



PEACHTREE CHARTER MIDDLE SCHOOL

Weekly Components

Teacher:	J. Crowe	Week of: August 28, 2017	Unit Implementation Week: Weeks 1 - 2
Course:	English Language Arts	Unit Name: Coming of Age	Grade Level: 6th

PRIORITY STANDARDS

ELAGSE6RL9: COMPARE and CONTRAST texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELAGSE6RI9: COMPARE and CONTRAST one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELAGSE6W3: WRITE narratives to DEVELOP real or imagined experiences or events USING effective technique, relevant descriptive details, and well-structured event sequences.

Element b – USE narrative techniques, such as dialogue, pacing, and description, to DEVELOP experiences, events, and/or characters.

SUPPORTING STANDARDS

ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELAGSE6RL3: 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.

ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

c. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

d. Provide a conclusion that follows from the narrated experiences or events.

ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

ELAGSE6L4: 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

a. Interpret figures of speech (e.g., personification) in context.

b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).

<p>Learning Targets: Students will be able to:</p> <ol style="list-style-type: none"> compare and contrast texts, characters, events, and genres develop and write narratives about personal experiences/events using appropriate grammar and convention 	<p>Essential Questions (EQ):</p> <ol style="list-style-type: none"> Why do good readers analyze and synthesize literary elements in a variety of texts? How do readers determine the theme of any text? Why do we compare and contrast ideas presented by different authors? What techniques do writers use to produce good narratives?
<p>Big Ideas:</p> <ol style="list-style-type: none"> Good readers analyze and synthesize literary elements in order to come to a deeper understanding of different texts. Good readers analyze and synthesize literary elements in order to determine the theme. Good readers analyze texts from different authors to understand similar ideas from different perspectives. Good writers create real or imagined narratives using a variety of literary elements such as plot development, characterization, description, setting, theme, dialogue, figurative language, etc. 	<p>Academic Vocabulary: Curriculum Focus Vocabulary - textual evidence, compare & contrast, narrative, character, setting, plot, dialogue, conflict, drama, point of view, inference, central/main idea, theme</p> <hr/> <p>STEM/STEAM/Interdisciplinary Integration:</p> <hr/> <p>Engaging Performance Scenario: Disney’s Pixar Studios has commissioned our class to develop their next big blockbuster movie. Your task is to create a narrative that uses various literary elements that speaks to a social theme relevant in today’s society that can be developed into a feature film.</p>

Research-Based Instructional Strategies	In the areas below, place an "X" in the box (es) to indicate the selected strategies and resources.							
OPENING: Engaging Instructional Activity	Activate Prior Knowledge	X	Questioning (Raises questions)	X	Clarify Previous Lesson		Phenomenon	
	Provide Feedback	X	Scaffold Instruction	X	Create Interest		Other:	
						X		
WORK PERIOD: Exploring, Explaining, Extending, and Elaborating	Facilitate Learning	X	Academic Discussions	X	Cooperative Learning		Other:	
	Demonstrate/ Model	X	Generating and Testing Hypotheses		Independent Learning		Other:	
	Explain/Apply/Extend concepts and skills	X	High-Level Questioning		Interdisciplinary Writing		Other:	
CLOSING: Evaluating	Summarize Lesson	X	Provide Alternate Explanations		Respond to EQs		Other:	
	Allow students to assess their own learning		Quick Write		3-2-1/K-W-L		Other:	
21st Century Learning Skills: (weekly strategies chosen to guide student engagement)	Teamwork and Collaboration	X	Innovation and Creativity		Accessing and Analyzing Information			
	Initiative and Leadership		Critical Thinking and Problem Solving		Effective oral and Written Communication			X

	Curiosity and Imagination	X	Flexibility and Adaptability		Other:	
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Intervention Strategies						
Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students		Strategies for English Language Learners		
	Re-Voicing		Conferencing		Visuals/Realia	
	Explaining	X	Additional time		Front-loading	
	Prompting for Participation	X	Small group collaboration		Echoing/Choral response	
	Challenging or countering		Modify quantity of work		Color-coding	
X	Asking "Why?" "How"		Take student's dictation		Multiple exposures in different media	
	Reread	X	Scaffold information		Pair-share	
X	Practice new academic vocabulary	X	Differentiated content/process/product	X	Modeling	
X	Assistive technology		Consistent reward system		Language scaffolds: eg, sentence frames	
X	Pre-teach & re-teach in a different way	X	Refer to students' IEP or 504 plan		Deconstruct complex sentences	
	Use of manipulatives		Assistive technology		Increase student-to-student talk	
	Collaborative work				Strategies vocabulary instruction	
	Create differentiated text sets			X	Additional think time	
Gifted – Extensions for Learning						
Tier 1						
	Flexible-Learning Groups		Varied Pacing with Anchor Options		Varied Supplemental Materials	
	Choice of Books		Work Alone or Together		Computer Mentors	
	Homework Options		Flexible Seating		Think-Pair-Share	
	Use of Reading Buddies		Varied Scaffolding		Open-ended Activities	
	Various Journal Prompts		Varied Computer Programs		Explorations by Interest	
	Student/Teacher Goal Setting		Design-A-DAY		Options for Competition	
Tier 2						
	Gifted Edu. Cluster Classes		Alternative Assessments		Community Mentorships	
	Gifted Edu. Collaboration Classes		Subject Advancement within class		Stations	
	Tiered Activities and Products		Curriculum Compacting		Group Investigations	
	Use of Literature Clubs		Tiered Centers		Assess Students in Multiple Ways	
	Multiple Testing Options		Spelling by Readiness		Student choice	
	Multiple Texts		Varying Organizers		Simulations	
Tier 3			Tier 4			
	Advanced Content (all core content)		Above grade level accelerated (all core content)			
X	Resource Classes		Advanced Placement Classes			
	Independent/Directed Study		International Baccalaureate Classes			

<p>Socratic Seminars</p> <p>Differentiated Instruction (content, process, product)</p> <p>Small group, visual aids, repetition/simplification of directions, extended time, frequent checks for understanding, preferential seating.</p>	<p>Internship/Mentorships</p> <p>Assessment Evidence (formative, summative)</p> <p><i>In this section, the teacher will identify any planned assessments and explain the assessments that were used during the week.</i></p> <ol style="list-style-type: none"> Vocabulary Quiz Completion of plot diagrams and graphic organizers
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Resources: (weekly materials chosen to support teaching and learning)	Textbooks	X	Lab Materials		Other: (List the other resources below.)	
	Audio/Visual Aids	X	Course Syllabus	X	ELMO document reader	
	Handouts	X	Dictionaries			
	White Boards	X	Video Clips			
	Electronic Devices		Promethean Board	X		
	Supplemental Texts		Manipulatives			
	Calculators		Internet (tech)			

DAILY LESSON PLANS

Daily Standards	ELAGSE6: RL9, RI9, W3(b)	ELAGSE6: RL9, RI9, W3(b)	ELAGSE6: RL9, RI9, W3(b)	ELAGSE6: RL9, RI9, W3(b)	ELAGSE6: RL9, RI9, W3(b)
	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-Instructional Activity: (sponge; bell-ringer; journal; allows attendance to be taken)	1. Complete bell-ringer assignment – Vocabulary Acquisition www.usatestprep.com 2. Check bell-ringer orally	1. Complete bell-ringer assignment – Vocabulary Acquisition www.usatestprep.com 2. Check bell-ringer orally	1. Complete bell-ringer assignment – Vocabulary Acquisition www.usatestprep.com 2. Check bell-ringer orally	1. Complete bell-ringer assignment – Vocabulary Acquisition www.usatestprep.com 2. Check bell-ringer orally 3. Turn in homework	1. Check homework orally 2. Vocabulary Quiz
Opening - Teacher will: (ENGAGE): (introduces the lesson; summarizes previous lesson; clarifies misconceptions)	1. Review the elements of a story 2. Review how to complete a plot diagram 3. Introduce the story, “Ghost of the Lagoon”- p. 192 in the textbook 4. Review unfamiliar vocabulary in the story	1. Review compare and contrast 2. Introduce Venn-Diagrams 3. Model how to use a Venn-Diagram when comparing and contrasting 4. Introduce the story “Eleven” – p.184 – 187	1. Model making inferences 2. Use different texts to explain different types of inferences 3. Model how to make inferences using a graphic organizer	1. Introduce and model making predictions and drawing conclusions on a graphic organizer 2. Introduce theme and symbolism	Task 1 1. Revisit texts already read during this unit. 2. Assess student understanding of the development of the theme throughout literary texts.
Work Period - Students will: (EXPLORE/EXPLAIN/EXTEND/ELABORATE): (contains the mini lesson; allows students to practice concept; assesses student learning)	1. Read “Ghost of the Lagoon” – Textbook p. 192 – 200 2. Identify the elements in the story 3. Complete a plot diagram using the elements from the story	1. Read “Eleven” – Textbook p.184 – 187 2. Identify the elements of the story 3. On a Venn-Diagram, compare and contrast the story elements of “Ghost of the Lagoon” and “Eleven”	1. Make inferences on a graphic organizer using information from a story read in class.	1. Use a graphic organizer/chart to make predictions and draw conclusions about one of the stories read	Task 1 1. Select two literary texts that focus on the same social theme. 2. Identify and describe how the theme is developed in each text through characterization, setting, plot (conflict) and symbolism. 3. Compare and contrast this development using a graphic organizer (Venn Diagram).
Closing (EVALUATE): (summarizes lesson; ensures understanding; clarifies misconceptions)	~Review elements of a story ~Clarify misunderstandings or misconceptions	~Review Venn-Diagrams and compare and contrast ~Clarify misunderstandings or misconceptions	~Review inferences ~Clarify misunderstandings or misconceptions	~Review making predictions and drawing conclusions ~Discuss the essential questions ~Clarify misunderstandings or misconceptions	~Check for task completion ~Respond to the essential questions ~Clarify misunderstandings or misconceptions

Differentiated Assignments Data Driven Groups	Students will be grouped according to reading levels achieved on the Brigance Diagnostic Inventory of Basic Skills				
Homework	~Plot Diagram – due on Thursday, 8/31/17 ~ Read for at least 30 minutes!	~Plot Diagram – due on Thursday, 8/31/17 ~ Read for at least 30 minutes!	~Plot Diagram – due on Thursday, 8/31/17 ~ Read for at least 30 minutes!	~ Plot Diagram due today! ~ Read for at least 30 minutes!	~ Read for at least 30 minutes!

[DCSD RCD Aligned Lesson Plan Template](#)

Components of this lesson plan may change according to the needs of the students