6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: April 25-May 13, 2016

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| **GSE Assessment Limits/Standards:** ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.ELACC6RL3: 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 towards a resolution.ELACC6RL5: 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.ELACC6[L.1](http://www.corestandards.org/ELA-Literacy/L/6/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*b. Spell correctly.ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| **Lesson Objective/Learning Intention:** * Students will identify and analyze character traits from their novel Nightjohn/ Sarny
* Students will understand the importance of the conventions of Standard English.
* Students will apply comprehension of the texts to various standards-based activities.
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| **TIME** | **INSTRUCTIONAL SEQUENCE****MONDAY** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 55min | **Whole Group Instruction:** Students will be in the lab completing Achieve 3000.  |  |
|  | **Homework: Read and review notes.** |  |

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| **Resources/Instructional Materials Needed:** * Computer Lab
* Achieve 3000 Log In Information
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| **TIME** | **INSTRUCTIONAL SEQUENCE****Tuesday/Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.:**Students will continue reading their class novels, Schooled. |  |
| 80min | **Whole Group Instruction:** Students will read an extended text Nightjohn/Sarny. Students will complete various standards-based comprehension activities related to the texts.  |  |
| 5 min | **D.L.I.Q.:** Students will complete DLIQ’s and stick them to the whiteboard.  |  |
|  | **Homework: Read and review notes.** |  |

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| **Resources/Instructional Materials Needed:** * Class Novels
* Character Analysis Sheet
* Standards-based sheets.
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| **TIME** | **INSTRUCTIONAL SEQUENCE****Thursday/Friday** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.:**Students will continue reading their class novels, Schooled. |  |
| 80min | **Whole Group Instruction:** Students will read an extended text Nightjohn/Sarny. Students will complete various standards-based comprehension activities related to the texts.  |  |
| 10 min | **D.L.I.Q.:** Students will complete DLIQ’s and stick them to the whiteboard.  |  |
|  | **Homework: Read and review notes.** |  |

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| **Resources/Instructional Materials Needed:** * Class Novels
* Character Analysis Sheet
* Standards-based sheets.
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