice (You Do)

Differentiation: pre-assessment, video/visual review

Key Vocabulary: informational text, nonfiction, article, argument, argumentative, claim, detail, excerpt, heading, subheading, dictionary, dictionary entry, author's purpose, technique, evidence, support, introduction, source, research, written report

Homework:

Reading Log- Two entries due by Friday.

Vocabulary Review- review vocabulary online (Quizlet)

ELA 6 Lesson Plan (Ward)

Date: Friday, October 28

CCSS:

[CCSS.ELA-LITERACY.RI.6.10](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

I Can... use highlighting while reading to increase comprehension.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Analyze

Key Questions: How do we closely read informational texts?

Assessment of Learning: Prairie Ecology Comprehension Questions and highlighting

Learning Agenda:

1. Do Now: Good News
2. Prairie Ecology – Guided Highlighted Reading
 - Scholars follow prompts to highlight key information, with a focus on author's craft and author's purpose.
3. Prairie Ecology – Comprehension Questions
4. Lesson Closure: Nonfiction Terms Quick Review
5. Launch with Affirmations

Key:

BB/H= Building Background/ Hook
DI = Direct Instruction (I do)
GP = Guided Practice (We Do)
IP = Independent Practice (You Do)

Differentiation: whole-class quick review

Key Vocabulary: informational text, nonfiction, article, claim, detail, heading, subheading, author's purpose, evidence, support, introduction, source