



Monday 04/29/2024

Group 3 8:30am - 9:00am

Spelling/Reading

Logic:

Lesson 26 Day 1 - 5 times each word

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 15 Day 5 - Ongoing Review

Intended Learning:

Students will review learned words, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

3.SL.1.d Explain their own ideas and understanding in light of the discussion.



- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.1.c** Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.2.c** Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA Class 2 9:00am - 10:00am

Spelling/Reading

Logic:

Lesson 26 Day 1 - 5 times each word

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 27 Day 1 - Introduce trace, erroneously, and enigma

Intended Learning:

Students will review words learned, review words with multiple meanings and synonyms, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards



- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.3.b Maintain consistency in style and tone.
- 6.L.4.a Use context as a clue to the meaning of a word or phrase.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e Establish and maintain a formal style
- 6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.9.a Apply grade 6 Reading standards for literature to writing.

Group 2 10:15am - 11:00am

Writing



Logic:

Unit 2: Genre - Personal Narrative - Week 2 Day 4- Exploring and drafting Personal Narrative

Intended Learning:

In this lesson, students will discuss and draft personal narratives, explore how an author voice sensory and descriptive details, quick-write about their lives before and after a significant event, share their partners' thinking with the class, and discuss and solve problems that arise in their work together.

Assessment:

Students will discuss what personal narratives are, discuss what voice is in personal narratives, draft a personal narrative, and be able to show listening skills by asking questions about other student's writing.

Standards

6.W.1.d Establish and maintain a formal style.

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2.e Establish and maintain a formal style

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.



- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - 6.L.4.a Use context as a clue to the meaning of a word or phrase.
 - 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
 - 6.L.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA Class 3 11:00am - 11:27am

Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 2 Day 5 - Exploring Personal Narrative and Pair Conferencing

Intended Learning:

In this lesson, students will explore temporal words and phrases, draft personal narratives, practice procedures for pair conferences, and express interest in and appreciation for one another's writing.

Assessment:

Students will discuss what personal narratives are, discuss what voice is in personal narratives, draft a personal narrative, and be able to show listening skills by asking questions about other student's writing.

Standards

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 3.L.1.a Write legibly in print or cursive, using appropriate spacing and margins.
 - 3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - 3.L.1.j Produce simple, compound, and complex sentences



- 3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.1.c** Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.1.d** Provide a conclusion.
- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 6.W.2.e** Establish and maintain a formal style
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.3.e** Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).



6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

3.SL.1.b Follow agreed-upon rules for discussions

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

5/6 Study Hall 12:00pm - 1:00pm

SIPPS 1:00pm - 1:30pm

SIPPS

Topic:

The students will do their Reading Plus for that day.

Intended Learning:

Students will do the next Reading Plus assigned for the day and pass with 80% score or above.

Assessment:

The students will pass their Reading Plus assignment with 80% or above score.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.



3-5 Science 1:30pm - 2:00pm

Social Studies

Logic:

Citizenship and Government

Intended Learning:

Students will study about what citizenship is, the amendments that do with voting rights, and how a bill becomes a law.

Assessment:

Students will pass the test with 80% or above score showing understanding of information taught.

Standards

- 3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2** Determine the main idea of a text; identify the key details and explain how they support the main idea.
- 3.RI.3** Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.RI.7** Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
- 3.RI.10** Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
- 3.RI.10.a** Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
- 3.W.1.b** Provide reasons that support the opinion
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 5.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 5.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 5.SL.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.10 By the end of the year, read and comprehend informational text.

5.RI.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).

5.W.1.c Link opinion and reasons using grade level appropriate words, phrases, and clauses.

6-7 Science 2:15pm - 3:00pm

U.S. Government Unit

Logic:

Lesson 13 Putting It All Together & 14 Review - Test tomorrow

Intended Learning:

Students will discuss and introduce levels of government and local executive branch for S. D. Then students will begin discussion on we decide to make laws and why they are necessary.

Assessment:

Students will show understanding of what we are discussing by being able to discuss and express opinions showing understanding of what is discussed. Students will be able to answer questions accurately as well as voice well thought out questions showing their involvement with the subject matter being discussed.

Standards:

Standards

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, etc.)

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8.RH.5 Describe the structure of a text (e.g., sequence, comparison/contrast, cause/effect, etc.).

6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps etc.) with other information in print and digital texts.

6-8.RH.8 Distinguish among fact, opinion, bias, and reasoned judgment in a text.

6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.

6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.W.1.d Establish and maintain a formal style.

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

6.W.9.b Apply grade 6 Reading standards for informational texts to writing.

6.W.8.b Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W.8.a Assess the credibility of each source.

6.W.8 Gather relevant information from multiple print and digital sources.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type produce writing with a minimum of two-three pages in a single sitting.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

6.RI.2 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.

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

6.RI.9 Compare and contrast two authors' presentations of events on the same topic.

6.RI.10 By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

6.RI.10.a Read and comprehend with proficiency at grade level.

6.RI.10.c Read widely to understand multiple perspectives and diverse viewpoints.

5/6/7 Study Hall 3:00pm - 3:30pm



Tuesday 04/30/2024

Group 3 8:30am - 9:00am

Spelling/Reading

Logic:

Lesson 26 Day 2 - Meanings

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 16 Day 1 - Introduce memorable, lively, and "Throw Yourself Into Something"

Intended Learning:

Students will learn and use new words, review and use new idiom, review the suffix - est, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion



- 3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.1.c Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.2.c Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- 3.W.3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA Class 2 9:00am - 10:00am

Spelling/Reading

Logic:

Lesson 26 Day 2 - meanings

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 27 Day 2 - Review trace, erroneously, and enigma

Intended Learning:

Students will review words learned, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.



Standards

- 6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.a** Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1.e** Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.3** Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.6** Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.1.a** Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- 6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6.L.2.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b** Spell correctly; consult references as needed
- 6.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.3.b** Maintain consistency in style and tone.
- 6.L.4.a** Use context as a clue to the meaning of a word or phrase.
- 6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
- 6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5.a** Interpret figures of speech (e.g., personification, etc.) in context.
- 6.W.2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.c** Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e** Establish and maintain a formal style
- 6.W.2.f** Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.9.a** Apply grade 6 Reading standards for literature to writing.



Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 2 Day 5 - Exploring Personal Narrative and pair conferring

Intended Learning:

In this lesson, students will draft personal narratives, explore ways of organizing personal narratives, practice procedures for pair conferences, and express interest in and appreciation for one another's writing

Assessment:

Students will discuss what personal narratives are, discuss what voice is in personal narratives, draft a personal narrative, and be able to show listening skills by asking questions about other student's writing.

Standards

6.W.1.d Establish and maintain a formal style.

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2.e Establish and maintain a formal style

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.



- 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - 6.L.4.a Use context as a clue to the meaning of a word or phrase.
 - 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
 - 6.L.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA Class 3 11:00am - 11:27am

Grammar

Logic:

Parts of Speech Unit - Week 28-30

Intended Learning:

Students will review parts of speech and work on sentences finding parts of speech and using parts of speech.

Assessment:

Students will show understanding by answering all questions accurately and being able to input correct parts of speech words in sentence blanks.

Standards

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 3.L.1.a Write legibly in print or cursive, using appropriate spacing and margins.
 - 3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - 3.L.1.j Produce simple, compound, and complex sentences



- 3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.1.c** Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.1.d** Provide a conclusion.
- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 6.W.2.e** Establish and maintain a formal style
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.3.e** Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).



6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

3.SL.1.b Follow agreed-upon rules for discussions

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

5/6 Study Hall 12:00pm - 1:00pm

SIPPS 1:00pm - 1:30pm

SIPPS

Topic:

The students will do their Reading Plus for that day.

Intended Learning:

Students will do the next Reading Plus assigned for the day and pass with 80% score or above.

Assessment:

The students will pass their Reading Plus assignment with 80% or above score.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.

3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.



3-5 Science 1:30pm - 2:00pm

Social Studies

Logic:

Citizenship and Government

Intended Learning:

Students will study about what citizenship is, the amendments that do with voting rights, and how a bill becomes a law.

Assessment:

Students will pass the test with 80% or above score showing understanding of information taught.

Standards

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.

3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

3.RI.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

3.W.1.b Provide reasons that support the opinion

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

3.SL.1.d Explain their own ideas and understanding in light of the discussion.

3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.10 By the end of the year, read and comprehend informational text.

5.RI.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).

5.W.1.c Link opinion and reasons using grade level appropriate words, phrases, and clauses.

6-7 Science 2:15pm - 3:00pm

U.S. Government Unit

Logic:

Lesson 15 - Test over U. S. Government Unit

Intended Learning:

Students will discuss and introduce levels of government and local executive branch for S. D. Then students will begin discussion on we decide to make laws and why they are necessary.

Assessment:

Students will show understanding of what we are discussing by being able to discuss and express opinions showing understanding of what is discussed. Students will be able to answer questions accurately as well as voice well thought out questions showing their involvement with the subject matter being discussed.

Standards:

Standards

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, etc.)

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8.RH.5 Describe the structure of a text (e.g., sequence, comparison/contrast, cause/effect, etc.).

6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps etc.) with other information in print and digital texts.

6-8.RH.8 Distinguish among fact, opinion, bias, and reasoned judgment in a text.

6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.

6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.



6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.W.1.d Establish and maintain a formal style.

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

6.W.9.b Apply grade 6 Reading standards for informational texts to writing.

6.W.8.b Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W.8.a Assess the credibility of each source.

6.W.8 Gather relevant information from multiple print and digital sources.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type produce writing with a minimum of two-three pages in a single sitting.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

6.RI.2 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.

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

6.RI.9 Compare and contrast two authors' presentations of events on the same topic.

6.RI.10 By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

6.RI.10.a Read and comprehend with proficiency at grade level.

6.RI.10.c Read widely to understand multiple perspectives and diverse viewpoints.

5/6/7 Study Hall 3:00pm - 3:30pm



Wednesday 05/01/2024

Group 3 8:30am - 9:00am

Spelling/Reading

Logic:

Lesson 26 Day 3 - sentences

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 16 Day 2 - Review memorable, lively, and "Throw Yourself Into Something"

Intended Learning:

Students will review and use new words, review and use new idiom, review the suffix - est, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion



- 3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.1.c Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.2.c Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- 3.W.3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA Class 2 9:00am - 10:00am

Spelling/Reading

Logic:

Lesson 26 Day 3 - sentences

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 27 Day 3 - Introduce incident, abruptly, and eventful

Intended Learning:

Students will review words learned, review the suffix - ful, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:



Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive).

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

6.L.2.b Spell correctly; consult references as needed

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.

6.L.3.b Maintain consistency in style and tone.

6.L.4.a Use context as a clue to the meaning of a word or phrase.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2.e Establish and maintain a formal style

6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.



6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

6.W.9.a Apply grade 6 Reading standards for literature to writing.

Group 2 10:15am - 11:00am

Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 3 Day 1 - Overview - Selecting and completing drafts

Intended Learning:

In this lesson, students will review drafts, select one to develop and publish, reread their writing critically, complete first drafts of their selected writing pieces, and use writing time responsibly.

Assessment:

Students will select personal narrative to complete to publishing phase and work on making changes.

Standards

6.W.1.d Establish and maintain a formal style.

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2.e Establish and maintain a formal style

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.



- 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
 - 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - 6.L.4.a Use context as a clue to the meaning of a word or phrase.
 - 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
 - 6.L.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
 - 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA Class 3 11:00am - 11:27am

Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 3 Overview - Day 1 - Selecting and completing drafts

Intended Learning:

In this lesson, students will review their drafts and select one to develop and publish, reread their writing critically, complete the first drafts of their selected writing pieces, and use writing time responsibly

Assessment:

Students will discuss what personal narratives are, discuss what voice is in personal narratives, draft a personal narrative, and be able to show listening skills by asking questions about other student's writing.

Standards

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 3.L.1.a Write legibly in print or cursive, using appropriate spacing and margins.



- 3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.L.1.j** Produce simple, compound, and complex sentences
- 3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.1.c** Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.1.d** Provide a conclusion.
- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 6.W.2.e** Establish and maintain a formal style
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.



- 6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.3.e Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
- 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 3.SL.1.b Follow agreed-upon rules for discussions
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

5/6 Study Hall 12:00pm - 1:00pm

SIPPS 1:00pm - 1:30pm

SIPPS

Topic:

The students will do their Reading Plus for that day.

Intended Learning:

Students will do the next Reading Plus assigned for the day and pass with 80% score or above.

Assessment:

The students will pass their Reading Plus assignment with 80% or above score.

Standards

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
- 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.



3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3-5 Science 1:30pm - 2:00pm

Social Studies

Logic:

Famous Landmarks around the World

Intended Learning:

Students will read about and answer questions about several famous landmarks around the world.

Assessment:

Students will answer questions orally and in written form about the various landmarks accurately and with clear understanding of them, where they are, and why they are important.

Standards

5.W.1.b Provide logically ordered reasons that are supported by facts and details.

5.W.1.c Link opinion and reasons using grade level appropriate words, phrases, and clauses.

5.W.2.c Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.

5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

5.W.9.b Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.10 By the end of the year, read and comprehend informational text.

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.SL.2 Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.



- 5.SL.4.b Using appropriate facts and relevant descriptive details to support main ideas or themes
- 5.SL.4.c Speak clearly at an understandable pace
- 5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

6-7 Science 2:15pm - 3:00pm

Social Studies

Topic:

Family Tree

Intended Learning:

Students will research and make their family tree as far back as they can find - several generations.

Assessment:

Students will show understanding of a family tree, generations, and relationships by being able to display them on a poster and discussion the interrelationships amongst their family members.

Standards

- 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.5 Describe the structure of a text (e.g., sequence, comparison/contrast, cause/effect, etc.).
- 6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps etc.) with other information in print and digital texts.
- 6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

5/6/7 Study Hall 3:00pm - 3:30pm



Thursday 05/02/2024

Group 3 8:30am - 9:00am

Spelling/Reading

Logic:

Lesson 26 Day 4 - Final test - 10 times missed words

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 16 Day 3 - Introduce intense, exhilarated, and outstanding

Intended Learning:

Students will learn and use new words, review shades of meaning, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.



- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.1.c Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.2.c Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- 3.W.3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA Class 2 9:00am - 10:00am

Spelling/Reading

Logic:

Lesson 26 Day 4 - Final test - 10 times missed words

Intended Learning:

Students will show understanding by taking test on words and showing proficiency.

Assessment:

Students will show understanding by passing test with 80% or above accuracy on final spelling test.

Logic:

Reading - Volume 2 Week 27 Day 4 - Review incident, abruptly, and eventful

Intended Learning:

Students will review words learned, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards



- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.3.b Maintain consistency in style and tone.
- 6.L.4.a Use context as a clue to the meaning of a word or phrase.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e Establish and maintain a formal style
- 6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.9.a Apply grade 6 Reading standards for literature to writing.

Group 2 10:15am - 11:00am

Writing



Logic:

Unit 2: Genre - Personal Narrative - Week 3 Day 2- Overview - Analyzing and revising drafts

Intended Learning:

In this lesson, students will reread their writing critically, mark places in their drafts where they might express their own voices, mark places in their drafts where they might add sensory details, begin revising their drafts, and use writing time responsibly.

Assessment:

Students will select personal narrative to complete to publishing phase and work on making changes.

Standards

6.W.1.d Establish and maintain a formal style.

6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2.e Establish and maintain a formal style

6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)



- 6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - 6.L.4.a Use context as a clue to the meaning of a word or phrase.
 - 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
 - 6.L.4.c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA Class 3 11:00am - 11:27am

Grammar

Logic:

Parts of Speech Unit - Week 31-33

Intended Learning:

Students will review parts of speech and work on sentences finding parts of speech and using parts of speech.

Assessment:

Students will show understanding by answering all questions accurately and being able to input correct parts of speech words in sentence blanks.

Standards

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 3.L.1.a Write legibly in print or cursive, using appropriate spacing and margins.
 - 3.L.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - 3.L.1.j Produce simple, compound, and complex sentences
- 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.1.c Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.1.d Provide a conclusion.



- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 6.W.2.e** Establish and maintain a formal style
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.3.e** Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
- 6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 6.W.5** Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)



- 6.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 3.SL.1.b Follow agreed-upon rules for discussions
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

5/6 Study Hall 12:00pm - 1:00pm

SIPPS 1:00pm - 1:30pm

SIPPS

Topic:

The students will do their Reading Plus for that day.

Intended Learning:

Students will do the next Reading Plus assigned for the day and pass with 80% score or above.

Assessment:

The students will pass their Reading Plus assignment with 80% or above score.

Standards

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
- 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.
- 3.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
- 3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

Specials 1:30pm - 3:30pm

3-5 Science 1:30pm - 2:00pm

6-7 Science 2:15pm - 3:00pm



5/6/7 Study Hall 3:00pm - 3:30pm



Friday 05/03/2024

Group 3 8:30am - 9:00am

Reading

Logic:

Reading - Volume 2 Week 16 Day 4- Review intense, exhilarated, and outstanding

Intended Learning:

Students will review and use new words, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

3.RL.10 By the end of the year, read and comprehend a variety of literary texts.

3.RL.10.a Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

3.RL.10.b With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3.SL.1.c Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

3.SL.1.d Explain their own ideas and understanding in light of the discussion.

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

3.W.1.c Use grade level appropriate linking words and phrases to connect opinion and reasons.

3.W.2.c Use grade level appropriate linking words and phrase to connect ideas within categories of information.

3.W.3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.



- 3.W.3.b Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELA Class 2 9:00am - 10:00am

Reading

Logic:

Reading - Volume 2 Week 27 Day 5 - Ongoing Review

Intended Learning:

Students will review words learned, build their speaking and listening skills, work in a responsible way and give reasons for their opinions. They will discuss their opinions respectfully.

Assessment:

Students will show understanding of the words by answering questions about them correctly and filling them in correctly in situations. They will be able to answer correctly and listen politely when others are speaking. Finally, they will be able to give reasons for their opinions.

Standards

- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1.e Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.3 Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.SL.6 Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b Spell correctly; consult references as needed
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.3.b Maintain consistency in style and tone.
- 6.L.4.a Use context as a clue to the meaning of a word or phrase.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.



- 6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
- 6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5.a Interpret figures of speech (e.g., personification, etc.) in context.
- 6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e Establish and maintain a formal style
- 6.W.2.f Provide a concluding statement or section that follows from the information or explanation presented.
- 6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.9.a Apply grade 6 Reading standards for literature to writing.

Group 2 10:15am - 11:00am

Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 3 Day 3 - Overview - Analyzing and revising drafts

Intended Learning:

In this lesson, students will reread their writing critically, mark places in their drafts where they might express their own voices, mark places in their drafts where they might add sensory details, begin revising their drafts, and use writing time responsibly.

Assessment:

Students will select personal narrative to complete to publishing phase and work on making changes

Standards

- 6.W.1.d Establish and maintain a formal style.
- 6.W.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
- 6.W.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- 6.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6.W.2.e Establish and maintain a formal style



- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 6.W.5** Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
- 6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.a** Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- 6.SL.1.c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.1.e** Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
- 6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.6** Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 6.SL.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 6.L.2.a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- 6.L.2.b** Spell correctly; consult references as needed
- 6.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.
- 6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.4.a** Use context as a clue to the meaning of a word or phrase.
- 6.L.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
- 6.L.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- 6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.5.a** Interpret figures of speech (e.g., personification, etc.) in context.
- 6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



ELA Class 3 11:00am - 11:27am

Writing

Logic:

Unit 2: Genre - Personal Narrative - Week 3 Overview - Day 3 - Analyzing and revising drafts

Intended Learning:

In this lesson, students will reread their writing critically, mark places in their drafts where they might add sensory details, begin revising their drafts, use writing time responsibly

Assessment:

Students will discuss what personal narratives are, discuss what voice is in personal narratives, draft a personal narrative, and be able to show listening skills by asking questions about other student's writing.

Standards

- 3.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.1.a** Write legibly in print or cursive, using appropriate spacing and margins.
- 3.L.1.b** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- 3.L.1.j** Produce simple, compound, and complex sentences
- 3.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.1.c** Use grade level appropriate linking words and phrases to connect opinion and reasons.
- 3.W.1.d** Provide a conclusion.
- 3.W.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- 3.W.3** Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.
- 3.W.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.W.3.b** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4** With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.8** Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.



- 3.SL.1.a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 3.SL.1.c** Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
- 3.SL.1.d** Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 6.W.2.e** Establish and maintain a formal style
- 6.W.3** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.W.3.a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- 6.W.3.b** Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
- 6.W.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- 6.W.3.d** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- 6.W.3.e** Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
- 6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 6.W.5** Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
- 6.W.10** Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.1.c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.6** Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 3.SL.1.b** Follow agreed-upon rules for discussions
- 3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

No students p.m. 11:30am - 3:30pm
5/6 Study Hall 12:00pm - 1:00pm
SIPPS 1:00pm - 1:30pm
3-5 Science 1:30pm - 2:00pm
6-7 Science 2:15pm - 3:00pm
5/6/7 Study Hall 3:00pm - 3:30pm