

Week 1: 8/22 - 8/26

Monday, August 22	Tuesday, August 23	Wednesday, August 24	Thursday, August 25	Friday, August 26
		<i>I can get introduced to 6th grade ELA.</i>	<i>I can show my reading skills on iReady.</i>	<i>I can show my reading skills on iReady.</i>
		FIRST DAY OF SCHOOL ● Reading Inventory ● Class Expectations ● Introduce Epic! & Classroom Library ● Letter to Future Self	● iReady Reading Diagnostic	● iReady Reading Diagnostic

Week 2: 8/29 - 9/2

Monday, August 29	Tuesday, August 30	Wednesday, August 31	Thursday, September 1	Friday, September 2
<i>I can get introduced to 6th grade ELA.</i>	<i>I can get introduced to 6th grade ELA.</i>	<i>I can get to know my teacher and my classmates.</i>	<i>I can show my reading skills on iReady.</i>	
● Classroom Expectations ● Read Aloud ● Silent Read ● Letter to Future Self	● ELA Procedures ● ELA Canvas ● Epic! Online Books ● Logging into Amplify	● All About Ms. Jarrett ● All About Me Brochure	● iReady Reading Diagnostic	NO SCHOOL Labor Day Break



Week 3: 9/5 - 9/9

Monday, Sept 5	Tuesday, Sept 6	Wednesday, Sept 7	Thursday, Sept 8	Friday, Sept 9
	<i>I can get introduced to Amplify curriculum.</i>	<i>I can get introduced to Amplify curriculum.</i>	<i>I can identify text features and use context clues to determine unknown meanings of words.</i>	<i>I can write a summary of a narrative nonfiction; I can analyze text evidence to draw claims.</i>
NO SCHOOL Labor Day Break	6A: Dahl & Narrative Sub-unit 1 ● Lesson 1: Welcome	6A: Dahl & Narrative Sub-unit 1 ● Finish Lesson 1: Welcome ● <u>Amplify Welcome Check</u> ● Silent Read	● Scope Article: <u>Return of the Mummy King</u> - Preview - Partner Read - <u>Text Features & Vocab</u> Wkst	● Scope Article: <u>Return of the Mummy King</u> - <u>Summary Wkst</u> ● <u>Mummy King Reading Check</u> <i>Sub Day</i>



Week 4: 9/12 - 9/16

Monday, Sept 12	Tuesday, Sept 13	Wednesday, Sept 14	Thursday, Sept 15	Friday, Sept 16
<i>I can login and check grades on PowerSchool; I can review and resubmit my work for quality.</i>	<i>I can write with focus about one small moment from lunch.</i>	<i>I can write with focus about one small moment from lunch.</i>	<i>I can identify and add sensory details, action, and dialogue to enhance my writing.</i>	<i>I can practice focus by writing about one moment I did something new or unexpected.</i>
● PowerSchool Check ● Reflect on and finish Return of the Mummy King - Text Features & Vocab Wkst - Summary Wkst - Mummy King Reading Check	6A: Dahl & Narrative Sub-unit 2 ● Lesson 1: What Grabs Your Attention - Tabs 1-3	6A: Dahl & Narrative Sub-unit 2 ● 2.1 Write - Lunch	6A: Dahl & Narrative Sub-unit 2 ● Lesson 2: Focus on a Moment <i>Identify & add to yesterday's writing:</i> - Sensory Details - Action - Dialogue	6A: Dahl & Narrative Sub-unit 2 ● Vocab: Cacophony ● 2.2 Write - Unexpected Moment



Week 5: 9/19 - 9/23

Monday, Sept 19	Tuesday, Sept 20	Wednesday, Sept 21	Thursday, Sept 22	Friday, Sept 23
<i>I can identify and add sensory details, action, and dialogue to enhance my writing.</i>	<i>I can describe the difference between telling and showing.</i>	<i>I can write about one nervous moment, using precise details to show this emotion.</i>	<i>I can analyze how Dahl uses precise details and language to slow down and focus on one moment.</i>	
Lesson 3: Strengthen Focus on a Moment ● Vocab: Irrate ● Review 2.2 Write - Unexpected Moment <i>Identify & Add:</i> - Sensory Details - Action - Dialogue	Lesson 4: To Show or To Tell - Tabs 1-3 ● 2.3 Mini Write ● Vocab: Covert ● Telling vs. Showing	Lesson 4: To Show or To Tell ● Finish Scenarios Telling vs. Showing ● 2.4 Write - Nervous Moment	Lesson 5: Slowing Down the Moment ● Vocab: Lurk ● Mentor Texts: Roald Dahl	Half Day Fitness Palooza!



Week 6: 9/26 - 9/30

Monday, Sept 26	Tuesday, Sept 27	Wednesday, Sept 28	Thursday, Sept 29	Friday, Sept 30
<i>I can practice slowing down and focusing on one, very brief moment.</i>	<i>I can analyze how Dahl uses precise details and language to focus and show an emotion.</i>	<i>I can practice writing with emotion by writing about one moment with friends.</i>	<i>I can revise my writing to strengthen the focus.</i>	<i>I can focus on one moment with interesting words, sensory details, dialogue & inner thinking</i>
Lesson 5: Slowing Down the Moment ● Mentor Texts: Roald Dahl ● 2.5 Write - Three Minutes or Less Story	Lesson 6: Focusing on an Emotion ● Finish 2.5 Write - Three Minutes or Less Story ● Vocab: Exonerate ● Mentor Text: The Great Mouse Plot	Lesson 6: Focusing on an Emotion ● Showing Emotion Practice ● 2.6 Write - Time with Friends	Lesson 7: Revise to Strengthen Focus ● Vocab: Grotesque ● Revise 2.4 Write - Nervous Moment - Add 3-5 more focused sentences & highlight ● 2.7 Mini Write	Lesson 8: Picture This Moment ● Vocab: Spurred ● Narrative Writing Quiz



Week 7: 10/3 - 10/7

Monday, Oct 3	Tuesday, Oct 4	Wednesday, Oct 5	Thursday, Oct 6	Friday, Oct 7
<i>I can create a timeline of moments to consider how Dahl defines his purpose</i>	<i>I can independently read and annotate a text and answer questions.</i>	<i>I can use concrete text details to support an impression of candy.</i>	<i>I can use concrete text details to support an impression of candy.</i>	<i>I can identify key details in a description to build an interpretation of a character</i>
Start Sub-Unit 3 Lesson 1: Introducing the Text - Tabs 1, 3-8 ● Vocab App Intro ● Roald Dahl Texts ● Life Timeline ● Author's Note	● Vocab App Finish Lesson 1: Introducing the Text ● Tab 9: Solo Activity	● Vocab App Lesson 2: Adding Up Details ● Tabs 2 & 3	● Vocab App Finish Lesson 2: ● Write: Tab 4 ● Narrative vs. Argumentative Writing - Tabs 6-8 ● Lesson 2 Tab 9: Solo	● Vocab App Lesson 3: Using Text Details in Writing ● Tabs 3-5



Week 8: 10/10 - 10/14

Monday, Oct 10	Tuesday, Oct 11	Wednesday, Oct 12	Thursday, Oct 13	Friday, Oct 14
<i>I can identify key details in a description to build an interpretation of a character.</i>	<i>I can analyze complex sentence structures to show the relationship between events in an action sequence.</i>	<i>I can familiarize myself with the student handbook and determine consequences for student behaviors.</i>	<i>I can revise a previous writing response to add relevant supporting evidence.</i>	<i>I can analyze text to determine character emotions.</i>
● Vocab App ● <u>3.3 Write - Mrs. Pratchett</u> ● Tabs 8, 9, 10	● Vocab App ● Complex Sentences Worksheet ● Revisit 2.5 Write - Three Minutes or Less Story - Create 3 complex sentences ● Exit Ticket: Tab 6	● Vocab App ● Middle Level Student Handbook Lesson with Mrs. Mac - Lesson 5: Revise to Add Evidence ● Start Tab 3	● Vocab App - Lesson 5: Revise to Add Evidence ● Finish Tab 3 ● Revise Text Evidence 3.3 Write - Mrs. Pratchett ● <u>Exit Ticket: Text Evidence</u>	● Vocab App - Lesson 6: Connecting Moments in the Reading ● Tabs 3-7



Week 9: 10/17 - 10/21

Monday, Oct 17	Tuesday, Oct 18	Wednesday, Oct 19	Thursday, Oct 20	Friday, Oct 21
<i>I can make a claim, support it with text evidence, and use reasoning.</i>	<i>I can use dialogue and narration to describe one focused moment and convey character and situation.</i>	<i>I can select and analyze dialogue and narration to interpret character and determine author's point of view.</i>	<i>I can act out a scene based on analysis of dialogue and narration.</i>	
● Vocab App ● Argument Writing Quiz ● Lesson 6 Solo Wkst	● Vocab App Lesson 7: Introducing Dialogue ● Tabs 2-9	● Vocab App Lesson 8: Dialogue, Narration, Character, and POV ● Tabs 2 & 3	● Vocab App Lesson 8: Dialogue, Narration, Character, and POV ● Act It Out: Mr. Coombes Scene Last Day of Quarter 1	No School Fall Break



Week 10: 10/24 - 10/28

Monday, Oct 24	Tuesday, Oct 25	Wednesday, Oct 26	Thursday, Oct 27	Friday, Oct 28
	<i>I can connect details and key events to analyze Dahl's arc of emotions.</i>	<i>I can make a claim about Dahl's regret and support it with text evidence and reasoning.</i>	<i>I can analyze text details and structure to define an object.</i>	<i>I can analyze text details and structure to define an object.</i>
No School Fall Break	● Vocab App ● Lesson 8 Solo Lesson 9: Using Details Persuasively ● Tabs 3-5	● Vocab App ● Lesson 9 Tab 6: Write - Dahl's Regret ● Exit Ticket: Emotions ● Lesson 9 Solo	● Vocab App ● Lesson 10 Solo Lesson 11: Focus on an Object ● Tabs 3 & 4	● Vocab App Finish Lesson 11 ● Read "Chapter 12: The Matron" - Pgs 57-61 ● Lesson 11 Solo Wkst



Week 11: 10/31 - 11/4

Monday, Oct 31	Tuesday, Nov 1	Wednesday, Nov 2	Thursday, Nov 3	Friday, Nov 4
<i>I can identify mood in a story and write a sequel to stay true to the mood.</i>	<i>I can analyze text details about characters to identify character traits.</i>	<i>I can show all I've learned in the Dahl & Narrative unit.</i>	<i>I can identify character traits and support it with evidence.</i>	<i>I can identify character traits and support it with evidence.</i>
● Vocab App ● Read Short Story: The Nothing ● <u>Write: The Nothing Sequel</u>	● Vocab App ● Lesson 12 Worksheet ● <u>3.12 Write - The Matron</u>	● <u>Dahl & Narrative Unit Reading Assessment</u>	Dahl Unit Celebration Part 1 ● Mrs. Pratchett's Sweet Shop ● Matilda - Character Trait Chart	Dahl Unit Celebration Part 2 ● Mrs. Pratchett's Sweet Shop ● Matilda - Character Trait Chart



Week 12: 11/7-11/11

Monday, Nov 7	Tuesday, Nov 8	Wednesday, Nov 9	Thursday, Nov 10	Friday, Nov 11
<i>I can analyze techniques, examples, and anecdotes the author uses to introduce yellow fever.</i>	<i>I can make a claim about whether or not I would volunteer to investigate the cause of the disease.</i>	<i>I can analyze how yellow fever and Dr. Reed are introduced.</i>	<i>I can develop a claim about Dr. Reed using evidence from the text.</i>	
● Vocab App <u>NEW UNIT</u> 6B Mysteries & Investigations Lesson 1: Meeting a Monster ● Tabs 2-4	● Vocab App Finish Lesson 1 ● <u>2.1 Write - Fever Volunteer</u> ● Exit Ticket: Tab 7 ● Lesson 1 Solo: Tab 8	● Vocab App Lesson 2: Monsters and Heroes ● Tabs 2-4	● Vocab App ● <u>Lesson 2 Tab 5: Write - Dr. Reed</u> ● <u>Exit Ticket: Dr. Reed</u> ● Lesson 2 Solo: Tab 8	● <u>Attendance Sign In</u> ● <u>FLIGHT plan 2.0 Survey</u> Half Day Pancake Breakfast



Week 13: 11/14-11/18

Monday, Nov 14	Tuesday, Nov 15	Wednesday, Nov 16	Thursday, Nov 17	Friday, Nov 18
<i>I can identify details and evaluate evidence presented to support/oppose a claim.</i>	<i>I can identify details and evaluate evidence presented to support/oppose a claim.</i>	<i>I can read independently and refer to the text to answer questions.</i>	<i>I can determine character traits and analyze how the author conveys point of view about the team of researchers.</i>	
● Vocab App Lesson 3: Weigh the Evidence -Yellow Fever Origin Theories ● Tabs 2 & 3 ● Evidence App Demo ● Evidence App - Yellow Fever	● Vocab App Finish Lesson 3 ● Evaluating Evidence Worksheet ● Exit Ticket: Evidence Type	● Vocab App ● Lesson 3 Solo: Tab 8 Fever 1793 Activity ● Read Excerpt ● Postcard	● Vocab App Lesson 5: Meeting the Team ● Tabs 2-3	Snow Day! No School 



Week 14: 11/21-11/25

Monday, Nov 21	Tuesday, Nov 22	Wednesday, Nov 23	Thursday, Nov 24	Friday, Nov 25
<i>I can identify character traits based on inferences from text evidence.</i>	<i>I can read, organize, and use evidence from the text to analyze the theories about yellow fever transmission.</i>			
● Vocab App ● The Research Team: Identifying Character Traits Worksheet Lesson 6: Investigating Breakthroughs and Analyzing Evidence ● Tabs 2-3	● Vocab App Finish Lesson 6 ● Tab 4 ● 2.6 Write - Fever Transmission Evidence App ● Chapter 4	NO SCHOOL <i>Thanksgiving Break</i> 		



Week 15: 11/28-12/2

Monday, Nov 28	Tuesday, Nov 29	Wednesday, Nov 30	Thursday, Dec 1	Friday, Dec 2
<i>I can compare and contrast text and graphics to evaluate their effectiveness.</i>	<i>I can analyze motivations about the mosquito experiment.</i>	<i>I can use text details to support what motivated the scientists' actions.</i>	<i>I can compare and contrast Suzanne Jurmain's and Mabel Lazear's presentations of Dr. Lazear's infection.</i>	<i>I can identify the risks and rewards of becoming a medical volunteer at Camp Lazear.</i>
● Vocab App Lesson 7: Rumors and Reality: Introducing Dr. Finlay ● Tabs 2-4	● Vocab App ● <u>Exit Ticket: Dr. Finlay</u> Lesson 9: The Monster, the Mosquito, and Motivation ● Reading: Chapter 7 ● Lesson 9 Worksheet	● Vocab App ● 2.9 Write - Mosquito Bite ● <u>Exit Ticket: Mosquito Theory</u> ● L9 Solo Activity	● Vocab App Lesson 10: Heroic or Reckless? ● Tabs 2-3 ● <u>2.10 Write - Letter</u>	● Vocab App ● <u>Exit Ticket: Two Texts</u> Lesson 11: Understanding the Risks ● Lesson 11 Worksheet ● Readings: - Ch 11, p. 1-12



Week 16: 12/5-12/9

Monday, Dec 5	Tuesday, Dec 6	Wednesday, Dec 7	Thursday, Dec 8	Friday, Dec 9
<i>I can summarize the key methods and findings of the experiment.</i>	<i>I can set a growth goal and determine test takings strategies to try.</i>	<i>I can show all I've learned in reading and determine reading growth.</i>	<i>I can summarize the key methods and findings of the experiment.</i>	<i>I can paraphrase key points of the doctor's hippocratic oath.</i>
● Vocab App Lesson 13: Do You Consent? Volunteers of Camp Lazear ● Tabs 2-5	<u>Winter iReady Reading Diagnostic</u> ● iReady Goals & Growth Tracking Sheet - Set goals	<u>Winter iReady Reading Diagnostic</u> ● iReady Goals & Growth Tracking Sheet - Record scores & determine growth	● Finish <u>Winter iReady Reading Diagnostic</u> ● <u>Exit Ticket: Experiments</u> ● <u>L13 Solo Activity</u>	● Vocab App Lesson 14: Did Dr. Reed Violate the Hippocratic Oath? ● Tabs 2-3 ● <u>Exit Ticket: Hippocratic Oath</u>



Week 17: 12/12-12/16

Monday, Dec 12	Tuesday, Dec 13	Wednesday, Dec 14	Thursday, Dec 15	Friday, Dec 16
<i>I can evaluate of the ethics of Dr. Reed's experiments; I can identify features of a newspaper article.</i>	<i>I can consider features of a newspaper article and analyze key sections to identify the main causes of a potential yellow fever outbreak.</i>	<i>I can read a text about yellow fever and use evidence to answer questions.</i>		
● Vocab App ● <u>Exit Ticket: Hippocratic Oath</u> ● Finish L14: Tab 4 ● Start L13 Worksheet	● Vocab App Lesson 15: The Yellow Fever Challenge Today ● Finish L13 Wkst ● <u>Exit Ticket: Brazil Article</u>	● Vocab App ● <u>Yellow Fever Test Pt 1</u>	No School Air Quality Testing Day	ATTENDANCE FORM Half Day



Week 18: 1/2 - 1/6

Monday, Jan 2	Tuesday, Jan 3	Wednesday, Jan 4	Thursday, Jan 5	Friday, Jan 6
	<i>I can identify my emotions and common automatic negative thoughts.</i>	<i>I can identify expected behaviors and consequences for misbehaviour.</i>	<i>I can read a text about yellow fever and use evidence to answer questions.</i>	<i>I can read a text about yellow fever and use evidence to answer questions.</i>
Winter Break No School	● Review Classroom Expectations ● Lesson 1: Emotions - Check-In Wkst	● Student Handbook Review Lesson - Handbook - Scenario Wkst	● Vocab App Redo ● Yellow Fever Test Pt 1	● Vocab App ● Yellow Fever Test Pt 2



Week 19: 1/9 - 1/13

Monday, Jan 9	Tuesday, Jan 10	Wednesday, Jan 11	Thursday, Jan 12	Friday, Jan 13
<i>I can identify the subject and predicate in a sentence.</i>	<i>I can identify the subject of a sentence.</i>	<i>I can identify the predicate of a sentence.</i>	<i>I can identify complete sentences.</i>	<i>I can identify the subject and predicate in complete sentences.</i>
● Vocab App ● Schoolhouse Rock: Mr. Morton ● Grammar Lesson 1: Defining A Complete Sentence ● Exit Ticket: Sentences	● Vocab App ● Schoolhouse Rock: Nouns ● Grammar Lesson 2: The Simple Subject ● Exit Ticket: Subject	● Vocab App ● Schoolhouse Rock: Verbs ● Grammar Lesson 3: The Simple Predicate ● Exit Ticket: Predicate	● Vocab App ● Rewatch Schoolhouse Rock: Mr. Morton ● Subject/Predicate Worksheet ● Grammar Lesson 4: Identifying & Fixing Complete Sentences	● Vocab App ● Complete Sentences Interactive ● Mini Quiz: Complete Sentences END OF Q2 END OF SEMESTER



Week 20: 1/16 - 1/20

Monday, Jan 16	Tuesday, Jan 17	Wednesday, Jan 18	Thursday, Jan 19	Friday, Jan 20
<i>I can assess the credibility of a variety of provided sources.</i>	<i>I can assess the credibility of a variety of provided sources.</i>	<i>I can review two websites and evaluate which is more credible.</i>	<i>I can assess website trustworthiness with a credibility checklist.</i>	
● Sign Up & Diagnostic: Quill Class Links <u>NEW UNIT</u> 6C The Chocolate Collection ● Lesson 1.1: Evaluating Sources Part 1	● Quill Grammar ● Finish Lesson 1.1: Evaluating Sources Part 1	● Quill Grammar ● Lesson 1.2A: Evaluating Sources Part 2	● Quill Grammar ● Lesson 1.2B: Credibility Checklist ● <u>Exit Ticket:</u> <u>Credible Sources</u>	<u>Attendance</u> <u>Sign in</u> Half Day Half Day Plan 5th Hr SEL Lesson 6th Hr SEL Lesson



Week 21: 1/23 - 1/27

Monday, Jan 23	Tuesday, Jan 24	Wednesday, Jan 25	Thursday, Jan 26	Friday, Jan 27
<i>I can frame direct quotes, provide references, and paraphrase source information</i>	<i>I can frame direct quotes, provide references, and paraphrase source information</i>	<i>I can frame direct quotes, provide references, and paraphrase source information</i>	<i>I can identify and evaluate key points on both sides of a debate</i>	<i>I can use context clues to determine the meaning of unknown words; I can identify figurative language</i>
● Quill Grammar ● Lesson 1.3: Avoiding Plagiarism - Tabs 2-5 ● Video: - Paraphrasing	● Quill Grammar ● Video: - Paraphrasing ● Avoiding Plagiarism Practice	● Quill Grammar ● Finish Avoiding Plagiarism Practice ● Quizizz Practice: Paraphrase or Plagiarism? ● Exit Ticket: Plagiarism	● Quill Grammar ● Article: Should We Get Rid of Daylight Saving Time? - Preview/ Read - Worksheet	● Quill Grammar ● Story: The Roach - Preview/ Read - Worksheet 3rd Hour: - Lesson 2.1 Scavenger Hunt



Week 22: 1/30 - 2/3

Monday, Jan 30	Tuesday, Jan 31	Wednesday, Feb 1	Thursday, Feb 2	Friday, Feb 3
<i>I can skim and scan a source for relevance and close read a source for key information</i>	<i>I can skim and scan a source for relevance and close read a source for key information</i>	<i>I can explain how chocolate is portrayed as a luxury or a necessity by analyzing details from an image.</i>	<i>I can skim and scan a source for relevance and close read for key information.</i>	<i>I can close read a text for key information.</i>
● Quill Grammar ● Video: History of Chocolate ● KWL Chocolate ● Lesson 2.1: Scavenger Hunt - Introducing the Collection - Tab 3	● Quill Grammar ● Lesson 2.1: Scavenger Hunt - Introducing the Collection - Tabs 4-5	● Quill Grammar ● Lesson 2.1 - Tab 6 ● 2.1 Write - Chocolate Luxury ● Exit Ticket: Tab 9	● Quill Grammar ● KWL Chocolate - Learned section ● Lesson 2.2: Scavenger Hunt - Exploring the Collection - Tabs 3-5	● Quill Grammar ● Exit Ticket: Tab 6 ● Read Article: "Pilot Dropped Candy into Hearts of Berlin" (pgs 312-314) - Candy Bombers Wkst



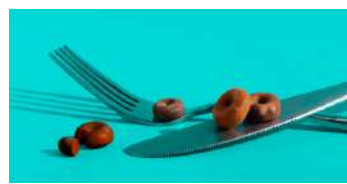
Week 23: 2/6 - 2/10

Monday, Feb 6	Tuesday, Feb 7	Wednesday, Feb 8	Thursday, Feb 9	Friday, Feb 10
<i>I can identify author's purpose and source types.</i>	<i>I can generate a research question about chocolate and identify credible Internet sources.</i>	<i>I can identify and evaluate credible Internet sources.</i>	<i>I can use evidence from multiple credible sources and framed quotes to describe key information about my research topic.</i>	<i>I can establish a claim and use evidence from the texts.</i>
● Quill Grammar ● Lesson 2.3 Internet Research Worksheet	● Quill Grammar ● Lesson 2.3 Internet Research - Tab 4 ● Internet Research	● Quill Grammar ● Internet Research	● Quill Grammar ● 2.3 Write - Research Question ● Exit Ticket: Tab 9	● Quill Grammar ● Lesson 3.1 Reasons and Evidence Wkst ● Lesson 3.1 Reasons and Evidence - Tab 5 (pgs 1&2) ● Exit Ticket: Tab 6



Week 24: 2/13 - 2/17

Monday, Feb 13	Tuesday, Feb 14	Wednesday, Feb 15	Thursday, Feb 16	Friday, Feb 17
<i>I can examine how informational texts can provide compelling evidence.</i>	<i>I can use evidence to draft an argumentative letter to inform and persuade a candy store owner.</i>	<i>I can compare and contrast the experience of viewing a video to reading the poem.</i>	<i>I can analyze images to best connect one to the poem. I can create an ode using descriptive language to glorify an event, object, or person.</i>	
● Quill Grammar ● Lesson 3.2 Argument Writing - Tabs 2&3	● Quill Grammar ● 3.2 Write - Chocolate Letter ● Exit Ticket: Claims	● Quill Grammar ● Lesson 3.3 The Many Ways of Experiencing "Chocolate" - Tabs 2&3 ● Exit Ticket: Poem	● Quill Grammar ● Finish Lesson 3.3 The Many Ways of Experiencing "Chocolate" - Tabs 4-5 ● 3.3 Write - Ode	Mid-Winter Break No School



Week 25: 2/20 - 2/24

Monday, Feb 20	Tuesday, Feb 21	Wednesday, Feb 22	Thursday, Feb 23	Friday, Feb 24
				<i>I can identify the components of an essay.</i>
Mid-Winter Break No School	Mid-Winter Break No School	SNOW DAY No School	SNOW DAY No School	● Quill Grammar ● Sample Essay: M&M's Are Out of This World - Identify Claim, Evidence, Reasoning, Citations, Paragraphs



Week 26: 2/27 - 3/3

Monday, Feb 27	Tuesday, Feb 28	Wednesday, March 1	Thursday, March 2	Friday, March 3
<i>I can make a claim about chocolate and happiness.</i>	<i>I can identify a relevant source from the Chocolate Collection and gather evidence.</i>	<i>I can identify a credible and relevant website and gather evidence.</i>	<i>I can explain and connect my evidence to my claim with reasoning.</i>	<i>I can write an introduction to my essay with an engaging lead, key background info, and claim</i>
● Quill Grammar ● <u>Essay Organizer</u> - Introduce Essay/ Timeline - Make claim statement	● Quill Grammar ● <u>Essay Organizer</u> - Find Source 1 from Chocolate Collection (pgs 297-357) - Gather evidence	● Quill Grammar ● Introduce March is Reading Month ● <u>Essay Organizer</u> - Find Source 2 from website - Gather evidence	● Quill Grammar ● <u>DUE: Essay Organizer</u> - Finish gathering evidence - Reasoning	● Quill Grammar ● <u>Chocolate Essay</u> - Introduction Paragraph



Week 27: 3/6 - 3/10

Monday, March 6	Tuesday, March 7	Wednesday, March 8	Thursday, March 9	Friday, March 10
<i>I can write my first body paragraph to include evidence from my first source, reasoning, and transitions.</i>	<i>I can write my second body paragraph to include evidence from my second source, reasoning, and transitions.</i>	<i>I can write a conclusion to my essay to restate my claim and leave final thoughts to my reader.</i>	<i>I can create a works cited section at the end of my essay to properly cite my sources</i>	
● Quill Grammar ● <u>Chocolate Essay</u> - Body Paragraph 1 (Source 1 - from the Chocolate Collection)	● Quill Grammar ● <u>Chocolate Essay</u> - Body Paragraph 2 (Source 2 - from a website)	● Quill Grammar ● <u>Chocolate Essay</u> - Conclusion	● Quill Grammar ● <u>Chocolate Essay</u> - Works Cited	SNOW DAY No School



Week 28: 3/13 - 3/17

Monday, March 13	Tuesday, March 14	Wednesday, March 15	Thursday, March 16	Friday, March 17
<i>I can self- and partner-review my essay for final revisions.</i>				
● Quill Grammar ● KWL Chocolate ● Chocolate Essay DUE - Self & Partner Review - Rubric - Final Edits & Revisions - Submit	<u>Spring iReady Reading Diagnostic</u> ● iReady Goals & Growth Tracking Sheet - Set goals	<u>Spring iReady Reading Diagnostic</u> ● iReady Goals & Growth Tracking Sheet - Record scores & growth	<u>Spring iReady Reading Diagnostic</u> ● iReady Goals & Growth Tracking Sheet - Record scores & growth	● Attendance Form Half Day Half Day Plan END OF Q3



Week 29: 3/20 - 3/24

Monday, March 20	Tuesday, March 21	Wednesday, March 22	Thursday, March 23	Friday, March 24
<i>I can close read texts to answer questions with evidence.</i>	<i>I can reflect on my learning in this unit by listing all the things I've learned about chocolate.</i>	<i>I can get caught up with iReady, the Chocolate Test, or silent read</i>	<i>I can get introduced to the world of Greek myths.</i>	<i>I can get introduced to the gods of Greek myths.</i>
● Quill Grammar ● Chocolate Reading Test Q4 START	● Quill Grammar End of Unit Chocolate Celebration BINGO! Student Bingo Cards	● Quill Grammar ● Catch Up/ Flex Day - Finish iReady - Finish Chocolate Reading Test - Silent Read	● Quill Grammar <u>NEW UNIT</u> 6D The Greeks ● Myth World: Introducing the Quest - Prior Knowledge - Intro Video - Zeus 1	● Quill Grammar ● Myth World: First Exploration - God Worksheet



Week 30: 3/27 - 3/31

Monday, March 27	Tuesday, March 28	Wednesday, March 29	Thursday, March 30	Friday, March 31
<i>I can compare and contrast two Greek gods.</i>	<i>I can get introduced to the heroes of Greek myths.</i>	<i>I can argue which Greek hero is the greatest of all time.</i>		
● Quill Grammar ● Myth World: What is a Greek God? - “Who Would You Worship?” - Discussion ● God Writing Prompt	● Quill Grammar ● Myth World: Second Exploration - Hero Worksheet	● Quill Grammar ● Myth World: What is a Greek Hero? - Tournament of Heroes Activity (Brackets)		
			No School	No School



Week 31: 4/10 - 4/14

Monday, April 10	Tuesday, April 11	Wednesday, April 12	Thursday, April 13	Friday, April 14
<i>I can get familiar with M-STEP navigation.</i>		<i>I can get introduced to the heroes of Greek myths.</i>		
● Final Wordle ● M-STEP ELA Prep ● ELA Vocab Quizlet	M-STEP ELA	● Quill Grammar ● Myth World: What is a Greek Hero? - Finish worksheet - Hero Discussion ● Hero Writing Prompt	M-STEP ELA	M-STEP ELA



Week 32: 4/17 - 4/21

Monday, April 17	Tuesday, April 18	Wednesday, April 19	Thursday, April 20	Friday, April 21
	<i>I can explore Greek monsters and choose one to describe in more detail.</i>	<i>I can write creatively to imagine a scene of a Greek story.</i>	<i>I can analyze the claims made by Zeus and Prometheus about their view on humans.</i>	
M-STEP ELA	● Myth World: What is a Greek Monster? - Monster Worksheet ● Monster Writing Prompt	● Quill Grammar ● Myth World Final Writing Ms. J's Birthday!	● Quill Grammar ● Lesson 1.1: Zeus vs. Prometheus - Pgs 400-402 - Prometheus Worksheet	Attendance Form Half Day Half Day Plan SEL Lesson: Identifying My Supports Gray House Survey



Week 33: 4/24 - 4/28

Monday, April 24	Tuesday, April 25	Wednesday, April 26	Thursday, April 27	Friday, April 28
<i>I can connect the actions of humans receiving fire to the reasons whether humans should have fire.</i>	<i>I can argue for or against Zeus's claim that humans should not have fire, using text evidence.</i>	<i>I can stake a claim about whether Zeus' punishment is fair or unfair for Prometheus.</i>	<i>I can focus while reading a text and use evidence to find answers.</i>	<i>I can focus while reading a text and use evidence to find answers.</i>
● Quill or Vocab App ● Lesson 1.2: Should Humans Have Fire? - Tab 2 - Worksheet	● Quill or Vocab App ● Lesson 1.3: Is Zeus Correct? - Act out skits - Tab 3 - Write: Is Zeus Correct?	● Quill or Vocab App ● Lesson 1.4: Prometheus's Punishment - Tabs 2-7	● Quill or Vocab App ● Daedalus - Read Day 1 - L1 Solo Wkst - L2 Solo Wkst	● Quill or Vocab App ● Daedalus - Read Day 2 - L3 Solo Wkst ● Greek Mythology Word Search
			<i>Sub Day</i>	<i>Sub Day</i>



Week 34: 5/1 - 5/5

Monday, May 1	Tuesday, May 2	Wednesday, May 3	Thursday, May 4	Friday, May 5
<i>I can write my own version of the Prometheus myth that reflects my perspective on the myth.</i>	<i>I can finish, edit, and revise any writing in the Greeks unit so far.</i>	<i>I can make inferences about the cave owner and how that owner will react to Odysseus.</i>	<i>I can explain how Odysseus's descriptions foreshadow what will come later in his story.</i>	<i>I can make a claim about which character is the bigger trickster.</i>
● Quill or Vocab App ● Lesson 1.5: Prometheus in Your Words - Tab 2: Reread & Summarize ● Write: Prometheus	● Quill or Vocab App ● Finish/ Edit/ Revise Write: Prometheus - Partner Share - Class Share	● Quill or Vocab App ● Lesson 2.1: The Cave - Tabs 3-5 ● Exit Ticket: The Cyclops	● Quill or Vocab App ● Lesson 2.2: Meet Polyphemus - Tabs 2-6	● Quill or Vocab App ● Lesson 2.3: Tricksters ● Read "Cyclops" - para. 24-25 - para. 30-39 ● Worksheet



Week 35: 5/8 - 5/12

Monday, May 8	Tuesday, May 9	Wednesday, May 10	Thursday, May 11	Friday, May 12
<i>I can work independently to finish writing and read.</i>	<i>I can summarize and order the steps in Odysseus's escape plan.</i>	<i>I can make a claim about Odysseus's defining character trait and support it with text evidence.</i>	<i>I can close read a text and use text evidence to answer questions.</i>	<i>I can identify the position, reasons, and feelings of each character.</i>
● Quill or Vocab App ● Write: I'm A Trickster ● Lesson 2.3 Solo ● Silent Read	● Quill or Vocab App ● Lesson 2.5: Escape - Tabs 2-8	● Quill or Vocab App ● Lesson 2.6: Pride - Tabs 2, 4, & 7	● Quill or Vocab App ● Lesson 2.6 Solo - Read Text: "Second Voyage" - Second Voyage Solo Worksheet	● Quill or Vocab App ● Lesson 3.1: A Gift From the Gods? - Read "Arachne" Lines 1-66 Worksheet



Week 36: 5/15 - 5/19

Monday, May 15	Tuesday, May 16	Wednesday, May 17	Thursday, May 18	Friday, May 19
<i>I can write about one of Arachne's behaviors and describe which character trait motivates it.</i>	<i>I can analyze each character's tapestry and create my own version of a character's tapestry.</i>	<i>I can argue whether or not Minerva treats Arachne fairly.</i>	<i>I can write my own version of the Arachne myth.</i>	
● Quill or Vocab App ● Lesson 3:2: Confronting Minerva - Tabs 2-4 ● Exit Ticket: Arachne ● Lesson 3.2 Solo	● Quill or Vocab App ● Lesson 3.3: Telling Stories - Read "Arachne" Lines 26-80 Lines 96-140 Lines 141-195 - Worksheet	● Quill or Vocab App ● Lesson 3:4: Justice - Tabs 2-6 ● Exit Ticket: Theme	● Quill or Vocab App ● Write: Arachne	Attendance Form SEL Quiz Half Day Half Day Plan



Week 37: 5/22 - 5/26

Monday, May 22	Tuesday, May 23	Wednesday, May 24	Thursday, May 25	Friday, May 26
<i>I can research a Greek god, hero, or monster and gather important info.</i>	<i>I can close read texts to answer questions with evidence.</i>	<i>I can close read texts to answer questions with evidence.</i>	<i>I can research a Greek god, hero, or monster and gather important info.</i>	
● Quill or Vocab App ● <u>Field Trip Lunch Form</u> ● Introduce Greeks Project - Assign Roles ● The Greeks Project Organizer	● Quill or Vocab App ● <u>The Greeks Test Pt 1</u>	● Quill or Vocab App ● <u>The Greeks Test Pt 2</u> MS Visit Gray House	● Quill or Vocab App ● Retake <u>Pt 1</u> OR <u>Pt 2</u> ● The Greeks Project Organizer MS Visit Black House	No School Memorial Break



Week 38: 5/29 - 6/2

Monday, May 29	Tuesday, May 30	Wednesday, May 31	Thursday, June 1	Friday, June 2
	<i>I can create a visually appealing slideshow or poster to present info about my Greek character.</i>	<i>I can create a visually appealing slideshow or poster to present info about my Greek character.</i>		<i>I can create a visually appealing slideshow or poster to present info about my Greek character.</i>
No School Memorial Break	● Quill or Vocab App ● The Greeks Project Organizer ● The Greeks Project Work Time	● Quill or Vocab App ● The Greeks Project Organizer ● The Greeks Project Work Time	<u>Camp Pine Ridge Field Trip Day</u> Bring water bottle (& packed lunch if you didn't sign up for school one) Wear close-toed shoes Dress for 88° weather	● Quill or Vocab App ● The Greeks Project Organizer ● The Greeks Project DUE



Week 39: 6/5 - 6/7

Monday, June 5	Tuesday, June 6	Wednesday, June 7	Thursday, June 8	Friday, June 9
<i>I can clearly present information about my Greek character.</i> ● <u>The Greeks Project</u> Jarrett Presentations - <u>Presentation Reflections</u>	<i>I can listen and gather information about other students' Greek characters</i> ● <u>The Greeks Project</u> DenOuden Presentations - <u>Presentation Reflections</u>	LAST DAY OF SCHOOL Half Day Awards Day <u>Last Day Plan</u>	<i>Summer Vacation!</i>	