

Name: Michelle Burt	Grade: 6								
Subjects Taught: Language Arts	Week of: 1/12/15								
If you have questions, please contact me via phone or email listed below.									
Phone: 785-295-3802	Email : mburt@topeka.k12.ks.us								
Please note: Lesson plans are subject to change without notice.									
	Subject 1								
Monday	Goal: Students will distinguish fact from opinion in a text; analyze primary sources; review cause and effect; ask questions while reading Class work: workbook pages 244-247 ; small groups Homework: read 30 minutes a day								
Tuesday	Goal: Students will understand how facts can support opinions; interpret photographs and captions; learn and practice vocabulary; use prefixes to determine word meaning Class work: workbook pages 248-249; small groups Homework: read 30 minutes a day								
Wednesday	Goal: students will identify opinions, supporting facts; and details; analyze photo essays; use prefixes to determine word meaning; clarify while reading Class work: workbook pages 250-253; small groups Homework: read 30 minutes a day								
Thursday	Goal: students will demonstrate mastery and growth in reading skills Class work: Scantron test Homework: read 30 minutes a day								
Friday	Goal: students will understand information in a magazine article; synthesize immigration information; write about the struggles newcomers face; apply knowledge about academic language Class work: Workbook pages 254-257; small groups Homework: read 30 minutes a day								
Essential Question(s)	What makes a good reader? What makes a good writer?								
Kagan									
Summarizing									
Course/Grade Level Standard:	<table border="1" style="width: 100%;"> <tr> <td colspan="2" style="background-color: #e0e0e0;">Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> LA.06.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. </td> <td style="width: 50%; vertical-align: top;"> LA.06.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. </td> </tr> <tr> <td colspan="2" style="background-color: #e0e0e0;">Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td> </tr> <tr> <td style="vertical-align: top;">LA.06.RL.2:</td> <td style="vertical-align: top;">LA.06.RL.2:</td> </tr> </table>	Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		LA.06.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	LA.06.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		LA.06.RL.2:	LA.06.RL.2:
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<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	
<p>Anchor Standard 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>LA.06.RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>LA.06.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	
<p>Anchor Standard 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>LA.06.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>		<p>LA.06.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
<p>Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>LA.06.RL.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>		<p>LA.06.RI.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>LA.06.RL.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>		<p>LA.06.RI.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<p>Anchor Standard 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		

	<p>LA.06.RL.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>		<p>LA.06.RI.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
<p>Anchor Standard 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>			
	<p>LA.06.RL.8: (Not applicable to literature)</p>		<p>LA.06.RI.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			
	<p>LA.06.RL.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p>		<p>LA.06.RI.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<p>Anchor Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.</p>			
	<p>LA.06.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>LA.06.RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Additional Notes:</p>			