

Unit Plan

Unit Title: an educational unit title summarizes content across several lessons that establishes and reinforces certain skills and essential knowledge for grade levels and content area

Essential Questions: Essential questions are concept in the form of questions. Questions suggest inquiry. Essential questions are organizers and set the focus for the lesson or unit. Essential questions are initiators of creative and critical thinking. Essential questions are conceptual commitments focusing on key concepts implicit in the curriculum

What happens when people share ideas?
What kinds of challenges change people?
What can people accomplish by working together?
How an one person affect the opinions of others?
What can people to do preserve their environment?
What is diversity?
What defines becoming an American?
What motivates people to move to new places?
How do people decide where and when to move?
What defines Home?
How does where you are change who you are?/ Does it?
What challenges do immigrants face?

Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)

- L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L6.2 Demonstrate command of the conventions of standard English capitalization ,punctuation ,and spelling when writing.
- L6.2b Spell correctly.
- L6.4a Use context as a clue to better understand meaning of each vocabulary word.
- L6.4b Use common, grade appropriate Greek or Latin affixes and root words as clues to the meaning of the words
- L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6.5b Use the relationship between particular words (e.g. Cause/effect) to better understand meaning of the word.

L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL6.1 Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.1b Support claims and evidence using and citing credible sources demonstrating an understanding of the text.

RL6.2 Determine a theme 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 judgements.

Summative Unit Assessment :

Cumulative Assessment(s) Choose One:

Summative Assessment Objective	Assessment Method (check one)
Students will: Understand diversity Understand development of a changing global workforce Understand the importance of cooperation Understand and appreciate cultural differences and diverse work environments Understand and develop a healthy respect for others Understand what it takes to accomplish a goal	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input checked="" type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Other (explain)

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Determine how the author uses the meaning fo words or phrases, including figurative and connotative meanings in a text; analyze the impact of a specific word choice on meaning and tone.	2 3	Multiple Meaning Words View the lesson video Ask and answer questions worksheets	W s	Projector Computers Text notebook	Formative Thumbs up/thumbs down Summative- Student Self - Assessment-
2	Students will interpret information presented in diverse media and formats and explain how it contributes to a topic	2 3	Introduce topic Lesson resources build background, common ground reading/writing workshop essential question	W s	Projector Overhead McGraw Hill Unit 3 Resources Anthology	Formative: Choral response Summative -:skills test Student Self-Assessment:
3	Students will acquire and use accurately grade appropriate domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression Students will support claims and evidence citing resources and show an understanding of the topic in an argumentative debate/discussion on who sank the Titanic. Debate will take place of argumentative essay	2 3	Listening Comprehension Interactive Read Aloud, "The Neighborhood Problem" Lesson Resources Preview Genre: Realistic fiction Preview comprehension strategy: Make predictions Make a claim Provide evidence for reasons for argument Support evidence using facts,detail Include a rebuttal Cite resources	W s	Projector McGraw Hill Unit 3 Resources Anthology Reading writing workshop DOC Camera Computer Pencil Notebooks	Formative- think-pair-share Summative- DOK level activities Student Self - Assessment- Small group discussion
4	Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	2 3	Shared read "The Rockers Build a Soccer Field" Connect to concept: Common Ground Small group discussion Close read	S w	Projector McGraw Hill Unit 3 Resources Anthology and Reading/Writing workshop	Formative- Choral response Summative-skills quiz Student Self - Assessment-
5	Students will cite textual evidence to support analysis of what the text says explicitly as	2 3	Comprehension strategy Make predictions Reading/Writing workshop		Projector McGraw Hill Unit 3	Formative-Thumbs up Summative- weekly skills check

	well as inferences drawn from the text R1,6,1		Lesson Resources 1. Explain 2. Model Close Reading-Text Evidence		Resources Anthology and Reading/Writing workshop	Student Self - Assessment-
6	Students will determine a theme or central idea of a text how it is conveyed through particular details	2 3	Comprehension Skill Theme Reading/Writing Workshop Lesson Resources			Formative- Think Pair Share Summative- weekly skills test Student self-assessment
7	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 toward a resolution	2 3	Comprehension strategy Make predictions Readers to Writers Guided practice of close reading	W S	Projector McGraw Hill Unit 3 Anthology Practice Book	Formative-Thumbs up/thumbs down Summative- Student self assessment
8	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text.	2 3	Comprehension skill Theme Lesson Resources 1.Explain 2 Text evidence	W S	Anthology Reading/writing workshop Practice book	Formative- Ask and answer questions Summative- Student self- assessment

9	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.	1 2 3	Technical Meanings 1st View the lesson video on 6th Grade Technical Meanings and read/discuss the notes. 2nd Model a few questions and answers. 3rd Students will practice on grade level material.	W IS	Projector Computers Overhead Studyisland.com PDN Notebooks	Formative- Thumbs up/Thumbs Down Summative- Student Self - Assessment-
10	Students will- 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 expressing their own clearly.	1 2 3	t74 Introduce the Concept Build Background, Transformations Reading/Writing Workshop Lesson Resources Essential Question Talk About It	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Choral Response Summative- Student Self - Assessment-

	<p>SL.6.1 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. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1c</p>					
11	<p>Students will- 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. SL.6.1 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2</p>	1 2 3	<p>tt76 Listening Comprehension Interactive Read Aloud, "On the Mountain" Lesson Resources Connect to Concept: Transformations Preview Genre: Realistic Fiction Preview Comprehension Strategy: Make Predictions Respond to Reading</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Think-Pair-Share Summative- Student Self - Assessment-</p>
12	<p>Students will-Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary considering a word or phrase important to comprehension or expression. L.6.</p>	1 2 3	<p>t78 Vocabulary Words in Context Reading/Writing Workshop Lesson Resources</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Choral Response Summative- Student Self - Assessment-</p>
13	<p>Students will-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1</p>	1 2 3	<p>tt80 Shared Read "Facing the Storm" Reading/Writing Workshop</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Thumbs up/Thumbs Down Summative- Student Self - Assessment-</p>

	Students will-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1 Determine a theme 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. RL.6.2	1 2 3	t82 10 Comprehension Strategy Make Predictions Reading/Writing Workshop Lesson Resources 1 Explain 2 Model Close Reading: Text Evidence 3 Guided Practice of Close Reading	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Choral Response Summative- Student Self - Assessment-
14	Students will-Determine a theme 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. RL.6.2 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 toward a resolution. RL.6.3	1 2 3	t84 Theme Reading/Writing Workshop Lesson Resources 1 Explain 2 Model Close Reading: Text Evidence 3 Guided Practice of Close Reading	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Thumbs up/Thumbs Down Summative- Student Self - Assessment-
15	Students will-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as	1 2 3	t86 Genre Literature: Realistic Fiction Reading/Writing Workshop Lesson Resources	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Think-Pair-Share Summative- Student Self - Assessment-

	<p>needed at the high end of the range. RL.6.10 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.6 Recognize the characteristics of realistic fiction.</p>		<p>1 Explain 2 Model Close Reading: Text Evidence 3 Guided Practice of Close Reading</p> <p>Have partners identify two sentences from “Facing the Storm” that show the story is told mainly from Isabel’s point of view. Then have partners find three sentences that contain vivid verbs and discuss how the sentences help readers visualize the action. Invite partners to share their findings with the class.</p>			
16	<p>Students will-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. L.6.4a</p>	<p>1 2 3</p>	<p>t88 Vocabulary Strategy Context Clues Reading/Writing Workshop Lesson Resources 1 Explain 2 Model Close Reading: Text Evidence 3 Guided Practice of Close Reading</p>	<p>W IS</p>	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Choral Response Summative- Unit 3 Week1 Weekly skills test Student Self - Assessment-</p>
17	<p>Students will-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1</p>	<p>1 2 3</p>	<p>t89a Close Reading “Lizzie Bright and the Buckminster Boy” Literature Anthology LEXILE 1000 • 49 Lesson Resources pp. 196-207</p> <p>About the Author, p. 208 Respond to Reading, p. 209</p>	<p>W IS</p>	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Think-Pair-Share Summative- Unit 3 Week1 Weekly skills test Student Self - Assessment-</p>

18	<p>Students will-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1</p>	1 2 3	<p>t89o Close Reading “Confronting a Challenge” Literature Anthology LEXILE 990 • 55 Lesson Resources pp. 210-211 -</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Choral Response Summative- Unit 3 Week1 Weekly skills test Student Self - Assessment-</p>
19	<p>Students will-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions. L.5.1c Recognize and correct inappropriate shifts in verb tense. L.5.1d</p> <ul style="list-style-type: none"> • Use correct subject-verb agreement. • Proofread sentences 	1 2 3	<p>t98 Grammar Verb Tenses: Introduce Verb Tenses Lesson Resources Daily Language Activity Grammar</p> <ul style="list-style-type: none"> • Select Daily Language Activity: Day 1. • Display the sentences on the board. • Have students write the correct sentences in their Notebooks. • Invite volunteers to mark the corrections to the sentences on the board using editing marks. • Then display the answers on the board. • Ask students to check their sentences. <p>Introduce Verb Tenses</p> <ul style="list-style-type: none"> • The present tense of a verb tells what a subject is doing now. <i>Jorge <u>looks</u> at history books.</i> • The past tense tells what has 	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Think-Pair-Share Summative- Unit 3 Week1 Weekly skills test Student Self - Assessment</p>

			<p>already happened. It is usually formed by adding <i>-d</i> or <i>-ed</i> to the base form of the verb. <i>We <u>looked</u> at our homework.</i></p> <ul style="list-style-type: none"> The future tense tells what is going to happen and is usually formed by adding the helping verb <i>will</i> to the base form of a verb. <i>Nina <u>will look</u> at it tomorrow.</i> 			
20	<p>Students will-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. L.6.2b</p> <ol style="list-style-type: none"> actor stroller scatter daughter platter customer ancestor flavor mirror vinegar bachelor behavior calendar waiter singular maneuver observer wander traitor janitor 	1 2 3	<p>t100 Spelling <i>r</i>-Controlled Vowel Syllables: Assess Prior Knowledge Lesson Resources Read the spelling words aloud, segmenting the words syllable by syllable. Point out the spelling patterns in flavor, scatter, and calendar. Draw a line between the syllables: fla/vor, scat/ter, cal/en/dar. Say each syllable; point out that -or, -er, and -ar are the r-controlled vowels in these words. Model how to sort the spelling words by pattern under key words actor, stroller, and vinegar. (Write the words on index cards or the IWB.) Discuss any words that have unexpected vowel spellings (e.g., behavior, maneuver). Then use the Dictation Sentences from Day 5. Say the underlined word, read the sentence, and repeat the word. Have students write the words and then check their papers.</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Thumbs up/Thumbs Down Summative- Unit 3 Week1 Weekly skills test Student Self - Assessment-</p>

21	<p>Students will- E06.A-K.1.1.2</p> <p>Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.</p>	1 2 3	<p>Technical Meanings</p> <p>1st View the lesson video on 6th Grade summary and read/discuss the notes.</p> <p>2nd Model a few questions and answers.</p> <p>3rd Students will practice on grade level material.</p> <p>4th PDNs (10) will be constructed from the worksheet page. They will be utilized at the beginning of each class. Students will read and discuss.</p>	W IS	<p>Projector Computers Overhead Studyisland.com PDN Notebooks Studyisland.com</p>	<p>Formative- Thumbs up/Thumbs Down</p> <p>Summative- Answers in PDN</p> <p>Student Self - Assessment-</p>
22	<p>Students will- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2</p> <p>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</p>	1 2 3	<p>t138</p> <p>Introduce the Concept</p> <p>Build Background, Inspiration</p> <p>Reading/Writing Workshop</p> <p>Lesson Resources</p> <p>Build Background</p> <p>ESSENTIAL QUESTION</p> <p><i>What can people accomplish by working together?</i></p> <p>Have students read the Essential Question on page 190 of the Reading/ Writing Workshop.</p> <p>Talk About It</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Think-Pair-Share</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>

	issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1c					
23	<p>Students will- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.2</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1</p> <ul style="list-style-type: none"> • Listen for a purpose. • Identify characteristics of narrative fiction. 	1 2 3	<p>t140</p> <p>Listening Comprehension</p> <p>Interactive Read Aloud, "A Spur-of-the-Moment Speech"</p> <p>Lesson Resources</p> <p>Connect to Concept: Inspiration</p> <p>Preview Genre: Narrative Nonfiction</p> <p>Preview Comprehension Strategy: Summarize</p> <p>Respond to Reading</p>	W IS	<p>Projector</p> <p>Overhead</p> <p>McGraw-Hill Unit 3 Resources;</p> <p>Anthology and Reading</p>	<p>Formative- Choral Response</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>
24	<p>Students will- Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</p>	1 2 3	<p>t142</p> <p>Vocabulary</p> <p>Words in Context</p> <p>Reading/Writing Workshop</p> <p>Model the Routine</p> <p>Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards.</p>	W IS	<p>Projector</p> <p>Overhead</p> <p>McGraw-Hill Unit 3 Resources;</p> <p>Anthology and Reading</p>	<p>Formative- Thumbs up/Thumbs Down</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>

	comprehension or expression. L.6.6		<p>Vocabulary Routine</p> <p>Define: When something is abundant? it is present in large quantities.</p> <p>Example: We saw many jellyfish, as they are abundant in warm ocean waters.</p> <p>Ask: What else is abundant in the ocean? 1-7</p> <p>Talk About It</p>			
25	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1	1 2 3	<p>t144</p> <p>Shared Read</p> <p>“Jewels from the Sea”</p> <p>Reading/Writing Workshop</p> <p>Lesson Resources</p> <p>Connect to Concept: Inspiration</p> <p>Explain to students that “Jewels from the Sea” is about a group of women who have been inspired to improve their lives and the lives of those in their community. Read “Jewels from the Sea” with students.</p> <p>Vocabulary words previously taught are highlighted in the text.</p> <p>Close Reading</p> <p>Make Connections</p> <p>Continue Close Reading</p> <p>ACT</p> <p>Access Complex Text</p>	W IS	<p>Projector</p> <p>Overhead</p> <p>McGraw-Hill Unit 3</p> <p>Resources;</p> <p>Anthology and Reading</p>	<p>Formative- Choral Response</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>
26	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 Determine a central idea of a text and how it is conveyed through particular details; provide	1 2 3	<p>t146</p> <p>Comprehension Strategy</p> <p>Summarize</p> <p>Reading/Writing Workshop</p> <p>Lesson Resources</p> <p>1 Explain</p> <p>2 Model Close Reading: Text Evidence</p> <p>Model how summarizing can help you understand the economic problem the women faced. Summarize for students the section “A Life by the Sea,” on page 195</p>	W IS	<p>Projector</p> <p>Overhead</p> <p>McGraw-Hill Unit 3</p> <p>Resources;</p> <p>Anthology and Reading</p>	<p>Formative- Thumbs up/Thumbs Down</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>

	<p>a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.2 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.3</p>		<p>of “Jewels from the Sea.”</p> <p>3 Guided Practice of Close Reading</p>			
27	<p>Students will- Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.5</p>	<p>1 2 3</p>	<p>t148</p> <p>Comprehension Skill</p> <p>Text Structure: Sequence</p> <p>Reading/Writing Workshop</p> <p>Lesson Resources</p> <p>1 Explain</p> <p>2 Model Close Reading: Text Evidence</p> <p>3 Guided Practice of Close Reading</p>	<p>W IS</p>	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Think-Pair-Share</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>
28	<p>Students will- By end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. RH.6.10</p>	<p>1 2 3</p>	<p>t150</p> <p>Genre</p> <p>Informational Text: Narrative Nonfiction</p> <p>Reading/Writing Workshop</p> <p>Lesson Resources</p> <p>1 Explain Share with students the characteristics of narrative nonfiction.</p> <p>2 Model Close Reading: Text Evidence Model identifying the text feature on page 195 of “Jewels from the Sea.”</p> <p>3 Guided Practice of Close Reading</p> <p>Have students work with partners to find and write three phrases or sentences in “Jewels from the Sea” that reveal the</p>	<p>W IS</p>	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Choral Response</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>

			author's point of view			
29	Students will- Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>). L.6.4b	1 2 3	t152 Vocabulary Strategy Prefixes and Suffixes Reading/Writing Workshop Lesson Resources 1 Explain Tell students that knowing the meanings of common prefixes and suffixes often can help them figure out the meaning of an unfamiliar word. 2 Model Close Reading: Text Evidence 3 Guided Practice of Close Reading Use Reference Sources	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Think-Pair-Share Summative- Unit 3 Week 3 On level and Approaching skills test Student Self - Assessment-
30	Students will- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1	1 2 3	t153a Close Reading <i>The Pot That Juan Built</i> Literature Anthology Lesson Resources Literature Anthology pp. 212–213 Predictive Writing Have students read the title, preview the illustrations, and write their predictions about what this selection will be about pp. 214-223	W IS	Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading	Formative- Summative- Unit 3 Week 3 On level and Approaching skills test Student Self - Assessment-
31	Students will- Cite textual evidence to support analysis of what the text says	1 2 3	153o Close Reading <i>A Box of Ideas</i>	W IS	Projector Overhead McGraw-Hill Unit 3 Resources;	Formative- Choral Response Summative- Unit 3 Week 3 On level

	explicitly as well as inferences drawn from the text. RI.6.1		<p>Literature Anthology Lesson Resources pp. 226-227 Options for Close Reading</p> <ul style="list-style-type: none"> • Whole Class • Small Group • Independent 		<p>Anthology and Reading</p> <p>and Approaching skills test</p> <p>Student Self - Assessment-</p>
32	<p>Students will- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1 Use verb tense to convey various times, sequences, states and conditions. L.5.1c</p> <ul style="list-style-type: none"> • Distinguish main and helping verbs and verb phrases. • Identify verb tenses. • Avoid shifts in verb tenses 	1 2 3	<p>tt162 t163 Grammar Main and Helping Verbs: Assess Lesson Resources Grammar</p> <ul style="list-style-type: none"> • Select Daily Language Activity: Day 5. • Display the sentences on the whiteboard. • Have students correct the sentences, rewriting them in their Writer’s Notebooks. • Invite volunteers to use editing marks to correct the sentences on the whiteboard. • Then display the answers on the whiteboard. • Ask students to check their sentences against the corrected version. <p>Use the Daily Language Activity and Grammar Practice Reproducibles page 65 for assessment. Reteach Use Grammar Practice Reproducibles pages 61–64 and selected pages from the Grammar Handbook for additional</p>	W IS	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p> <p>Formative- Think-Pair-Share</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test</p> <p>Student Self - Assessment-</p>

			<p>reteaching. Remind students that it is important to use main and helping verbs correctly as they speak and write. Check students' writing for use of the skill and listen for it in their speaking. Assign Grammar Revision Assignments in their Writer's Notebooks as needed.</p>			
	<p>Students will-</p> <ol style="list-style-type: none"> 1. address 2. against 3. always 4. answer 5. because 6. believe 7. brought 8. children 9. cousin 10. doesn't 11. dollar 12. enough 13. guess 14. instead 15. people 16. receive 17. straight 18. until 19. usually 20. woman 	<ol style="list-style-type: none"> 1 2 3 	<p>t164-t165 Spelling Frequently Misspelled Words: Assess Prior Knowledge Lesson Resources</p> <p>Dictation Sentences</p> <ol style="list-style-type: none"> 1. Carlos has a new <u>address</u>. 2. Speeding is <u>against</u> the law. 3. Maria <u>always</u> calls on my birthday. 4. She gave the correct <u>answer</u>. 5. We like football <u>because</u> it's fun. 6. I can't <u>believe</u> I won the game! 7. We <u>brought</u> the bags inside. 8. Did the <u>children</u> like that movie? 9. My <u>cousin</u> looks like my sister. 10. Ava <u>doesn't</u> like scary movies. 11. Eve was given a <u>dollar</u> to spend. 12. Nick has had <u>enough</u> to eat. 13. Peter made a good <u>guess</u>. 14. He used a pen <u>instead</u> of markers. 15. Did many <u>people</u> go to the fair? 16. It is nice to <u>receive</u> gifts. 17. The road was <u>straight</u> and narrow. 18. Wait <u>until</u> tomorrow to call Janice. 19. Gas is <u>usually</u> expensive. 	<p>W IS</p>	<p>Projector Overhead McGraw-Hill Unit 3 Resources; Anthology and Reading</p>	<p>Formative- Thumbs up/Thumbs Down</p> <p>Summative- Unit 3 Week 3 On level and Approaching skills test test teacher constructed</p> <p>Student Self - Assessment-</p>

20. That woman lives on our street.