



Whole Group Reading- Focus Overview

	Reading	Writing
<b>Week 1</b>	Expository/Expository Paired	Transitions, introduction, facts and details
	<b>6.2A, 6.2B, 6.2E</b> <b>6.10A, 6.10D</b> 6.9F19D, 6.10F19D, F19F	6.17, 6.17A, 6.17Ai, 6.17Aiii, 6.17Aiv,
<b>Week 2</b>	Poetry/Expository Paired	Simple/Complex sentence structures, transitions, concluding paragraph
	<b>6.2A, 6.2B, 6.2E</b> <b>6.4A, 6.10A, 6.10C</b> 6.4F19D, 6.9F19D, 6.10F19E, F19F	6.14C,6.17, 6.17A, 6.17Aiii, 6.17Aiv, 6.19Aviii, 619C
<b>Week 3</b>	Poetry/Literary Nonfiction Paired	Conferring, edit, revise
	<b>6.2B, 6.2E</b> <b>6.8A,</b> 6.4F19D, 6.7F19D, 6.8F19D, F19F	6.14C, 6.14D, 6.19B
<b>Week 4</b>	Fiction/Fiction	Punctuation marks, edit, revise
	<b>6.2A, 6.2B, 6.2E</b> <b>6.3A, 6.6A, 6.8A</b> 6.6F19D, 6.6F19E, F19F	6.14D, 6.17B, 6.20B, 6.20Bi, 6.20Biii
<b>Week 5</b>	Drama and Persuasive	Create multipara essay, Spelling, edit drafts
	<b>6.2A, 6.2B, 6.2E</b> <b>6.3A, 6.8A, 6.11B,</b> 6.3F19D, 6.5F19D, 6.8F19D, 6.11F19D, 6.13F19D	6.14D, 6.17Aii, 6.21B
<b>Week 6</b>	STAAR/CA	STAAR 7th Wtg
	Review/Assess	STAAR 8th Rdg

Genre Testing Frequency

	SW1	SW2	ACP	SW4	SW5	STAAR
6.2A	3	2			1	6
6.2B		4		6	1	23
6.2E		2			2	10
6.4A				4	1	8
6.6A		3		6	1	16
6.6C					1	5
6.8A	3			3	1	8
6.10A				4	3	25
6.10B					1	5
6.10C				4	2	15
6.10D				5	3	15
6.12B					1	3
6.19F	1	1			4	27
6.3F19D		2			2	28
6.4F19D	2				2	21
6.5F19D		3			3	7
6.5F19E					1	6
6.6F19D		3		2	2	22
6.6F19E		1			1	6



6.8F19D					2	6
6.9F19D					1	14
6.10F19D				5	2	19
6.10F19E					1	6
6.13F19D					1	7

Week 1	Monday 2/25	Tuesday 2/26	Wednesday 2/27	Thursday 2/28	Friday 2/29
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> <li>Guided reading/ Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/ Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/ Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/ Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/ Independent reading/ strategy groups</li> </ul>
Whole Group	Expository/Expository <a href="#">Week 1 Lesson Plan</a> <b>Week 1 POWER DOL</b>				
	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Expository</u> <b>6.10A</b> Summarize the main ideas and supporting details in text, demonstrating an</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Expository</u> <b>6.10D</b> Synthesize and make logical connections between</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> <p><u>Comprehension: Expository</u> <b>6.10A</b> Summarize the main ideas and supporting details in text, demonstrating an</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><u>Comprehension: Expository</u> <b>6.10D</b> Synthesize and make logical connections between ideas within a text and across two or three texts representing</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Paired Text</u> F19F make connections (e.g., thematic links, author analysis) between and across multiple</p>

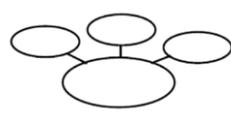
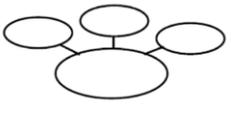
	<p>understanding that a summary does not include opinions.</p> <p>6.9F19D <b>Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>6 Fig.19(D) make inferences about text and use textual evidence to support understanding</p>	<p>ideas within a text and across two or three texts representing similar or different genres.</p> <p>6.10F19D <b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>understanding that a summary does not include opinions.</p> <p>6.9F19D <b>Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>6 Fig.19(D) make inferences about text and use textual evidence to support understanding</p>	<p>similar or different genres.</p> <p>6.10F19D <b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>texts of various genres, and provide textual evidence.</p>
<p>└</p>	<p>Scholars will be able to effectively summarize the main ideas and supporting details of an informational text and make clear inferences about author's purpose.</p>	<p>Scholars will be able to make logical connections between ideas within a text and across two texts or different genres.</p>	<p>Scholars will be able to analyze the author's purpose in a text after summarizing ideas and supporting details.</p>	<p>Scholars will be able to synthesize and make logical connections between ideas across three texts representing similar or different genres.</p>	
<p>⌚ :</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10A</b> What are the characteristics</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10D</b> What connections can be made between ideas</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> How do dictionary definitions along with context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10A</b></p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> How do Latin roots and affixes help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10D</b> What connections can be</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> F19F What are the similarities</p>



	<p>of an effective summary of a section of text?</p> <p>What is the main idea of a whole text?</p> <p>What is the main idea of a paragraph(s) or section of text?</p> <p>How do details and facts support the main idea(s) in text?</p> <p>What inferences and/or conclusions can be drawn about specific details? 6.9F19D</p> <p>What is the author's purpose in writing a whole text?</p> <p>What is the author's purpose in including specific paragraphs or sections?</p> <p>What is the author's purpose in including specific details?</p>	<p>presented throughout the text?</p> <p>6.10F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and Conclusions?</p>	<p>What are the characteristics of an effective summary of a section of text?</p> <p>What is the main idea of a whole text?</p> <p>What is the main idea of a paragraph(s) or section of text?</p> <p>How do details and facts support the main idea(s) in text?</p> <p>What inferences and/or conclusions can be drawn about specific details? 6.9F19D</p> <p>What is the author's purpose in writing a whole text?</p> <p>What is the author's purpose in including specific paragraphs or sections?</p> <p>What is the author's purpose in including specific details?</p>	<p>made between ideas presented throughout the text?</p> <p>6.10F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and Conclusions?</p>	<p>between two texts?</p> <p>What are the differences between two texts?</p>
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<p style="text-align: center;">Su gg es</p>	<p><a href="#">Video: Main Idea (Flocabulary)</a></p> <p><a href="#">Madame President? by Lisa M. Guidone</a></p> <p><a href="#">Still I Rise By Maya Angelou</a></p> <p><a href="#">Steps to writing an Expository Objective Summary: PDF</a></p> <p><a href="#">Expository Objective Summary Word Doc</a></p>		<p><a href="#">ARTICLE: Quietly, some Saudi men help women’s campaign to drive</a> <a href="#">BY Associated Press, adapted by Newsela staff 11.04.13</a></p> <p><a href="#">Steps to writing an Expository Objective Summary: PDF</a></p> <p><a href="#">Expository Objective Summary Word Doc</a></p> <p><a href="#">Vocabulary Concept Map</a></p>		<p><a href="#">Week 1 POWER DOL</a></p>
<p style="text-align: center;">S T A</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word--</p> <p><u>Comprehension:</u> <b>6.10A</b> Read this summary of paragraph # written by a student.</p> <div style="border: 1px solid black; padding: 2px;">(Sentence summary of paragraph #.)</div> <p>Which sentence in the student’s summary is unnecessary?</p> <p>What is the best summary of paragraphs # and #?</p> <p>Which sentence best expresses the main idea of the selection? - Alternate wording: Write a sentence that expresses the main idea of the selection.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> <b>6.10D</b> Which/What idea is developed throughout the section “Title of Section”?</p> <p>Which/What idea is supported by information in the article?</p> <p>The information in paragraphs # and # supports the idea that —</p> <p>Based on information in the selection, with which statement would (person from article) most likely agree?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Which definition matches the meaning of (word) in paragraph #?</p> <p><u>Comprehension:</u> <b>6.10A</b> Read this summary of paragraph # written by a student.</p> <div style="border: 1px solid black; padding: 2px;">(Sentence summary of paragraph #.)</div> <p>Which sentence in the student’s summary is unnecessary?</p> <p>What is the best summary of paragraphs # and #?</p> <p>Which sentence best expresses the main idea of the selection? - Alternate wording: Write a sentence that expresses the main idea of the selection.</p> <p>What is paragraph # mainly about?</p> <p>Which sentence best summarizes paragraphs # through #?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> In paragraph #, the word (word) comes from a Latin root word that means to —</p> <p><u>Comprehension:</u> <b>6.10D</b> Which/What idea is developed throughout the section “Title of Section”?</p> <p>Which/What idea is supported by information in the article?</p> <p>The information in paragraphs # and # supports the idea that —</p> <p>Based on information in the selection, with which statement would (person from article) most likely agree?</p> <p>According to the selection, how is (idea from the text) different from (another idea in the text)?</p> <p>The reader can conclude that (partial inference based on details from the text) — (Note: The answer completes the inference.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> F19F One way “(Expository Passage 1 Title)” and “(Expository Passage 2 Title)” are similar is that they both —</p> <p>The information presented in “(Expository Passage 1 Title)” and “(Expository Passage 2 Title)” supports the idea that —</p> <p>What is a major difference between (topic of Passage 1) in “(Expository Passage 1 Title)” and (topic of passage</p>

<p>What is paragraph # mainly about?</p> <p>Which sentence best summarizes paragraphs # through #?</p> <p>Look at the diagram.</p>  <p>Note: The larger circle represents the main idea. The smaller circles represent details. Any one of the circles could be blank.</p> <p>Which of the following is the best title for the diagram?</p> <p>(Person from text) was able to (action from text) because —</p> <p>Which sentence from the selection supports the idea that (main idea from the text)? (Note: Answer choices are sentences directly from the text.)</p> <p>Which detail from the selection supports the idea that (main idea from the text)?</p> <p>Why (explanation of an event, action, or situation described in the text)?</p> <p>How/why did (explanation of an event, action, or situation) take place?</p> <p>6.9F19D</p>	<p>According to the selection, how is (idea from the text) different from (another idea in the text)?</p> <p>The reader can conclude that (partial inference based on details from the text) — (Note: The answer completes the inference.</p> <p>Read this sentence from paragraph #.)</p> <p>(Sentence from selection.)</p> <p>Which statement from the article supports the idea in this sentence?</p> <p>Which sentence from the article helps explain (idea from text)?</p> <p>What is the most likely reason (description of event or action in text)?</p> <p>Which idea does the author develop throughout the selection?</p> <p>6.10F19D The reader can infer that (inference based on details) because —</p> <p>Based on the information in paragraph #, which generalization can be made?</p> <p>Based on the information included in the selection, the reader can infer that the author believes (topic of article) —</p>	<p>Look at the diagram.</p>  <p>Note: The larger circle represents the main idea. The smaller circles represent details. Any one of the circles could be blank.</p> <p>Which of the following is the best title for the diagram?</p> <p>(Person from text) was able to (action from text) because —</p> <p>Which sentence from the selection supports the idea that (main idea from the text)? (Note: Answer choices are sentences directly from the text.)</p> <p>Which detail from the selection supports the idea that (main idea from the text)?</p> <p>Why (explanation of an event, action, or situation described in the text)?</p> <p>How/why did (explanation of an event, action, or situation) take place?</p> <p>6.9F19D The author wrote this selection most likely to — The author included the section “Title of Section” most likely to emphasize that —</p> <p>The author includes the information in paragraph # most likely to — (Note: In this stem,</p>	<p>Read this sentence from paragraph #.)</p> <p>(Sentence from selection.)</p> <p>Which statement from the article supports the idea in this sentence?</p> <p>Which sentence from the article helps explain (idea from text)?</p> <p>What is the most likely reason (description of event or action in text)?</p> <p>Which idea does the author develop throughout the selection?</p> <p>6.10F19D The reader can infer that (inference based on details) because —</p> <p>Based on the information in paragraph #, which generalization can be made?</p> <p>Based on the information included in the selection, the reader can infer that the author believes (topic of article) —</p> <p>Read these sentences from paragraph #.</p> <p>(Quotation from paragraph #.)</p> <p>This quotation shows that —</p> <p>The reader can conclude that (person from text) believes that —</p> <p>The reader can conclude that</p>	<p>#2) in “(Expository Passage 2 Title)”?</p> <p>One difference between “(Expository Passage 1 Title)” and “(Expository Passage 2 Title)” is that only “(Expository Passage 2 Title)” provides information about —</p>
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	<p>The author wrote this selection most likely to — The author included the section “Title of Section” most likely to emphasize that —</p> <p>The author includes the information in paragraph # most likely to — (Note: In this stem, students would need to answer with the appropriate verb.)</p> <p>The author included paragraph # most likely to (verb: explain, describe, highlight, etc.) —</p> <p>What is the most likely reason the author included paragraph # in the section “Title of Section”?</p> <p>The author included paragraphs # and # most likely to —</p> <p>Read this sentence from the selection. (Sentence from selection.)</p> <p>The author included this sentence most likely to show —</p>	<p>Read these sentences from paragraph #. (Quotation from paragraph #.)</p> <p>This quotation shows that —</p> <p>The reader can conclude that (person from text) believes that —</p> <p>The reader can conclude that (event from article) is —</p>	<p>students would need to answer with the appropriate verb.)</p> <p>The author included paragraph # most likely to (verb: explain, describe, highlight, etc.) —</p> <p>What is the most likely reason the author included paragraph # in the section “Title of Section”?</p> <p>The author included paragraphs # and # most likely to —</p> <p>Read this sentence from the selection. (Sentence from selection.)</p> <p>The author included this sentence most likely to show —</p>	<p>(event from article) is —</p>	
<p>D OL FY</p>	<p>Using the article, “Madame President?”, scholars will answer three STAAR aligned questions that express their understanding of author’s purpose through summarizing main ideas and supporting details in an expository text.</p>	<p>Using the components of the article, “Madam President?”, scholars will answer and justify two questions that make logical connections between ideas presented.</p>	<p>Using the article, “Quietly, some Saudi men help women’s campaign to drive” scholars will write an objective summary, using the Objective Summary for Informational Text Anchor Chart, to include summary and analysis of author’s purpose.</p>	<p>Using their weekly texts, scholars will complete written response that makes logical connections and synthesizes evidence from three texts of varied genre.</p>	



Punctuating sentences and Organizing writing					
W r	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit-mentor sentence editing quiz to correct grammatical errors.
-	SWBAT use and understand the function of transitional words to demonstrate organization in writing.	SWBAT use and understand the function of transitional phrases to demonstrate organization in writing.	SWBAT include specific facts and details in the appropriate organizational structural paragraphs.  *Note: Review specificity to teach the various organizational structure paragraphs for expository texts.	SWBAT include specific facts and details in the appropriate organizational structural paragraphs.  *Note: Review specificity to teach the various organizational structure paragraphs for expository texts.	SWBAT use and understand the function of transitional phrases to demonstrate organization in writing.
G L	6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (A) use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (viii)* transitional words with phrases that demonstrate an	6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (A) use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (viii)* transitional words with phrases that demonstrate an understanding of the function	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iii)* include specific facts, details, and examples in an appropriately organized structure	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iii)* include specific facts, details, and examples in an appropriately organized structure	6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (A) use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (viii)* transitional words with phrases that demonstrate an



	understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to)	of the transition related to the organization of the writing (e.g., on the contrary, in addition to)			understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to)
U O	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (i)* presents effective introductions and concluding paragraphs	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iii)* include specific facts, details, and examples in an appropriately organized structure	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iii)* include specific facts, details, and examples in an appropriately organized structure	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iii)* include specific facts, details, and examples in an appropriately organized structure	6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: (iv)* use a variety of sentence structures and transitions to link paragraphs
DOL	SWDTL by answering (#) STAAR aligned questions using and understanding the function of transitional words to demonstrate organization in writing.	SWDTL by answering (#) STAAR aligned questions using and understanding the function of transitional phrases to demonstrate organization in writing.	SWDTL by answering (#) questions including fact and details in a specific organized structural pattern.	SWDTL by answering (#) questions including fact and details in a specific organized structural pattern.	SWDTL by answering (#) STAAR aligned questions using and understanding the function of transitional phrases or words to demonstrate organization in writing.



Week 2	Monday 3/4	Tuesday 3/5	Wednesday 3/6	Thursday 3/7	Friday 3/8
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/ strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/ strategy groups</li> </ul>
Whole Group	Poetry/Expository <a href="#">Week 2 Lesson Plan</a> <a href="#">Week 2 POWER DOL</a>				
	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension:Poetry</u> <b>6.4A</b> explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem</p> <p>6.4F19D <b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension:Expository</u> <b>6.10A</b> summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions</p> <p><b>6.10C</b> explain how different organizational patterns (e.g., proposition-and support, problem-and-solution) develop the main idea and the author's viewpoint</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> <p><u>Comprehension: Expository</u> <b>6.10C</b> explain how different organizational patterns (e.g., proposition-and support, problem-and-solution) develop the main idea and the author's viewpoint</p> <p>6.9 F19D <b>Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><u>Comprehension: Expository</u> 6.10F19E <b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>6 Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Paired Text</u> F19F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>



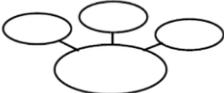
	6 Fig.19(D) make inferences about text and use textual evidence to support understanding		6 Fig.19(D) make inferences about text and use textual evidence to support understanding		
L	Scholars will be able to explain how figurative language, such as simile, contribute to the meaning of a poem.	Scholars will be able to summarize the main ideas and supporting details in an expository text using facts and explain how different organizational patterns.	Scholars will be able to explain <b>how</b> different organizational patterns <b>develop</b> the main idea and author's viewpoint.		
G 3	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.4A</b> How does figurative language contribute to meaning?</p> <p>Why does the poet include figurative language?</p> <p>6.4F19D What inferences and/or conclusions can be drawn based on specific details?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10A</b> What are the characteristics of an effective summary of a section of text?</p> <p>What is the main idea of a whole text?</p> <p>What is the main idea of a paragraph(s) or section of text?</p> <p>How do details and facts support the main idea(s) in text?</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p><b>6.10C</b> How does the organization of a text or section of text develop the main idea?</p> <p>How does the organization of a text or section of text</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> How do dictionary definitions along with context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.10C</b> How does the organization of a text or section of text develop the main idea?</p> <p>How does the organization of a text or section of text develop the author's viewpoint?</p> <p>6.9 F19D What is the author's purpose in writing a whole text?</p> <p>What is the author's purpose in including specific paragraphs or sections?</p> <p>What is the author's purpose in including specific details?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> How do Latin roots and affixes help determine word meaning?</p> <p><u>Comprehension:</u> 6.10F19E What are the characteristics of an effective summary for the whole text?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> F19F What are the similarities between two texts?</p> <p>What are the differences between two texts?</p>



		develop the author's viewpoint?			
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Su gg es	Should Girls Be Allowed...		Drum Dream Girl		Should Girls Be Allowed...  Drum Dream Girl
S T A	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word--</p> <p><u>Comprehension:</u> 6.4F19D What does the poet suggest about (someone/something from poem) in lines # through #?</p> <p>Which word best describes the speaker's attitude toward (someone/something)?</p> <p>The poet suggests that (subject of poem) had to —</p> <p>In line #, why does the speaker say that "(quote from the speaker of the poem)"?</p> <p>The poet begins the stanzas # - # with the word "(word)" in order to —</p> <p>The poet organizes the poem as she/he does in order to —</p> <p>The poet organizes the poem by</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word--</p> <p><u>Comprehension:</u> <b>6.10A</b> Read this summary of paragraph # written by a student.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">(Sentence summary of paragraph #.)</div> <p>Which sentence in the student's summary is unnecessary?</p> <p>What is the best summary of paragraphs # and #?</p> <p>Which sentence best expresses the main idea of the selection? - Alternate wording: Write a sentence that expresses the main idea of the selection.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Which definition matches the meaning of (word) in paragraph #?</p> <p><u>Comprehension:</u> <b>6.10C</b> The organization of paragraph # focuses on (main idea of paragraph) to show that —</p> <p>The author organizes paragraphs # through # for the purpose of (verb: describing, explaining, etc.) —</p> <p>The main purpose of paragraphs # through # is to —</p> <p>The organization of paragraphs # through # contributes to the author's main idea by —</p> <p>The author organizes paragraphs # through # by —</p> <p>The author structures paragraphs # and # so that they —</p> <p>The section "Title of Section" is organized in a way that shows —</p> <p>6.9 F19D The author wrote this selection most likely to —</p> <p>The author included the section "Title of Section" most likely to</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> In paragraph #, the word (word) comes from a Latin root word that means to —</p> <p><u>Comprehension:</u> 6.10F19E Which of the following is the best summary of the article?</p> <p>What is the best summary of this selection? - Alternate wording: Write an effective summary of the selection.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word--</p> <p><u>Comprehension:</u> F19F Which statement could be supported by both the poem and the selection? - Alternate wording: Write a statement that could be supported by both the poem and the selection.</p> <p>Information in both the poem and the selection suggests that (topic of both passages) —</p> <p>Both the poet and the author of the selection portray the (topic of both passages) as —</p> <p>Read these lines from "Title of Poem." <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Lines from poem</div> Which sentence from "Title of Expository Passage" illustrates</p>

<p>— Why does the poet include stanzas # and #?</p> <p>The poet includes (detail) in stanza # in order to —</p> <p>Why are the first and third lines of the poem echoed in the last stanza?</p> <p>Stanza # is important to the poem because it shows —</p> <p>The poet includes stanzas # through # most likely to —</p> <p>Which line from the poem suggests that (inferences based on a particular line)?</p> <p>Which line from the poem presents a problem that the speaker cannot control?</p> <p>Which line from the poem best expresses the speaker's (feeling or belief)?</p>	<p>What is paragraph # mainly about?</p> <p>Which sentence best summarizes paragraphs # through #?</p> <p>Look at the diagram.</p>  <p>Note: The larger circle represents the main idea. The smaller circles represent details. Any one of the circles could be blank.</p> <p>Which of the following is the best title for the diagram?</p> <p>(Person from text) was able to (action from text) because —</p> <p>Which sentence from the selection supports the idea that (main idea from the text)? (Note: Answer choices are sentences directly from the text.)</p> <p>Which detail from the selection supports the idea that (main idea from the text)?</p> <p>Why (explanation of an event, action, or situation described in the text)?</p> <p>How/why did (explanation of an event, action, or situation) take place?</p> <p><b>6.10C</b></p>	<p>emphasize that —</p> <p>The author includes the information in paragraph # most likely to — (Note: In this stem, students would need to answer with the appropriate verb.)</p> <p>The author included paragraph # most likely to (verb: explain, describe, highlight, etc.) —</p> <p>What is the most likely reason the author included paragraph # in the section "Title of Section"?</p> <p>The author included paragraphs # and # most likely to —</p> <p>Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>(Sentence from selection.)</p> </div> <p>The author included this sentence most likely to show —</p>	<p>a similar idea?</p> <p>What organizational pattern do the author and the poet use to describe (similar idea from each passage)?</p> <p>How are (topic of both passages) described in "Title of Expository Passage" and "Title of Poem" similar?</p> <p>One difference between the poem and the selection is that the selection suggests that —</p>
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		<p>The organization of paragraph # focuses on (main idea of paragraph) to show that —</p> <p>The author organizes paragraphs # through # for the purpose of (verb: describing, explaining, etc.) —</p> <p>The main purpose of paragraphs # through # is to —</p> <p>The organization of paragraphs # through # contributes to the author's main idea by —</p> <p>The author organizes paragraphs # through # by — The author structures paragraphs # and # so that they —</p> <p>The section "Title of Section" is organized in a way that shows —</p>			
<p>D OL Fy</p>		<p>Using the article, "Should Girls be Allowed to Play High School Football", scholars will answer 3 of 3 STAAR aligned questions that clarify the central idea and provide details to support understanding of the central idea.</p>			<p><a href="#">Week 2 POWER DOL</a></p>



Punctuating sentences and Organizing writing					
W r	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit-mentor sentence editing quiz to correct grammatical errors.
L	SWBAT revise drafts to enhance style by including simple and compound sentences.	SWBAT revise drafts to enhance style by including simple and compound sentences.	SWBAT revise drafts by adding and deleting sentences.	SWBAT revise drafts by combining and rearranging sentences.	SWBAT edit drafts for grammar, mechanics, and spelling.
G L	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed  6.19(C)* use complete simple and compound sentences with correct subject verb agreement	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed  6.19(C)* use complete simple and compound sentences with correct subject verb agreement 6	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling



<p>U O</p>	<p>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: <b>(iv)* use a variety of sentence structures and transitions to link paragraphs</b></p>	<p>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: <b>(iv)* use a variety of sentence structures and transitions to link paragraphs</b></p>	<p>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: <b>(iv)* use a variety of sentence structures and transitions to link paragraphs</b></p>	<p>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: <b>(i)* presents effective introductions and concluding paragraphs</b></p>	<p>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) create multi paragraph essays to convey information about the topic that: <b>(i)* presents effective introductions and concluding paragraphs</b></p>
<p>DOL</p>	<p>SWDTL by answer (#) of multiple choice STAAR aligned questions using a variety of sentence structures (specify the structure).</p>	<p>SWDTL by answering (#) STAAR aligned revision question to enhance style by revising for sentence structure with emphasis on simple and compound sentences.</p>	<p>SWDTL by answer (#) of multiple choice STAAR aligned questions proper using transitions to link paragraphs.</p>	<p>SWDTL by answering (#) STAAR aligned revision question to enhance style by revising for simple and compound sentences.</p>	<p>SWDTL by answering (#) STAAR aligned editing questions for mechanics, grammar, and spelling.</p>



Week 3	Monday 3/18	Tuesday 3/19	Wednesday 3/20	Thursday 3/21	Friday 3/22
Guided/Independent	Establishing Habits				
	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>
Whole Group	Literary Nonfiction/Poetry <a href="#">Week 3 Lesson Plan</a> <a href="#">Week 3 POWER DOL</a>				
	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension:Literary Nonfiction</u> 6.7F19D <b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</p> <p>6 Fig.19(D) make inferences about text and use textual evidence to support understanding</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension:Literary Nonfiction</u> <b>6.8A</b> explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> <p>6.7F19D <b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> <p><u>Comprehension: Poetry</u> 6.4F19D <b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>6 Fig.19D make inferences about text and use textual evidence to support understanding</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Poetry</u> <b>6.8A</b> explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> <p>6.8F19D <b>Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Paired Text</u> F19F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>



		<p>nonfiction and provide evidence from text to support their understanding.</p> <p>6 Fig.19(D) make inferences about text and use textual evidence to support understanding</p>		<p>support their understanding</p> <p>6 Fig.19D make inferences about text and use textual evidence to support understanding</p>	
L	<p>Scholars will make inferences using structural patterns and literary nonfiction features and be able to provide textual evidence.</p>				
G 51	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> 6.7F19D</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and conclusions?</p> <p>What is the author's purpose in including specific paragraphs?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.8A</b> How does figurative language contribute to meaning?</p> <p>6.7F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and conclusions?</p> <p>What is the author's purpose in including specific paragraphs?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> How do dictionary definitions along with context help determine word meaning?</p> <p><u>Comprehension:</u> 6.4F19D What inferences and/or conclusions can be drawn based on specific details?</p> <p>What inferences and/or conclusions can be drawn about the organization of a poem?</p> <p>What inferences and/or conclusions can be drawn about the author's purpose for including specific stanzas and/or details?</p> <p>What text evidence supports inferences and conclusions?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.8A</b> No guiding questions</p> <p>6.8F19D How does sensory language contribute to meaning?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> F19F</p> <p>The speaker of the poem and the narrator of the selection are both —</p> <p>Both the poem and the selection end with a feeling of —</p> <p>In what way do the speaker of the poem and the narrator of the selection differ —</p> <p>One difference between the speaker in the poem and the narrator of the selection is that the speaker —</p>



<p>Su 99 63</p>	<p><u>Little Things are Big by: Jesus Colon</u></p> <p><u>I Am Offering this Poem by: Jimmy Santiago Baca</u></p>				
<p>S T A</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?  In paragraph #, the word (word) means--  Which words from paragraph # help the reader understand the meaning of the word--  <u>Comprehension:</u> 6.7F19D The reader can conclude that (subject of bio) believes (partial description of the subject's belief) — (Note: The answer completes the belief.)  What can the reader tell about the narrator's feelings for (something from text)?  Read the following sentence from the selection.  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">(Sentence from selection)</div> From this sentence, the reader can conclude —  When (a person from the narrative + action), he/she most likely felt —</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?  In paragraph #, the word (word) means--  Which words from paragraph # help the reader understand the meaning of the word  <u>Comprehension:</u> <b>6.8A</b> The author includes the phrase "(figurative phrase)" in paragraph # to suggest that —  In paragraph #, the author uses the phrase "(figurative phrase)" to illustrate that the narrator was —  Read this sentence from paragraph #.  6.7F19D The reader can conclude that (subject of bio) believes (partial description of the subject's belief) — (Note: The</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Which definition matches the meaning of (word) in paragraph #?  <u>Comprehension:</u> 6.4F19D What does the poet suggest about (someone/something from poem) in lines # through #?  Which word best describes the speaker's attitude toward (someone/something)?  The poet suggests that (subject of poem) had to —  In line #, why does the speaker say that "(quote from the speaker of the poem)"?  The poet begins the stanzas # - # with the word "(word)" in order to —  The poet organizes the poem as she/he does in order to —  The poet organizes the poem by —  Why does the poet include stanzas # and #?  The poet includes (detail) in</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?  In paragraph #, the word (word) means--  Which words from paragraph # help the reader understand the meaning of the word  <u>Comprehension:</u> <b>6.8A</b> <b>No STAAR</b>  6.8F19D The poet's use of sensory language in line # is intended to help the reader —</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?  In paragraph #, the word (word) means--  Which words from paragraph # help the reader understand the meaning of the word  <u>Comprehension:</u> F19F The speaker of the poem and the narrator of the selection are both —  Both the poem and the selection end with a feeling of —  In what way do the speaker of the poem and the narrator of the selection differ —  One difference between the speaker in the poem and the narrator of the selection is that the speaker —</p>



	<p>From the information provided in the selection, the reader can tell that —</p> <p>The description of (description of scene from text) helps the reader —</p> <p>Which/What sentence from the selection best shows that (inference based on details)?</p> <p>Paragraph # is important to the selection because it (verb: shows) —</p> <p>Why did the author include paragraphs # and # in the selection?</p> <p>The author includes paragraph # most likely to show —</p>	<p>answer completes the belief.)</p> <p>What can the reader tell about the narrator's feelings for (something from text)?</p> <p>Read the following sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">(Sentence from selection)</div> <p>From this sentence, the reader can conclude —</p> <p>When (a person from the narrative + action), he/she most likely felt —</p> <p>From the information provided in the selection, the reader can tell that —</p> <p>The description of (description of scene from text) helps the reader —</p> <p>Which/What sentence from the selection best shows that (inference based on details)?</p> <p>Paragraph # is important to the selection because it (verb: shows) —</p> <p>Why did the author include paragraphs # and # in the selection?</p> <p>The author includes paragraph # most likely to show —</p>	<p>stanza # in order to —</p> <p>Why are the first and third lines of the poem echoed in the last stanza?</p> <p>Stanza # is important to the poem because it shows —</p> <p>The poet includes stanzas # through # most likely to —</p> <p>Which line from the poem suggests that (inferences based on a particular line)?</p> <p>Which line from the poem presents a problem that the speaker cannot control?</p> <p>Which line from the poem best expresses the speaker's (feeling or belief)?</p>		
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Punctuating sentences and Organizing writing					
W r	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit-mentor sentence editing quiz to correct grammatical errors.
L	SWBAT revise drafts to clarify meaning and enhance style by including simple and compound sentences.	SWBAT revise drafts by improving transitions, adding, deleting, combining, and rearranging sentences.	SWBAT edit drafts for active voice.	SWBAT edit drafts for passive voice.	SWBAT edit drafts for active and passive voice and know how to use both.
G L	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling  6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the active and passive voice and know how to use them both	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling  6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the active and passive voice and know how to use them both	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling  6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the active and passive voice and know how to use them both



<p>U O</p>	<p>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C) revise drafts to clarify meaning, <b>enhance style, include simple and compound sentences</b>, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p>	<p>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve <b>transitions by adding, deleting, combining, and rearranging sentences</b> or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling</p> <p>6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the <b>active</b> and passive voice and know how to use them both</p> <p>*Note: Edit essay from prior week checking active/passive voice. Teacher conferring can be a targeted focus.</p>	<p>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling</p> <p>6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the active and <b>passive voice</b> and know how to use them both</p> <p>*Note: Edit essay from prior week checking active/passive voice. Teacher conferring can be a targeted focus.</p>	<p>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D) * edit drafts for grammar, mechanics, and spelling</p> <p>6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. (B)differentiate between the active and passive voice and know how to use them both</p> <p>*Note: Edit essay from prior week checking active/passive voice. Teacher conferring can be a targeted focus.</p>
<p>DOL</p>	<p>SWDTL by answering (#) STAAR aligned questions revising drafts to clarify meaning and enhance style by including simple and compound sentences.</p>	<p>SWDTL by answering (#) STAAR aligned questions revising drafts by improving transitions, adding, deleting, combining, and rearranging sentences.</p>	<p>SWDTL by answering (#) questions editing drafts for active voice.</p>	<p>SWDTL by answering (#) questions editing drafts for passive voice.</p>	<p>SWDTL by answering (#) of questions editing drafts for active and passive voice and know how to use both.</p>



Week 4	Monday 3/25	Tuesday 3/26	Wednesday 3/27	Thursday 3/28	Friday 3/29
Guided/Independent	Practicing Habits				
	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>
Whole	Fiction/Fiction				
	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Fiction</u> <b>6.3A</b> infer the implicit theme of a work of fiction, distinguishing theme from the topic</p> <p><b>6.6A</b> summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Fiction</u> <b>6.8A</b> explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> <p>6.6F19D <b>Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> <p><u>Comprehension: Fiction</u> <b>6.3A</b> infer the implicit theme of a work of fiction, distinguishing theme from the topic</p> <p><b>6.6A</b> summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><u>Comprehension: Fiction</u>  6.6F19E <b>Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Paired Text</u> F19F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>



		make inferences about text and use textual evidence to support understanding			
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G 5 6	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.3A</b> What is the author's intended theme/lesson/message?</p> <p><b>6.6A</b> How do specific events and/or details contribute to the elements of plot development?</p> <p>How do specific events in a story's plot reveal characters' thoughts, feelings, and actions/motivations?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.8A</b> How does figurative language contribute to meaning?</p> <p>6.6F19D What inferences and/or conclusions can be drawn about characters based on specific details?</p> <p>What inferences and/or conclusions can be drawn about characters' feelings based on specific details?</p> <p>What inferences and/or conclusions can be drawn about characters' qualities/traits based on specific details?</p> <p>What inferences and/or conclusions can be drawn based on character action(s)?</p> <p>What text evidence supports inferences and conclusions about the character(s)?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> How do dictionary definitions along with context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.3A</b> What is the author's intended theme/lesson/message?</p> <p><b>6.6A</b> How do specific events and/or details contribute to the elements of plot development?</p> <p>How do specific events in a story's plot reveal characters' thoughts, feelings, and actions/motivations?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> How do Latin roots and affixes help determine word meaning?</p> <p><u>Comprehension:</u> 6.6F19E What are the characteristics of an effective summary for the whole text?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> F19F What are the similarities between two texts?</p> <p>What are the differences between two texts?</p>



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S T A	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> <b>6.3A</b> What is one message the author conveys in the story?</p> <p><b>6.6A</b> Which/What event contributes most to the (narrator/Character)'s inner conflict in the story?</p> <p>The conversation between (Character 1) and (Character 2) leads to the story's resolution because it —</p> <p>Paragraphs # and # contribute to the rising action of the story by showing that (Character) —</p> <p>Which sentence expresses</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> <b>6.8A</b> Read this sentence from the story. OR Read this sentence from paragraph #.</p> <div data-bbox="577 1052 894 1177" style="border: 1px solid black; padding: 5px;"> <p>(Sentence that includes figurative language: hyperbole, simile.)</p> </div> <p>The author uses figurative language in this sentence in order to —</p> <p>The author uses a simile in this sentence to reveal that (Character) —</p> <p>6.6F19D Read these sentences from the</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Which definition matches the meaning of (word) in paragraph #?</p> <p><u>Comprehension:</u> <b>6.3A</b> What is one message the author conveys in the story?</p> <p><b>6.6A</b> Which/What event contributes most to the (narrator/Character)'s inner conflict in the story?</p> <p>The conversation between (Character 1) and (Character 2) leads to the story's resolution because it —</p> <p>Paragraphs # and # contribute to the rising action of the story by showing that (Character) —</p> <p>Which sentence expresses the turning point in the story?</p> <p>Paragraphs # through # contribute to the plot by —</p> <p>Why do paragraphs # and # mark a turning point in the story?</p> <p>The end of the story reveals that (Character) —</p> <p>How does (Character 1) respond to</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> In paragraph #, the word (word) comes from a Latin root word that means to —</p> <p><u>Comprehension:</u> 6.6F19E What is the best summary of the story?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> F19F What is one similarity in the way the main characters work through their conflicts?</p> <p>Read these sentences from both stories. "Title of Story 1" "Title of Story 2"</p> <div data-bbox="1692 1117 2039 1252" style="border: 1px solid black; padding: 5px;"> <table border="1"> <tr> <td style="padding: 2px;">(Sentences from story followed by paragraph #.)</td> <td style="padding: 2px;">(Sentences from story followed by paragraph #.)</td> </tr> </table> </div> <p>What do these sentences show about the main character of each story?</p> <p>In what way do both (Character from "Story 1 Title") and (Character from Story 2 Title)</p>	(Sentences from story followed by paragraph #.)	(Sentences from story followed by paragraph #.)
(Sentences from story followed by paragraph #.)	(Sentences from story followed by paragraph #.)						



	<p>the turning point in the story?</p> <p>Paragraphs # through # contribute to the plot by —</p> <p>Why do paragraphs # and # mark a turning point in the story?</p> <p>The end of the story reveals that (Character) —</p> <p>How does (Character 1) respond to (Character 2) when (action of Character 2)?</p> <p>Why do (Character/Characters + action)?</p> <p>(Character's) feelings about (person, place, event, etc.) become more (adjective) when he/she —</p>	<p>story.</p> <div data-bbox="577 215 892 300" style="border: 1px solid black; padding: 5px;"> <p>(Sentences from different parts of the story.)</p> </div> <p>Based on these sentences, the reader can conclude that (narrator/Character) —</p> <p>Based on (Character 1)'s advice to the (narrator/Character 2), the reader can conclude that (Character 1) —</p> <p>In paragraphs # and #, how does the author show that (description of character or characters)?</p> <p>From (Character)'s description of the (someone/something from story) in paragraph #, the reader can tell that (Character)</p> <p>Why is (Character) most likely in favor of (another Character's actions)?</p> <p>Read the following sentence from paragraph #.</p> <p>—</p> <div data-bbox="577 1024 892 1109" style="border: 1px solid black; padding: 5px;"> <p>(Sentence from paragraph #.)</p> </div> <p>This sentence helps illustrate (Character)'s — (Note: The answer is Character feeling/trait [e.g., ignorance, stubbornness, frustration, uncertainty, etc.]).</p> <p>Based on paragraphs # and #, the reader can conclude that (Character 1) thinks (Character 2) —</p> <p>What does the conversation between (Character 1) and (Character 2) in paragraphs #</p>	<p>(Character 2) when (action of Character 2)?</p> <p>Why do (Character/Characters + action)?</p> <p>(Character's) feelings about (person, place, event, etc.) become more (adjective) when he/she —</p>		<p>change throughout the stories?</p> <p>Read this sentence from "Title of Poem."</p> <div data-bbox="1696 269 2039 326" style="border: 1px solid black; padding: 5px;"> <p>(Sentence from Story 1.)</p> </div> <p>Which sentence from "Title of Story 2" shows that (Character from Story 2) feels a similar way?</p>
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		<p>through # suggest?</p> <p>How can the reader tell that (Character) (description of feeling about something)?</p> <p>The description of (Character)'s personality helps the reader understand her/his —</p> <p>The qualities (Character) is described as having in paragraph # are most closely related to those associated with — (Note: Answers describe qualities of other characters.)</p> <p>- Alternate wording: What qualities or character traits does (Character) have in common with (another Character or characters)?</p> <p>In paragraph # and #, what does (Character 1)'s conversation with (Character 2) reveal about (Character 1)?</p> <p>What can the reader conclude about (Character 1)'s and (Character 2)'s (event/action from the story)?</p> <p>Which/What sentence from the story shows that (inference about the character based on details from the story)?</p>			
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W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit-mentor sentence editing quiz to correct grammatical errors.
Le ar	SWBAT recognize and use commas in compound sentences.	SWBAT recognize and use commas in compound sentences.	SWBAT recognize and use parentheses to indicate interpretation.	SWBAT recognize and use ellipses to indicate omission or incomplete sentences.	SWBAT recognize and use brackets to indicate omission or interpretation.
G r	6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (B) recognize and use punctuation marks (i) commas in compound sentences	6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (B) recognize and use punctuation marks (i) commas in compound sentences	6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (B) recognize and use punctuation marks (iii) parenthesis, brackets, and ellipses (to indicate omission and interpretation or incomplete statements)	6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (B) recognize and use punctuation marks (iii) parenthesis, brackets, and ellipses (to indicate omission and interpretation or incomplete statements)	6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (B) recognize and use punctuation marks (iii) parenthesis, brackets, and ellipses (to indicate omission and interpretation or incomplete statements)
C o	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling



DOL	SWDTL by answering (#) of aligned questions recognizing and using commas in compound sentences.	SWDTL by answering (#) of aligned questions recognizing and using commas in compound sentences.	SWDTL by answering (#) of aligned questions recognizing and using parentheses to indicate interpretation.	SWDTL by answering (#) of aligned questions recognizing and using ellipses to indicate omission or incomplete sentences.	SWDTL by answering (#) of aligned questions recognizing and using brackets to indicate omission or interpretation.
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Week 5	Monday 4/1	Tuesday 4/2	Wednesday 4/3	Thursday 4/4	Friday 4/5
Guided/Independent	Practicing Habits				
	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading/Independent reading/strategy groups</li> </ul>
Whole Group	Drama and Persuasive				
	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Drama</u> 6.5F19D <b>Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>6.19D make inferences about text and use textual evidence to support understanding</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Drama</u> <b>6.8A</b> explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p> <p>6.8F19D <b>Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices and parts of speech of words.</p> <p><u>Comprehension: Drama</u> <b>6.3A</b> infer the implicit theme of a work of fiction, distinguishing theme from the topic</p> <p>6.3F19D <b>Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>6.19D make inferences about text</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><u>Comprehension: Persuasive</u> 6.11F19D <b>Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p> <p>6.19D make inferences about text and use textual evidence to support understanding</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p> <p><u>Comprehension: Persuasive</u> <b>6.11B</b> identify simply faulty reasoning used in persuasive texts</p> <p>6.13F19D <b>Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p>6.19D make inferences about text and use textual evidence to</p>



		evidence from text to support their understanding make inferences about text and use textual evidence to support understanding	and use textual evidence to support understanding		support understanding
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6.5.10	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> 6.5F19D What inferences and/or conclusions can be drawn about the purpose and meaning of dramatic elements (e.g., plot, setting, etc.)?</p> <p>What inferences and/or conclusions can be drawn about the purpose and meaning of dramatic structures (e.g., stage directions and dialogue)?</p> <p>What inferences and/or conclusions can be drawn about character(s) motivation?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.8A</b> How does figurative/sensory language contribute to meaning?</p> <p>6.8F19D <b>No Guiding Questions</b></p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> How do dictionary definitions along with context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.3A</b> <b>No Guiding Questions</b></p> <p>6.3F19D What is the author's intended theme/lesson/message?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> How do Latin roots and affixes help determine word meaning?</p> <p><u>Comprehension:</u> 6.11F19D What inferences and/or conclusions can be drawn about author's viewpoint?</p> <p>What inferences and/or conclusions can be drawn about how the author delivers his/her message to his/her audience?</p> <p>What inferences and/or conclusions can be drawn about specific paragraphs and details that support the author's viewpoint/argument?</p> <p>What text evidence supports inferences and conclusions about how the author considered other viewpoints?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> How does the context help determine word meaning?</p> <p><u>Comprehension:</u> <b>6.11B</b> What text evidence reveals faulty reasoning?</p> <p>6.13F19D How do graphics (e.g., charts) support ideas in text?</p>



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S T A	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> 6.5F19D How is the play's conflict resolved?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> <b>6.8A</b> The language used in paragraph # helps the reader infer that the —</p> <p>6.8F19D No Stems Questions</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2E</b> Which definition matches the meaning of (word) in paragraph #?</p> <p><u>Comprehension:</u> <b>6.3A</b> No Stems Questions</p> <p>6.3F19D Which statement expresses a main theme of the play?</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2A</b> In paragraph #, the word (word) comes from a Latin root word that means to —</p> <p><u>Comprehension:</u> 6.11F19D Which/What sentence best explains the reason for (author's name)'s (feeling) about (something/someone from the text)?</p> <p>The author most likely thinks that once his/her (intended audience) read his/her (persuasive text type: email message), they will —</p> <p>The primary method the author uses to express her/his message is to —</p> <p>The author appeals to (intended audience) by —</p> <p>In paragraph #, (Name of author) include specific information from (a credible source) in order to —</p> <p>Paragraphs #, #, and # help support the author's argument by —</p>	<p><u>Daily Vocabulary Focus:</u> <b>6.2B</b> What is the meaning of the word (word) in paragraph #?</p> <p>In paragraph #, the word (word) means--</p> <p>Which words from paragraph # help the reader understand the meaning of the word</p> <p><u>Comprehension:</u> <b>6.11B</b> Which of the author's arguments is based on faulty reasoning? (Note: The answers choices are sentences directly from the text.)</p> <p>6.13F19D Which idea from the (persuasive text type: email message) does the (graphic: circle graph) emphasize? What does the author's inclusion of the (graphics: sample signs) after paragraph # reveal about him/her?</p>



				Which sentence from the letter shows that (Name of author) has considered an opposing viewpoint?	
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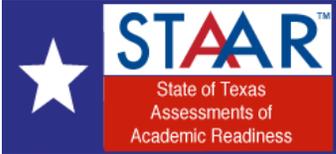
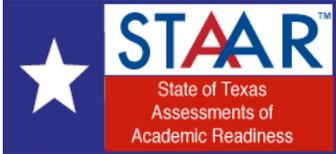
W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit-mentor sentence editing quiz to correct grammatical errors.
Le ar	SWBAT edit drafts by using spelling patterns.	SWBAT edit drafts by using spelling patterns.	SWBAT edit drafts for correct spelling by using print and electronic resources.	SWBAT edit drafts for correct spelling by using print and electronic resources.	
G r	6.21 Oral and Written Conventions/Spelling. Students spell correctly. (B) use spelling pattern and rules and print and electronic resources to determine and check correct spellings	6.21 Oral and Written Conventions/Spelling. Students spell correctly. (B) use spelling pattern and rules and print and electronic resources to determine and check correct spellings	6.21 Oral and Written Conventions/Spelling. Students spell correctly. (B) use spelling pattern and rules and print and electronic resources to determine and check correct spellings	6.21 Oral and Written Conventions/Spelling. Students spell correctly. (B) use spelling pattern and rules and print and electronic resources to determine and check correct spellings	Catch up and spiral review day
C o	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (D)* edit drafts for grammar, mechanics, and spelling	
DOL	SWDTL by answering (#) questions editing drafts by using spelling patterns and rules.	SWDTL by answering (#) of questions editing the drafts for spelling patterns.	SWDTL by answering (#) of questions editing drafts by using electronic and print resources.	SWDTL by answering (#) of questions editing drafts by using electronic and print resources.	



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Grade 6 - 5th SIX WEEKS- RLA



Week 6	Monday 4/8	Tuesday 4/9	Wednesday 4/10	Thursday 4/11	Friday 4/12
Guided/Independent	Practicing Habits				
		7th Writing Grade 	8th Reading Grade 		STAAR Makeup
Whole Group					
L					
Guided					



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S T A					
D OL Ev					



W r	Punctuating sentences and Organizing writing				
	Mentor Sentence Routine: Day 1- Copy or glue sentence into notebook. Invitation to notice- what do you notice about this sentence?	Mentor Sentence Routine: Day 2- Label the parts of speech.	Mentor Sentence Routine: Day 3- Invitation to revise, keep the meaning but revise the sentence.	Mentor Sentence Routine: Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning.	Mentor Sentence Routine: Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors.
Le ar					
G r					
C o					



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