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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** | | | | | |
| **Week of:**  **Sept 16- Sept 20** | **Monday** | **Tuesday**  **½ Day PD** | **Wednesday**  **Library check-out** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT read grade level text and answer comprehension questions for grade level reading strategies.  **LO:**  SWBAT answer comprehension questions and chart growth throughout 6th grade.  **Learning Target:**  I can read grade-level literary texts proficiently and independently.  STAR READING | **CO:**  SWBAT read grade level text and answer comprehension questions for grade level reading strategies.  **LO:**  SWBAT answer comprehension questions and chart growth throughout 6th grade.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT read and comprehend grade level texts independently.  **LO:**  SWBAT read and comprehend grade level text silently.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | Sub Plans: School Business | **CO:**  SWBAT organize text to express and opinion with supporting facts in response to a writing prompt.  **LO:**  SWBAT write an argumentative piece in response to a prompt.  **Learning Target:**  I can state an opinion and support it with facts in writing. |
| **Weekly Vocabulary**  **Target Vocabulary:**  **Academic Vocabulary: conceive, inconceivable, concept, conceptualize** | | | | | |
| **In class today:** | -Bellwork  -Finish STAR reading test  Log data | -Bellwork  - Complete pre-test 1 for 6th grade: comprehensive assessment of reading strategies  -Students will chart score from reading test.  -Students will complete self-reflection | -Bellwork  Begin book report form  -Introduce plot pyramid | Sub Plans: School Business | -Bellwork  6th grade beginning of the year writing prompt |
| **CCS Covered and Strand** | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)  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. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)  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. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)  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. | Sub Plans: School Business | CCSS.ELA-  LITERACY W.6.2.  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. |

***\*Lesson Plans are subject to change at the discretion of the teacher.\****