**Teacher Name: Ms. Porter and Ms. Hames**

**Subject: 6th Grade ELA Lesson Dates: November 30-December 4**

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| **Topic** | **Standards** | **Final Assessment** | **Teaching Strategies** |
| What is important to know? (Comparing Expository Texts) | **ELAGSE7RL1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELAGSE7RI7**: Compare and contrast two texts to determine the author’s portrayal of the subject.  **ELAGSE6W1:** Write arguments to support claims with clear reasons and relevant evidence.  **ELAGSE6L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.  **ELAGSE6L2:** Demonstrate command of the conventions of Standard English: punctuation and commas.  **ELAGSE6SL1:** Engage effectively in a range of collaborative discussions. | Students will write a comparison and contrast essay in which they examine the similarities and differences between two expository texts.  Students will take a position on whether or not the Egyptian pyramids should be classified as one of the Seven Wonders of the World. They will support claims by integrating evidence from each text. | * Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above) * Expose students to a variety of informational writing, including quality journalism, contracts, and instructions * Require all steps of the writing process when appropriate * Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible * Practice co-writing with students. |
| **Learning Intention** | **Success Criteria** | **Resources** |  |
| * Students will identify the differences and similarities in two different texts. * Students will use the apprioate vocabulary associated with comparing and contrasting. * Students will be able to effectively compare and contrast several different versions of the same story in order to complete a well written constructed response. |  | * Pearson Literature Books * Five Minute Planner * Word Questioning Standards Based Resource * “Contents of a Dead Man’s Pocket” story * Excerpts from “Contents of a Dead Man’s Pocket” * Jeopardy Review Game * Benchmark Study Guide * Point of View Poster |  |

**Instructional Sequence**

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| **Monday** | **Whole Group** | **Small Group** | **Individual** | **Formative** |
| **Opening** |  |  |  |  |
| **Work Period** | **ACHIEVE 3000** | **ACHIEVE 3000** | **ACHIEVE 3000** | **ACHIEVE 3000** |
| **Closing** |  |  |  |  |
|  | **DOK Task** | **Costa’s LOQ** |  |  |
|  | **NONE** | **NONE** |  |  |

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| **Tuesday/Wednesday** | **Whole Group** | **Small Group** | **Individual** | **Formative** |
| **Opening** | 1. Students will come in and examine two pictures on the board. Teacher will post two pictures of two different Seven Wonders of the World. Students will compare and contrast the two photos using compare and contrast words and phrases.  (5 minutes) |  |  | Teacher will be listening for compare and contrasting words and phrases.  Teacher will remind students of the important use of these words and phrases.  Teacher may remind students of the words and phrases that should be used when comparing and contrasting. |
| **Work Period** | 2. Teacher will go over the prompt with students: ***Throughout history, there have been different lists of the Seven Wonders of the World. Take a position on whether or not the Egyptian pyramids should be classified as one of the Seven Wonders of the World. Support your position by integrating details from the texts you have read.*** (5 minutes)  6. The teacher will lead into Word Questioning, explaining the importance of using/comprehending vocabulary in writing. The teacher will do the first example with the class using the word ‘Ancient’. Teacher will go through each item and explain thoroughly to the class. (10 minutes). | 7. Students will get into groups based on teacher data. Each small group will receive one word to complete the “Word Questioning.” Everyone in the group will be responsible for one or two sections of the standards based resource. Students will use the following words found in the two texts: **confined, shrine, afterlife, quarried, skilled, and spirit.** (25 minutes) | 3. Students will read both texts in their literature books on pages 231-234 (20 minutes).  4. The teacher will provide students with some buzz words to help them finish brainstorming on their graphic organizer. (10 minutes).  5. Teacher will go back over the prompt and go over the Five Minute Planner standards based resource. (5 minutes).  8. After students have completed the “Word Questioning” they will go back into the prompt to **circle the nouns** and **underline the verbs**. (5 minutes)  9. Students will then restate the prompt in their own words. (5 minutes)  10. Students will complete the steps in the 5 minute planner on page 235. (5 minutes)  11. Students will complete a timed writing on the prompt given at the beginning of class. (25 minutes) | Teacher will be assessing students’ ability to use the R.A.C.E. acronym to answer a constructed response based on the prompt.  Teacher will also assess students’ use of the rubric to help complete their constructed response.  Teacher will use observations to determine what elements of the writing process the students may have misconceptions about. |
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| **Closing** |  |  |  |  |
|  | **DOK Task** | **Costa’s LOQ** |  |  |
|  | Students will connect the Egyptians pyramids to other Wonders of the World using comparing and contrasting connecter words. **(Level 4)** Students will apply concepts of argumentative writing based on the provided prompt on the Seven Wonders of the World. **(Level 4)** Students will synthesize the informational text by following the outlined planner. **(Level 4)** Students will construct an argument position statement based on their opinion supported by evidence. **(Level 3)** Students will critique the evidence provided in both informational texts to support and develop their position statements.**(Level 3)** | Level 3: Pretend you are an archeologists exploring the Egyptian pyramids. You have found a new characteristic of the pyramids, using the evidence you have gathered so far in your writing, how can this new finding help or hinder your position statement.  Level 2: Compare and Contrast the Egyptian pyramids to the remaining six Wonders of the World.  Level 1: List the characteristics of the Egyptian pyramids. |  |  |

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| **Thursday/Friday** | **Whole Group** | **Small Group** | **Individual** | **Formative** |
| **Opening** |  |  |  |  |
| **Work Period** |  |  |  |  |
| **Closing** |  |  |  |  |
|  | **DOK Task** | **Costa’s LOQ** |  |  |
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**Differentiation**

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| **Learning Style** | **Data** | **Content** | **Product** | **Process** |
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