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Subject + Grade – ELA 6th

Week 2: August 17-21

[\(Unit 1: Launch\)](#)

Date	Standard(s)	Learning Target	Lesson Agenda	Summarize/Assessment
Monday Weekly Bell Ringer's Week 1 (print or digital) Etymology: Provide a copy for each student to glue in notebooks.	ELA.6.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.	I can summarize the most important ideas and content from the text.	Text: <i>from Selfie: The Changing Face of Self-Portraits</i> HMH Student Book pg. 19-26 Model how to summarize while reading, to monitor comprehension. The teacher will use the summarize anchor chart to work through the steps of how to effectively summarize a text. Model chunking every 2-3 paragraphs to stop and jot a short summary in the margin of the text. The teacher will use pages 19-22 to model this practice. Anchor Chart: Summarize Anchor Chart Students will work with a partner/small group to summarize pages 23-24. Students will share their group summaries as a class.	Students will practice summarizing while reading to monitor comprehension using the text <i>from Selfie</i> by writing a summary 25-26 in the margins of the HMH book. Guide this work by prompting the students to think about what the author wants readers to know about van Gogh's contributions to self-portraits and selfies. (TE: p.25) *Teachers check books for understanding. *TWO DAY LESSON*
Tuesday	ELA.6.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.	I can summarize the most important ideas and content from the text.	Finish lesson from Monday	
Wednesday	ELA.6.AOR.7.1: Determine or clarify the	I can determine the connotation and denotation of	Mini lesson on CONNOTATION & DENOTATION (interactive notebook entry) use the text vocabulary word haughty and the definition to	Students will complete the "Expand Your

	meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies. ELA.6.AOR.8.1: Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts	words using both definitions and context clues.	explain. The teacher will use the text vocab as determined by the authors to model building a routine for determining the meaning of words. We will use the words: reflection, haughty, span, prim. On page 20 read paragraph 5 and model how you would use context clues by highlighting the words used to learn the definition of the word haughty. Direct students to the in-text citation to clarify your definition. Continue this with the word spanned on page 21. Students will use this strategy to work with a partner for the words span and prim. Make sure students highlight the context clues and note the in-text citation as a resource. Use an anchor chart like CLUE to help students build a routine for determining or clarifying the meaning of words. CLUE Vocabulary Instructional Support C - Context L - Look at Prior Knowledge U - Use Reference Materials E - Evaluate and Confirm	Vocabulary Practice and Apply" questions 1-4 on pg. 30
Thursday	ELA.6.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.	I can use context clues to determine or clarify the meaning of unknown words.	The teacher will select unknown vocabulary words to model building a routine for determining the meaning of words. We will use the word commissioned on page 19 to model this process. Draw attention to the root word commission and that -ed has been added to the end, what does that mean? (past tense). Then model using context clues by reading the sentences around the word and asking guiding questions such as, "what are these sentences talking about?" Do this again with the word "palette" on page 23 to discuss how to use context clues for this type of word. Direct students to continue this work/strategy by looking back over the text from pages 19-26. Students need to select at least 4 words to define in their own words. Students must highlight the words they are selecting and any context clues they used to determine the meaning. List of potential words students may select:	Students will share one vocabulary word and the completed definition from their list, to be added to the classroom word wall (teacher preference).

			(particular, bonkers, etched, elegant, admirers, theatrical, dignified, pose)	
Friday	ELA.6.AOR.2.2: Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.	I can analyze how supporting details contribute to the central idea of an informational text.	The teacher will model identifying supporting details and the central idea using paragraphs 1-4 in the text. Make sure you are highlighting to model this practice for students. Anchor chart link. Find the topic: Read the text and ask yourself who or what the passage is mostly about in one or two words. Identify the main point: Ask what the author wants to say, prove, or explain about that topic. Check text clues: Look at titles, headings, repeated words, and the first or last sentences for direct statements of the main point. Match with details: Make sure your completed sentence covers the whole text instead of focusing on just one small detail. Have students with a partner re-read paragraphs 21-22 and highlight supporting details in paragraph 22 and highlight the central idea for this section in paragraph 21. Students should then write a central idea sentence using their own words in the margin. Notice and Note- Use <i>from Selfie</i> to introduce • Bookmark • Teacher Resource • Student Handbook	Complete Assessment Practice on page 27 questions 1-3 and page 28 number 1 Analyze section ONLY students need to re-read pages 21-22 about Rembrandt.