

<b>310: Grade 6<sup>th</sup></b> <b>Instructor: Amato</b>		<b>Date: 5-28-12</b> <b>Subject: Language Arts</b>	
<b>Standards:</b> ▲ Speaking /Listening CC.SL.7.1      Reading CC.RI.7.1: Writing:CC.RI.7.9			
<b>Know:</b> <b>Students will know:</b> <ul style="list-style-type: none"> <li>• Reading:           <ul style="list-style-type: none"> <li>○ How to chart character change over time</li> <li>○ How to make connections to text</li> <li>○ How to identify conflict/resolution</li> <li>○ How to ask questions before/during/after reading</li> </ul> </li> <li>• Writing:           <ul style="list-style-type: none"> <li>○ What expository writing is</li> <li>○ How to organize writing for cause and effect</li> <li>○ How to draft essay using cause/ effect</li> </ul> </li> </ul>		<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Reading/Writing:           <ul style="list-style-type: none"> <li>○ When do I stand? When do I walk away?</li> <li>○ How do the choices I make cause conflict and how do my decisions effect resolution?</li> </ul> </li> </ul>	
<b>Understand:</b> <b>Students will understand:</b> <ul style="list-style-type: none"> <li>• Writing:           <ul style="list-style-type: none"> <li>○ The rituals and routines of writer's workshop</li> <li>○ There are multiple ways to organize an expository essay</li> <li>○ How to compare and contrast options</li> <li>○ How to explain a process in expository writing</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Reading:           <ul style="list-style-type: none"> <li>○ How to visualize to understand important events</li> <li>○ How to make connections to text</li> <li>○ How to respond to text after reading</li> <li>○ How to ask higher level questions</li> </ul> </li> </ul>	
<b>Performance Task:</b> <ul style="list-style-type: none"> <li>• Reading –Reading Response Journal</li> <li>• We Beat the Streets, novel</li> <li>• Before, during and after reading questions</li> <li>• Reading logs</li>   <li>• Writing – Writing Response Journal</li> <li>• Drafts of essay</li> </ul>		<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Reading           <ul style="list-style-type: none"> <li>○ Independent Reading</li> <li>○ Observations/Conferences</li> <li>○ W.B.S. novel assessment</li> </ul> </li> <li>• Writing           <ul style="list-style-type: none"> <li>○ Observations/Conferences</li> <li>○ Graphic organizer for cause/effect</li> <li>○ Drafting in notebook</li> </ul> </li> </ul>	

## Daily Do: What will the students do daily

Monday – No School

**Writing:**

**Reading:**

Homework:

Tuesday – **Writing:**

1. Students will edit their essays for grammar.
2. Conference with students.

**Reading:**

1. Students will present Book Board Projects.
2. Students will share their predictions, connections, reactions feelings, thoughts, sketches, questions and comments on the author's craft in Book Club.

Homework: 1. Read group assigned pgs for book club and respond in notebooks. 2. Type first draft of expository essay.

Wednesday – **Writing:**

1. Conference with partners for peer review.
2. Read aloud Glass Castle mentor text.

**Reading:**

1. Students will present Book Board Projects.
2. Students will share their predictions, connections, reactions feelings, thoughts, sketches, questions and comments on the author's craft in Book Club.

Homework: 1. Read group assigned pgs for book club and respond in notebooks. 2. Revise 2<sup>nd</sup> draft of expository essay.

Thursday - **Writing:**

1. Students will revise their 2<sup>nd</sup> drafts.
2. Conference with students.

**Reading:**

1. Students will present Book Board Projects.
2. Students will share their predictions, connections, reactions feelings, thoughts,

sketches, questions and comments on the author's craft in Book Club.

Homework: 11. Read group assigned pgs for book club and respond in notebooks. 2. Type Final draft of expository essay.

Friday- **Writing:**

1. Read Aloud, Glass Castles excerpt, as mentor text.
2. Writing Circles prepare for presenting their individual genre writing.

**Reading**

1. Students will present Book Board Projects.
2. Students will share their predictions, connections, reactions feelings, thoughts, sketches, questions and comments on the author's craft in Book Club.

Homework:

1. Read group assigned pgs for book club and complete reader response jots in notebooks.

Adapted from Jay McTighe and Grant Wiggins UbD model 2004