

ELA 6 Lesson Plan (Ward)

Date: Monday, October 31

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: Halloween Reading Comprehension – IP
2. Prairie Ecology – Guided Highlighted Reading – GP
 - Scholars follow prompts to highlight key information, with a focus on author's craft and author's purpose.
3. Prairie Ecology – Comprehension Questions – IP or GP
 - 3 Details
 - Summary
 - Main Idea
4. Lesson Closure: Nonfiction Terms Quick Review – GP
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

ELA 6 Lesson Plan (Ward)

Date: Tuesday, November 1

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? What is an argument?

Assessment of Learning: Scholars take notes to review vocabulary.

Learning Agenda:

1. Do Now: Main Idea/Summarizing – IP
2. Non-Fiction vocabulary notes – DI, IP, GP
 - Pg. 936 – Text Analysis Workshop: Argument & Persuasion -GP
 - Vocabulary Notes, using Quizlet flash cards - DI, IP
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: 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: Wednesday, November 2

CCSS:

RI 7 – Integrate information presented in different media or formats to develop a coherent understanding of a topic

RI 8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

I Can... read and comprehend argumentative texts.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Evaluate
- Analyze

Key Questions: What are the parts of an argument?

Assessment of Learning: *Close Read* responses; claim statements

Learning Agenda:

1. Do Now: Identify the Argument/Claim and at least 1 support –BB/H, IP
2. Finish Vocabulary Notes – DI, IP
3. Page 937 – Parts of an Argument – GP
 - “Power in Numbers” Reading and Responding with *Close Read* questions
4. Lesson Closure: What Do You Think? (In notebooks or on a half-sheet/sticky note) – IP
 - Write a statement about something you believe should change (your claim).
5. Launch with Affirmations

Differentiation: turn-and-talk, exit slip

Key Vocabulary: Claim, argument, supporting details, reasons, evidence

Homework:

Reading Log- Two entries due by Friday.

Vocabulary Review- review vocabulary online (Quizlet)

Key:

BB/H= Building Background/ Hook

DI = Direct Instruction (I do)

GP = Guided Practice (We Do)

IP = Independent Practice (You Do)

ELA 6 Lesson Plan (Ward)

Date: Thursday, November 3

CCSS:

RI 7 – Integrate information presented in different media or formats to develop a coherent understanding of a topic

RI 8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

I Can... identify and analyze persuasive writing techniques.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Evaluate
- Analyze

Key Question: How do authors use Persuasive writing techniques to build an argument?

Assessment of Learning: responses to *close read* questions

Learning Agenda:

1. Do Now: Academic Vocabulary Check - BB/H, IP
2. Page 938 – The Power of Persuasion –GP
 - Scholars work in pairs to read pg. 938, and complete the note-taking activity.
3. Page 939 – Persuasion in Writing – GP, IP
 - Read “A Recipe for Disaster”
 - Answer *Close Read* questions.
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: partner work and whole-class discussion, note-taking guidance/scaffolding

Key Vocabulary: persuasion, argument, claim, appeal by association, emotional appeal, loaded language, editorial

Homework:

Reading Log- Two entries due tomorrow.

Vocabulary Review- review vocabulary online (Quizlet)

ELA 6 Lesson Plan (Ward)

Date: Friday, November 4

CCSS:

RI 8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

I Can... effectively analyze persuasive texts.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Evaluate
- Analyze

Key Questions: What are the parts of a persuasive argument? How do authors use persuasive writing techniques to build an argument?

Assessment of Learning: *close read* responses, pg. 940

Learning Agenda:

1. Do Now: Content Vocabulary Preview (pg. 940) - GP
(affectionate, misperception, determination, accordingly, temperament)
2. Reading and Responding, pg 940 –GP
 - Scholars work in pairs to read “Dangerous Threat? No – Loving Pet!”
 - Scholars respond to *Close Read* questions 1 – 5
3. Lesson Closure: Share out responses –GP
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: partner work, with share-out

Key Vocabulary: claim, persuasive technique, evidence, editorial

Homework:

Vocabulary Review- review vocabulary online (Quizlet)

ELA 6 Lesson Plan (Ward)

Date: Monday, November 7

CCSS:

RI 8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

I Can... effectively analyze persuasive texts.

Bloom's Level of Rigor

- Remember
- Understand
- Apply
- Evaluate
- Analyze

Key Questions: What are the parts of a persuasive argument? How do authors use persuasive writing techniques to build an argument?

Assessment of Learning: *close read* responses, pg. 941

Learning Agenda:

1. Do Now: Good News / Free Write - IP
 - Volunteers share Good News - GP
2. Reading and Responding, pg 941 – GP
 - Scholars work in pairs to read “Is This the Kind of Dog...”
 - Scholars respond to *Close Read* questions 1 – 5
3. Lesson Closure: Share out responses –GP
4. Launch with Affirmations

Key:

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

Differentiation: partner work, with share-out

Key Vocabulary: claim, persuasive technique, evidence, editorial

Homework:

Reading Log – 2 entries due by Friday

Vocabulary Review- review vocabulary online (Quizlet)